Faculty Senate

Academic Advising Council

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- Pathways Scholar Information Form

Contact us with your comments, questions and feedback
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Valid xhtml.
Standing Rules, Academic Advising Council, Faculty Senate, Oregon State University

 faculty senate » committees/councils » academic advising council » standing rules

academic advising council

standing rules

The Academic Advising Council furnishes support and information to those units on campus that provide academic advising for undergraduate students and makes policy and procedure recommendations to the Faculty Senate for consideration.

The Council shall be composed of a Head Advisor or designated representative from each academic college and one or more representatives from each service unit involved in advising undergraduate students, and a student representative. Each of the academic colleges and the service units represented shall have one vote on the council. A change in the Standing Rules is required to add or delete a voting member.

The Chair and Secretary shall be chosen by the Council in a manner to be determined by that body.

The immediate past chair of AAC shall participate on the Faculty Recognition and Awards Committee in selecting the recipient of the Dar Reese Excellence in Advising and the OSU Academic Advising Award and shall be a liaison member of the Curriculum Council. The following year, this individual shall be a representative to the Academic Affairs Council. In the event that the individual cannot fulfill his or her duties, the AAC chair will appoint a replacement.

AAC MEMBERSHIP (voting members, limited to one (1) vote/unit):
Head Advisors: Includes each of the academic colleges that advise undergraduate students, as well as University Honors College, University Exploratory Studies Program, and the OSU-Cascades Campus:

- College of Agricultural Sciences
- College of Business
- College of Earth, Ocean & Atmospheric Sciences
- College of Education
- College of Engineering
- College of Forestry
- College of Liberal Arts
- College of Pharmacy
- College of Public Health and Human Sciences
- College of Science
- OSU-Cascades Campus
- University Honors College
- University Exploratory Studies Program

One vote representing each of the following service units involved in advising (or providing support for advising). One or more representatives may attend.

- Academic Success and Engagement
- Academic Programs, Assessment and Accreditation
- Enrollment Management
- Intercultural Student Services
- International Programs
- Office of the Dean of Student Life
- OSU Extended Campus
- Student Representative
Non-voting members: The non-voting membership of the AAC consists of units whose work supports academic advising, but whose mission, goals, or responsibilities largely lie outside of academic advising. Non-voting members are listed in the AAC Guidelines, and a vote of the Council to change the Guidelines is required for a unit to become a non-voting member.

(Rev. 06/07; 06/09; 04/12)
Academic Advising Council

Membership

- 2013-2014
- 2012-2013
- 2011-2012
- 2010-2011
- 2009-2010
- 2008-2009
- 2007-2008
- 2006-2007
- 2005-2006
- 2004-2005
- 2003-2004
- 2002-2003
- 2001-2002
- 2000-2001
- 1999-2000
Academic Advising Council

Scheduled Meetings
2013-2014

Note: The Academic Advising Council will meet on the below dates from 1:30-3:00 PM in The Valley Library Willamette Seminar Room-East, unless otherwise noted.

- October 9
- November 13
- December 11
- January 8
- February 12
- March 12
- April 9
- May 14
- June 11
Academic Advising Council

Agendas

- 2014
- 2013
- 2012
- 2011
- 2010
- 2009
- 2008
- 2007
- 2006
- 2005
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- 2003
- 2002
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- 1999
- 1998
Faculty Senate

Academic Advising Council

Minutes

- 2014
- 2013
- 2012
- 2011
- 2010
- 2009
- 2008
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- 2006
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- 2004
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- 1999
Academic Advising Council

Annual Reports

- 2012-2013
- 2010-2011
- 2008-2009
- 2007-2008
- 2006-2007
- 2005-2006
- 2002-2003
- 2000-2001
- 1998-1999
- 1997-1998
General Guidelines
One of the main purposes of the AAC is to facilitate and foster the exchange of information among units that perform academic advising and units whose responsibilities affect academic advising. To that end, the membership of the AAC is broad and, unlike many Faculty Senate committees, is defined wholly by unit association.

Membership
The voting membership of the AAC consists of units that perform academic advising, such as the colleges, and units whose mission, goals or responsibilities substantially and directly affect academic advising, such as the Registrar's Office. Though each voting unit may have only one vote, each unit may send multiple representatives to attend and participate in AAC meetings and activities. A vote of the AAC and change in the Standing Rules is required for a unit to become a voting member of the AAC.

The non-voting membership of the AAC consists of units whose work may affect academic advising, but whose mission, goals, or responsibilities largely lie outside of academic advising. The non-voting membership also may send multiple representatives to attend and participate in AAC meetings and activities. A vote of the AAC and change in the Guidelines is required for a unit to become a non-voting member of the AAC. Current non-voting members are:

- Academic Success Center
- Academics for Student Athletes
- Admissions
- Career Services
- College Assistance Migrant Program
- Disability Access Services
- Enterprise Computing
- INTO OSU Student Services
- New Student Programs and Family Outreach
- Registrar
- Reserve Officer Training Corps
- Student Conduct
- University Housing and Dining Services

All representatives of voting and non-voting units are included on the AAC list serve. Individuals not represented by voting or non-voting units who would like to be placed on the list serve should contact the AAC chair.

Units that wish to become voting or non-voting members of the AAC should contact the AAC chair for placement of the membership request on the agenda.

Chair Selection
1. The Chair of the AAC will be a Head Advisor or designate from one of the member academic colleges, UESP, or the Cascades Campus.
2. Nominations, including self-nominations, must be made to the current Chair of the AAC no less than two weeks prior to the election meeting.
3. The advisor with the largest number of AAC votes of those present at the last AAC meeting of the academic year will be selected.
4. The position requires a four-year commitment: Year 1 - Secretary, Year 2 - Chair, Year 3 - Faculty Senate Curriculum Council liaison, Dar Reese Excellence in Advising Award selection, and OSU Academic Advising Award selection, and Year 4 - representative to the Academic Affairs Council. In the event that the person cannot fulfill his or her duties, the chair shall appoint a replacement.

Changes approved by AAC on June 8, 2005 and Faculty Senate Executive Committee on November 17, 2005 Revised: June 4, 2009
Academic Advising at Oregon State University
Approved by the Academic Advising Council on November 9, 2005 and Faculty Senate Executive Committee on November 17, 2005.

Vision Statement
Oregon State University aspires to be recognized nationally for excellence in academic advising among land grant institutions.

Mission Statement
Oregon State University academic advising is a teaching and learning process dedicated to student success. Academic advising engages students in developing a plan to realize their educational, career and life goals.

Values Statement
The values associated with OSU advising are closely aligned with the stated values of the university.

Accountability: We are committed to providing timely, accurate, and intentional advising.

Diversity: We honor the unique nature and interests of each student. Advising services and delivery methods will be shaped to fit the diverse needs of our campus populations.

Respect: We seek to establish a reciprocal relationship with students based on an ethic of care and shared responsibility.

Social Responsibility: We foster a culture of independent thinking and global awareness so that students make informed, socially responsible choices consistent with their academic, career and life goals.

Integrity: We seek to engage students in a fair and professional process of meaningful self-reflection and authentic inquiry.

Goals Statement
OSU academic advising reflects the institutional goal of excellence in teaching and learning that is focused on student success. We will...

1. Continually assist students in understanding the nature, purpose and potential of higher education.
2. Ensure that students have access to knowledgeable and informed advisors who demonstrate care and respect.
3. Mentor students as they explore and clarify their values and educational and life goals.
4. Provide accurate information about educational opportunities, requirements, policies and procedures.
5. Collaborate with students on the development and implementation of academic plans and educational experiences congruent with the student’s interests and abilities.
6. Communicate regularly with students to monitor and evaluate their educational progress.
7. Teach students to utilize university resources to maximize their unique educational and personal potential.
8. Improve University-wide academic advising via an ongoing assessment program
INTO OSU Pathways Program

The Pathways Program allows language students to take both OSU and English language classes. It is one academic year in length, and students who enroll in the Pathways Program work toward completing their first year of undergraduate OSU studies while taking some English language classes as well. One nice feature of the Pathways Program is that some OSU classes are “bridged.” That means that these classes have supportive English language classes associated with them that help students prepare for and succeed in the associated OSU class.

Those who successfully complete the Pathways Program with grades of C or higher will move on to their second year of OSU and do not take any English language classes. Note that all Pathways students must have a GPA of 2.25 or higher to proceed to their second year at OSU.

There are four Pathways programs:

- Business
- General Studies
- Science
- Engineering

The **Business Pathways** program is intended for those who wish to be business majors at OSU. The Business Pathways Program is three to four terms in length. During fall and winter (or winter and spring terms for January admits), Business Pathways students take English language classes. They also take OSU's Lifetime Fitness for health, Public Speaking, three terms of Math, Cultural Diversity, English Composition, and Business Now. Business Now, Lifetime Fitness for Health, and Cultural Diversity are supported with English language “bridge” courses.

The **General Pathways** program is open to students who are not science, engineering, or business majors (for example liberal arts majors). The General Pathways program is also three to four terms in length. General Pathways students take English language classes for their first two terms. They also take OSU’s Geography of the Non-Western World, Lifetime Fitness for Health, Public Speaking, three terms of Math, Cultural Diversity, English Composition, and Introduction to Microeconomics or Sociology. The
Lifetime Fitness for Health, Geography of the Non-Western World, and Cultural Diversity classes have English language “bridge” or support courses associated with them.

There are two start dates for the Business Pathways and General Pathways Programs: Fall of each academic year and winter of each academic year. Students beginning in winter of each academic year will study during the summer. For students beginning in the fall, summer term is either a vacation term, a chance to make up missed or failed courses, or a time to take additional classes.

The **Science Pathways** program is open to those who wish to be science majors at OSU. The Science Pathways is four terms in length. Science Pathways students take English language classes for two terms. They also enroll in OSU’s Lifetime Fitness for Health, three terms of Math, three terms of General Chemistry, Public Speaking, and Cultural Diversity. Two of these classes (Lifetime Fitness and Cultural Diversity) have English language “bridge” or support courses associated with them. Summer term courses are also required in order to complete the pathway.

The **Engineering Pathways** program is open to those who wish to study engineering at OSU. The Engineering Pathways is four terms in length. Engineering Pathways students take two terms of English language classes. They also enroll in OSU’s Public Speaking, two terms of Engineering Orientation, three terms of Math, two terms of General Chemistry, and Cultural Diversity. Two of these classes (Engineering Orientation and Cultural Diversity) have English language “bridge” or support courses associated with them. Summer term courses are also required.

The start date for both the Engineering Pathways and the Science Pathways programs is in the fall of each academic year.

Those who successfully complete any of the Pathways Program have a 2.25 GPA, a grade of C or better in most courses (Engineering students must have a grade of C or better in all math and chemistry classes), a grade of C or better in Public Speaking, English Composition and Math 111.

**Questions?  See . . .**

Business and General Pathways – Donna Shaw, [Donna.Shaw@oregonstate.edu](mailto:Donna.Shaw@oregonstate.edu), 320 Snell Hall

Science and Engineering Pathways – Michael Witbeck, [Michael.Witbeck@oregonstate.edu](mailto:Michael.Witbeck@oregonstate.edu), 103 Heckhart Lodge
Pathways Scholar Mentor Program
Information Form

Thank you for your interest in the INTO Oregon State University Pathways Scholar Mentor Program. We generally match male to male and female to female, and do our best to place mentors and INTO Pathways students together based on common interests. Thank you for being open to any international student for matching purposes.

RETURN COMPLETED FORMS TO THE FRONT OFFICE AT HECKART LODGE LOCATED ACROSS FROM SACKETT RESIDENCE HALL.

Date:________________________

PERSONAL INFO:
Last name:_________________________ First name:_________________________
Sex: M F Age:____ Married: Y N Children: Y N
Year in school:_________________________Major:_________________________
Hobbies, interests, favorite sports, etc.:____________________________________

CONTACT INFO:
Cell ph:_________________________ Home ph:____________________ Work ph:____________________
ONID email address:_____________________________________________________

Would you be willing to meet with a group of 2-3 students? Y N
Female scholar mentors only: Would you be willing to work with a male student? Y N

To be filled out by the coordinator:

Student name:_________________________ Email:_________________________
Phone:_________________________ Date matched:____ Met:_____ Continuing:____________________

Student name:_________________________ Email:_________________________
Phone:_________________________ Date matched:____ Met:_____ Continuing:____________________

Student name:_________________________ Email:_________________________
Phone:_________________________ Date matched:____ Met:_____ Continuing:____________________

Student name:_________________________ Email:_________________________
Phone:_________________________ Date matched:____ Met:_____ Continuing:____________________

THE GLOBAL EDUCATION PARTNERS
DISCIPLINARY HISTORY:
Do you have a conduct/disciplinary record at Oregon State University?  Y  N
If yes, please explain on a separate sheet.  NOTE:  Conduct/disciplinary sanctions could prevent your participation in the INTO OSU Pathways Scholar Mentor Program.
As part of my application process, I authorize the INTO Oregon State University program coordinator at Oregon State University to review my student conduct record.

Student ID Number:__________________________
Signature:__________________________ Date:__________

ADDITIONAL INFORMATION:
Why are you interested in becoming a Pathways Scholar Mentor?__________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Have you ever lived or travelled in another country?  Y  N
If so, where and when?_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Please list any foreign languages you have studied:________________________________________

Have you had any previous contact with international students, i.e. as a conversation partner, tutor, host family, friend, etc.?  Y  N
If so, please describe:_____________________________________________________________________
_____________________________________________________________________

To be filled out by the coordinator:

Date interviewed:________ Comments:________________________________________
Conduct check:________ Orientation attended/date:_____________________
Email address added to database/date:__________
STATE OF OREGON

CONDITIONS OF VOLUNTEER SERVICE

As a volunteer working in a State of Oregon agency, you need to understand the extent to which you are covered by State of Oregon insurance for liability and personal injury/illness. Please read the following carefully and sign below.

Tort Liability
You will be protected from civil liability for injuries or damage to the person or property of others, subject to the following general conditions:
1. You are working on a state agency task assigned by an authorized agency supervisor;
2. You limit your actions to the duties assigned; and
3. You perform your assigned tasks in good faith, and do not act in a manner that is reckless or with the intent to unlawfully inflict harm to others.
The conditions and limits of this protection are as stated in the Oregon Tort Claims Act, ORS 30.260-300, and Oregon Department of Administrative Services Risk Management Division Manual, 125-7-202.

Motor Vehicle Liability
If you use a personally owned vehicle in the course of your duties, you are required to have automobile liability insurance to provide your primary coverage for any accidents involving that vehicle. State provided auto liability coverage will apply on a limited basis only after your primary coverage limits have been used.

Voluntary Injury Coverage (VIC). OSU, through the State of Oregon, has an injury protection plan to cover injuries of authorized volunteers secondarily to the volunteers’ own insurance coverage. It is limited to only injuries due to an accident while performing volunteer duties. The state will pay medical treatment bills, disability, death and dismemberment benefits to the limits and under the terms and conditions described in Oregon Department of Administrative Services Risk Management Division Policy Manual, 125-7-204. If you are injured in a private vehicle, the owner’s insurance is responsible for your medical bills.

Reporting Responsibility
Any time you are involved in any accident or exposed to a potential liability situation while performing assigned duties, you must inform Candace Pierson-Charlton, Student Services Coordinator as soon as possible.

Volunteer Dates: (Start) 01/01/10 (End) 06/30/2011

Assigned Duties
Meet with INTO Oregon State University international student(s) for one hour per week, every week for the duration of the term, to help him/her practice speaking English and assist in connecting him or her with any clubs or organizations.

I HAVE READ AND UNDERSTAND THE ABOVE DUTIES AND CONDITIONS OF VOLUNTEER SERVICE.

Please Print
| Name (Last, First, MI): | | | |
|-------------------------|----------------|
| Address:                | Telephone:    |
| Signature:              | Date:         |

In case of emergency, please notify:

<table>
<thead>
<tr>
<th>Home Phone:</th>
<th>Work Phone:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Telephone: 541-737-6981</td>
</tr>
</tbody>
</table>

Agency Supervisor: Candace Pierson-Charlton
Title: Student Services Coordinator
Date: 01/04/10
AUTHORIZED STATE VOLUNTEER
PARTIAL WAIVER AND RELEASE OF RIGHTS
UNDER THE OREGON TORT CLAIMS ACT
ORS 30.260-300

READ CAREFULLY
(Please Print Information)

Name: ___________________________________ Phone: ______________________

Address: ____________________________________________________________

City/State: __________________________________ Zip Code: _______________

As an authorized state volunteer performing activities on behalf of the State of Oregon (agency), I understand that the State of Oregon will provide limited medical and accidental death, dismemberment and disability coverage for me in the event I suffer injury due to an accident while performing volunteer duties. In exchange for the coverage, I, for myself, my heirs, executors, administrators and assigns, release and forever discharge the State of Oregon from any and all demands or claims for damage or injury, from any cause of suit or action, known or unknown, that I may have against the State of Oregon, and/or its officers, agents or employees, and from all liability under the Oregon Tort Claims Act, ORS 30.260-300, for any and all harm or damage to my health in any manner resulting from or arising out of my state volunteer activities.

This release does not extend to or waive any rights I may have under the Oregon Tort Claims Act, ORS 30.260-300, to defense and indemnification from any demand, claim, suit or action brought against me, or liability I may be subject to, or arising out of my authorized state volunteer activities. In the event that I am injured while performing state volunteer activities, I will notify my agency supervisor and apply for injury coverage benefits.

Signature: ___________________________________ Date: __________________

PARENT OR GUARDIAN'S AUTHORIZATION FOR MEDICAL CARE AND CONSENT TO AGREEMENT
READ CAREFULLY

I, ______________________, as parent or legal guardian hereby grant permission for
____________________ to do volunteer work for Oregon State University. In the event of an
emergency, accident, or illness, I authorize the agency and its employees to administer
emergency medical care to my child and/or, if deemed necessary, to secure emergency
medical services
and incur expenses for which I will be responsible for payment. My signature below hereby
represents that I have read, understand, and consent to this agreement.

Signature: ___________________________________ Date: __________________

(Legal Guardian signature required if volunteer is under age 18 years.)

Pathways Rev.
1/04/10
The Academic Advising Council furnishes support and information to those units on campus that provide academic advising for students and makes policy and procedure recommendations to the Faculty Senate for consideration.

The Council shall be composed of a Head Advisor or designated representative from each academic college and one or more representatives from each service unit involved in advising undergraduate students, and a student representative. Each of the academic colleges and the service units represented shall have one vote on the council. A change in the Standing Rules is required to add or delete a voting member.

The Chair and Secretary shall be chosen by the Council in a manner to be determined by that body.

The immediate past chair of AAC shall participate on the Faculty Recognition and Awards Committee in selecting the recipient of the Dar Reese Excellence in Advising. In the event that the immediate past chair is unavailable for the selection of the Dar Reese award, the AAC will select an alternate representative.

AAC MEMBERSHIP (voting members, limited to one (1) vote/unit:
Head Advisors: Includes each of the academic colleges that advise undergraduate students, as well as University Honors College, University Exploratory Studies Program, and the OSU-Cascades Campus:

- College of Agricultural Sciences
- College of Business
- College of Education
- College of Engineering
- College of Forestry
- College of Health and Human Sciences
- College of Liberal Arts
- College of Pharmacy
- College of Science
- OSU-Cascades Campus
- University Honors College
- University Exploratory Studies Program

One vote representing each of the following service units involved in advising (or providing support for advising). One or more representatives may attend.

Academic Success and Engagement
Academic Planning and Assessment
Enrollment Management
Intercultural Student Services
International Programs
Office of the Dean of Student Life
OSU Extended Campus
Student Representative

Non-voting members: The non-voting membership of the AAC consists of units whose work supports academic advising, but whose mission, goals, or responsibilities largely lie outside of academic advising. Non-voting members are listed in the AAC Guidelines, and a vote of the Council to change the Guidelines is
required for a unit to become a non-voting member.

Rev. 06/09

Rev. 06/07
Academic Advising Council

GUIDELINES

General Guidelines
One of the main purposes of the AAC is to facilitate and foster the exchange of information among units that perform academic advising and units whose responsibilities affect academic advising. To that end, the membership of the AAC is broad and, unlike many Faculty Senate committees, is defined wholly by unit association.

Membership
The voting membership of the AAC consists of units that perform academic advising, such as the colleges, and units whose mission, goals or responsibilities substantially and directly affect academic advising, such as the Registrar’s Office. Though each voting unit may have only one vote, each unit may send multiple representatives to attend and participate in AAC meetings and activities. A vote of the AAC and change in the Standing Rules is required for a unit to become a voting member of the AAC.

The non-voting membership of the AAC consists of units whose work may affect academic advising, but whose mission, goals, or responsibilities largely lie outside of academic advising. The non-voting membership also may send multiple representatives to attend and participate in AAC meetings and activities. A vote of the AAC and change in the Guidelines is required for a unit to become a non-voting member of the AAC. Current non-voting members are:

- Academic Success Center
- Academics for Student Athletes
- Admissions
- Career Services
- College Assistance Migrant Program
- Disability Access Services
- Enterprise Computing
- INTO OSU Student Services
- New Student Programs and Family Outreach
- Registrar
- Reserve Officer Training Corps
- Student Conduct
- University Housing and Dining Services

All representatives of voting and non-voting units are included on the AAC list serve. Individuals not represented by voting or non-voting units who would like to be placed on the list serve should contact the AAC chair.

Units that wish to become voting or non-voting members of the AAC should contact the AAC chair for placement of the membership request on the agenda.

Chair Selection

1. The Chair of the AAC will be a Head Advisor or designate from one of the member academic colleges, UESP, or the Cascades Campus.
2. Nominations, including self-nominations, must be made to the current Chair of the AAC no less than two weeks prior to the election meeting.
3. The advisor with the largest number of AAC votes of those present at the last AAC meeting of the academic year will be selected.
4. The position requires a four-year commitment: Year 1 - Secretary, Year 2 - Chair, Year 3 - Faculty Senate Curriculum Council liaison, Dar Reese Excellence in Advising Award selection, and OSU Academic Advising Award selection, and Year 4 - representative to the Academic Affairs Council. In the event that the person cannot fulfill his or her duties, the chair shall appoint a replacement.

*Changes approved by AAC on June 8, 2005 and Faculty Senate Executive Committee on November 17, 2005 Revised: June 4, 2009*
Faculty Senate

Academic Advising Council

Membership 2013-2014

Claire Colvin (v. McFarlane), Chair
Claire Colvin, Secretary

The Council is composed of a Head Advisor from each academic college and a representative involved in advising students from the following service units:

- Academic Programs and Academic Assessment
- Academic Services for Athletes
- Academic Success Center
- Admissions
- Athletic Compliance
- Career Services
- College Assistance Migrant Program (CAMP)
- Educational Opportunities Program
- Extended Campus
- Minority Education Office
- Office of International Programs
- Registrars Office
- Reserve Officer Training Corps
- SOAR
- Student Representative

Executive Committee Liaison – Nell O'Malley
Academic Advising Council

Membership 2012-2013

Carey Hilbert, Chair
Brett McFarlane, Secretary (in absentia)
Nicole Kent, Acting Secretary

Public Health & Human Sciences
Engineering

The Council is composed of a Head Advisor from each academic college and a representative involved in advising students from the following service units:

- Academic Programs and Academic Assessment
- Academic Services for Athletes
- Academic Success Center
- Admissions
- Athletic Compliance
- Career Services
- College Assistance Migrant Program (CAMP)
- Educational Opportunities Program
- Extended Campus
- Minority Education Office
- Office of International Programs
- Registrars Office
- Reserve Officer Training Corps
- SOAR
- Student Representative

Executive Committee Liaison – Janet Nishihara
Faculty Senate

Academic Advising Council

**Membership 2011-2012**

Clay Torset, Chair  
Carey Hilbert, Secretary

College of Forestry  
College of Health and Human Sciences

The Council is composed of a Head Advisor from each academic college and a representative involved in advising students from the following service units:

- Academic Programs and Academic Assessment
- Academic Services for Athletes
- Academic Success Center
- Admissions
- Athletic Compliance
- Career Services
- College Assistance Migrant Program (CAMP)
- Educational Opportunities Program
- Extended Campus
- Minority Education Office
- Office of International Programs
- Registrars Office
- Reserve Officer Training Corps
- SOAR
- Student Representative

*Executive Committee Liaison - Janet Nishihara*
Faculty Senate

Academic Advising Council

Membership 2010-2011

Rebekah Lancelin, Chair
University Honors College

Clay Torset, Secretary

The Council is composed of a Head Advisor from each academic college and a representative involved in advising students from the following service units:

- Academic Programs and Academic Assessment
- Academic Services for Athletes
- Academic Success Center
- Admissions
- Athletic Compliance
- Career Services
- College Assistance Migrant Program (CAMP)
- Educational Opportunities Program
- Extended Campus
- Minority Education Office
- Office of International Programs
- Registrars Office
- Reserve Officer Training Corps
- SOAR
- Student Representative

Executive Committee Liaison - Linda Bruslind
Academic Advising Council

Membership 2009-2010

Brenda Sallee, Chair
Rebekah Lancelin, Secretary
Peter Nguyen

College of Education
University Honors College
Student Member

The Council is composed of a Head Advisor from each academic college and a representative involved in advising students from the following service units:

- Academic Programs and Academic Assessment
- Academic Services for Athletes
- Academic Success Center
- Admissions
- Athletic Compliance
- Career Services
- College Assistance Migrant Program (CAMP)
- Educational Opportunities Program
- Extended Campus
- Minority Education Office
- Office of International Programs
- Registrars Office
- Reserve Officer Training Corps
- SOAR
- Student Representative

Executive Committee Liaison - Kim McAlexander
Academic Advising Council

Membership 2008-2009

Gene Newburgh, Chair
Brenda Sallee, Secretary
Peter Nguyen

College of Education
College of Business
Student Member

The Council is composed of a Head Advisor from each academic college and a representative involved in advising students from the following service units:

- Academic Programs and Academic Assessment
- Academic Services for Athletes
- Academic Success Center
- Admissions
- Athletic Compliance
- Career Services
- College Assistance Migrant Program (CAMP)
- Educational Opportunities Program
- Extended Campus
- Minority Education Office
- Office of International Programs
- Registrars Office
- Reserve Officer Training Corps
- SOAR
- Student Representative

Executive Committee Liaison - Kim McAlexander
Membership 2007-2008

Academic Advising Council

<table>
<thead>
<tr>
<th>Chair</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela Austin Haney</td>
<td>Pharmacy</td>
</tr>
<tr>
<td>Gene Newburgh</td>
<td>College of Education</td>
</tr>
<tr>
<td>Student Member</td>
<td>TBA</td>
</tr>
</tbody>
</table>

The Council is composed of a Head Advisor from each academic college and a representative involved in advising students from the following service units:

- Academic Affairs
- Admission and Orientation
- Distance and Continuing Education
- Educational Opportunities Program
- First Year Experience Program
- Intercollegiate Athletics
- International Programs
- Minority Education Offices
- Multicultural Affairs
- Registrars Office
- Reserve Officer Training Corps
- Student Development Services
- University Exploratory Studies Program

Executive Committee Liaison - Goran Jovanovic
Faculty Senate

Academic Advising Council

Membership 2006-2007

Kerry Kincanon, Chair
Angela Austin Haney, Secretary
Student Member - TBA

University Exploratory Studies Program
Pharmacy

The Council is composed of a Head Advisor from each academic college and a representative involved in advising students from the following service units:

- Academic Affairs
- Admission and Orientation
- Distance and Continuing Education
- Educational Opportunities Program
- First Year Experience Program
- Intercollegiate Athletics
- International Programs
- Minority Education Offices
- Multicultural Affairs
- Registrars Office
- Reserve Officer Training Corps
- Student Development Services
- University Exploratory Studies Program

Executive Committee Liaison - Goran Jovanovic
Academic Advising Council  

**Membership 2005-2006**

Mary Ann Matzke, Chair  
Kerry Kincannon, Secretary  
Student Member - TBA  
College of Science  
Academic Success Center

The Council is composed of a Head Advisor from each academic college and a representative involved in advising students from the following service units:

- Academic Affairs  
- Admission and Orientation  
- Distance and Continuing Education  
- Educational Opportunities Program  
- First Year Experience Program  
- Intercollegiate Athletics  
- International Programs  
- Minority Education Offices  
- Multicultural Affairs  
- Registrars Office  
- Reserve Officer Training Corps  
- Student Development Services  
- University Exploratory Studies Program

Executive Committee Liaison - Lynda Ciuffetti
Membership 2004-2005, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

Membership 2004-2005

John Shea, Chair
Mary Ann Matzke, Secretary
Student Member - TBA

The Council is composed of a Head Advisor from each academic college and a representative involved in advising students from the following service units:

- Academic Affairs
- Admission and Orientation
- Distance and Continuing Education
- Educational Opportunities Program
- First Year Experience Program
- Intercollegiate Athletics
- International Programs
- Minority Education Offices
- Multicultural Affairs
- Registrars Office
- Reserve Officer Training Corps
- Student Development Services
- University Exploratory Studies Program

Executive Committee Liaison - Mina Carson
Faculty Senate

Academic Advising Council

Membership 2003-2004

Debbie Bird, Chair
John Shea, Acting Chair Fall 2003
John Shea, Secretary
Student Member - TBA

The Council is composed of a Head Advisor from each academic college and a representative involved in advising students from the following service units:

- Academic Affairs
- Admission and Orientation
- Distance and Continuing Education
- Educational Opportunities Program
- First Year Experience Program
- Intercollegiate Athletics
- International Programs
- Minority Education Offices
- Multicultural Affairs
- Registrars Office
- Reserve Officer Training Corps
- Student Development Services
- University Exploratory Studies Program

Executive Committee Liaison - Tony Trujillo
Faculty Senate

Faculty Senate » Committees/Councils » Academic Advising Council » Membership » 2002-2003

Academic Advising Council

Membership 2002-2003

Sherri Argyres, Chair
Debbie Bird, Secretary
TBA

College of Agricultural Science
College of Forestry
Student Member

The Council is composed of a Head Advisor from each academic college and a representative involved in advising students from the following service units:

- Academic Affairs
- Admission and Orientation
- Distance and Continuing Education
- Educational Opportunities Program
- First Year Experience Program
- Intercollegiate Athletics
- International Programs
- Minority Education Offices
- Multicultural Affairs
- Registrars Office
- Reserve Officer Training Corps
- Student Development Services
- University Exploratory Studies Program

Executive Committee Liaison - Janet Nishihara
Academic Advising Council

Membership 2001-2002

Keith Parrott, Chair
Sherri Argyres, Secretary
Student Member - Andy Saultz

College of Pharmacy
College of Agricultural Science

The Council is composed of a Head Advisor from each academic college and a representative involved in advising students from the following service units:

- Academic Affairs
- Admission and Orientation
- Distance and Continuing Education
- Educational Opportunities Program
- First Year Experience Program
- Intercollegiate Athletics
- International Programs
- Minority Education Offices
- Multicultural Affairs
- Registrars Office
- Reserve Officer Training Corps
- Student Development Services
- University Exploratory Studies Program

Executive Committee Liaison - Janet Nishihara
Academic Advising Council

Membership 2000-2001

Jane Siebler, Chair
Keith Parrott, Secretary
Student Member - TBA

University Honors College
Pharmacy

The Council is composed of a Head Advisor from each academic college and a representative involved in advising students from the following service units:

- Academic Affairs
- Admission and Orientation
- Distance and Continuing Education
- Educational Opportunities Program
- First Year Experience Program
- Intercollegiate Athletics
- International Programs
- Minority Education Offices
- Multicultural Affairs
- Registrars Office
- Reserve Officer Training Corps
- Student Development Services
- University Exploratory Studies Program

Executive Committee Liaison - Rubin Landau
Faculty Senate

Academic Advising Council

Membership 1999-2000

Roy Rathja, Chair
Jane Siebler, Secretary

College of Engineering
University Honors College

The Council is composed of a Head Advisor from each academic college and a representative involved in advising students from the following service units:

- Academic Affairs
- Admission and Orientation
- Distance and Continuing Education
- Educational Opportunities Program
- First Year Experience Program
- Intercollegiate Athletics
- International Programs
- Minority Education Offices
- Multicultural Affairs
- Registrars Office
- Reserve Officer Training Corps
- Student Development Services
- University Exploratory Studies Program

Executive Committee Liaison - Rubin Landau
Academic Advising Council

2014 Agendas

- January 8
- February 12
Academic Advising Council

2013 Agendas

- January 9
- February 13
- March 13
- April 10
- June 12
- November 13
Faculty Senate

ACADEMIC ADVISING COUNCIL

2012 AGENDAS

- January 11
- March 14
- April 11
- May 9
- October 10
- November 14
- December 12
Academic Advising Council

2011 Agendas

- January 12
- April 13
- May 11
- June 8
- November 9
- December 14
Academic Advising Council

2010 Agendas

- December 8
- November 10
- October 13
- June 09
- May 12
- April 14
- March 10
- February 10
- January 13
Academic Advising Council

2009 Agendas

- January 14
- February 11
- March 11
- April 8
- May 13
- June 10
- October 14
- November 11
Academic Advising Council

2009 Agendas

- February 11
2007 Agendas

**Academic Advising Council**

- December 12
- November 14
- October 10
- June 13
- May 9
- April 11
- March 14
- February 14
- January 10
Academic Advising Council

2006 Agendas

- December 13
- November 8
- October 11
- June 14
- May 10
- April 12
- March 8
- February 8
- January 11
Academic Advising Council

2005 Agendas

- December 14
- November 9
- October 12
- May 11
- April 13
- March 9
- February 9
- January 12
2004 Agendas

Academic Advising Council

2004 Agendas

- December 8, 2004
- November 10, 2004
- October 13, 2004
- May 12, 2004
- April 14, 2004
- March 10, 2004
- February 11, 2004
- January 14, 2004
2003 Agendas

Academic Advising Council

2003 Agendas

- November 12, 2003
- October 8, 2003
- June 11, 2003
- May 14, 2003
- April 9, 2003
- March 12, 2003
- February 12, 2003
- January 15, 2003
Academic Advising Council

2002 Agendas

- December 11, 2002
- November 13, 2002
- October 9, 2002
- June 12, 2002
- May 08, 2002
- April 10, 2002
- February 13, 2002
- January 16, 2002
2001 Agendas

December 12, 2001
November 7, 2001
October 10, 2001
June 13, 2001
May 9, 2001
April 11, 2001
March 14, 2001
February 14, 2001
January 17, 2001
Academic Advising Council

2000 Agendas

- December 6, 2000
- November 8, 2000
- October 11, 2000
- June 14, 2000
- May 10, 2000
- April 12, 2000
- March 8, 2000
- February 9, 2000
- January 12, 2000
Academic Advising Council

1999 Agendas

- December 8, 1999
- November 10, 1999
- October 13, 1999
- June 9, 1999
- May 12, 1999
- April 14, 1999
1998 Agendas

Academic Advising Council

1998 Agendas

- December 9, 1998
- November 11, 1998
Academic Advising Council

2014 Minutes

- January 8
- February 12
- April 9
Academic Advising Council

2013 Minutes

- January 9
- February 13
- March 13
- April 10
- June 12
Academic Advising Council

2012 Minutes

- January 11, 2012
- February 8, 2012
- March 14, 2012
- May 9, 2012
- June 13, 2012
- October 10, 2012
- November 14, 2012
- December 12, 2012
Academic Advising Council

2011 Minutes

- January 12, 2011
- October 12, 2011
- December 14, 2011
Faculty Senate

Academic Advising Council

2010 Minutes

- October 13
- June 9
- May 12
- March 10
- February 10
- January 13
Academic Advising Council

2009 Minutes

- December 09
- November 11
- October 14
- May 13
- April 8
- March 11
- February 11
- January 14
Academic Advising Council

2008 Minutes

- December 10
- November 12
- October 8
- June 11
- May 14
- April 9
- March 12
- February 13
- January 9
Academic Advising Council

2007 Minutes

- December 12
- November 14
- October 10
- June 13
- May 9
- April 11
- March 14
- February 14
Academic Advising Council

2006 Minutes

- December 13
- November 8
- October 11
- June 14
- April 12
- March 8
- February 8
- January 11
2005 Minutes

Academic Advising Council

- December 14
- November 9
- October 12
- June 8
- May 11
- April 13
- March 9
- February 9
- January 12
Academic Advising Council

2004 Minutes

- December 8, 2004
- November 10, 2004
- October 13, 2004
- May 12, 2004
- April 14, 2004
- March 10, 2004
- February 11, 2004
- January 14, 2004
Minutes

November 12, 2003
October 6, 2003
June 11, 2003
April 9, 2003
February 12, 2003
January 15, 2003
Faculty Senate

Academic Advising Council

2002 Minutes

- December 11, 2002
- November 13, 2002
- October 09, 2002
- May 08, 2002
- April 10, 2002
- February 13, 2002
- January 16, 2002
Academic Advising Council

2001 Minutes

- December 12, 2001
- November 30, 2001
- November 7, 2001
- October 10, 2001
- June 13, 2001
- April 11, 2001
- March 14, 2001
- January 17, 2001
Academic Advising Council

2000 Minutes

- December 6
- November 8
- October 11
- June 14
- May 10
- April 12
- March 8
- February 9
- January 12
1999 Minutes, Academic Advising Council, Faculty Senate, Oregon State University

Faculty Senate

Academic Advising Council

1999 Minutes

- December 8, 1999
- November 10, 1999
- October 13, 1999
- February 10, 1999
To: President, OSU Faculty Senate  
From: Carey Hilbert, Chair, Academic Advising Council  
Date: July 3, 2013  
Subject: 2012-2013 Academic Advising Council Annual Report

The 2012-13 academic year was productive and issues-focused for the Academic Advising Council (AAC). Our objective was to furnish support, information, and guidance to those units on campus that provide academic advising for undergraduate students, as well as to make policy and procedure recommendations to the Faculty Senate for consideration.

Unlike many Faculty Senate Committees, AAC membership is fixed and does not rotate. Membership consists of voting members, as found in our Standing Rules, and non-voting members, as found in our Guidelines. The leadership of the AAC and their external responsibilities were as follows:

- Carey Hilbert, Chair, College of Public Health & Human Sciences, represented AAC on the University Committee of Student Engagement and Success (UCSEE).
- Clay Torset, Immediate Past Chair (2011-12), College of Forestry, represented AAC on the Curriculum Council.
- Rebekah Lancelin, Past Chair (2010-2011), University Honors College, represented AAC on the Academic Affairs Committee.
- Brett McFarland, Secretary and Chair-Elect (2013-2014), College of Engineering (COE), shared the reporting of minutes with Nicole Kent (also COE) for all but the last two meetings in May and June.
- Claire Colvin, College of Science, was elected at our June meeting to the position of Secretary-Elect (2013-14) and Chair-elect (2014-2015) in accordance with our Guidelines.

Action Items and Highlights of the year include:

- **Transfer Admissions** – Students admitted as < 36 (First years) often have over 36 credits by the time they get here, but may not have completed the WR and MTH courses required of OSU first year students. The MTH becomes particularly troublesome in MTH/science based curriculum. A Letter-of-Admission and Admissions website added language "Any courses taken prior to enrollment at OSU should include WR 121 & MTH 111 with C- or higher."

- **OSU Curricular Handbook** – The document "Frequency of Advising" text was edited and a discussion of where such a policy should reside was begun, but not resolved. AAC supports the current revisions by the UAC and realizes more revisions may come after the First-Year Advising Council makes recommendations this fall.

- **Bereavement & Funeral Policy** – Working closely with Student Life Office, DAS, and Advisors, guidelines were adopted outlining steps for students, parents and faculty in the event a student experiences a death or serious impairment in the family. This document was vetted by Faculty Senate Executive Committee, Faculty Senate and now resides in the Registrar’s pages under "University Policies."

- **NACADA Award Nominations** – AAC accepted nominations from across campus for four award categories. A sub-committee reviewed three that were submitted for two categories and supported two candidates on behalf of AAC. One received a certificate of Merit for "New Academic Advisor" and one was awarded "Most Outstanding Faculty Advisor."
• **Waitlisting Issue** – In trying to determine "best practices" for wait-listing, the AAC put forward a request to all academic departments encouraging the use of the electronic waitlists rather than private lists that not all advisors or students are aware of existing.

**Academic Regulations**

• **AR 12 (Maximum Withdrawals)** – Proposed clarification in language for AR 12 to read: *Any student may withdraw from a maximum of 12 individual OSU credit bearing classes.* Adopted by the Faculty Senate on April 8, 2013 and implemented.

• **AR 25 (Academic Residency)** – AAC suggested some alternatives/changes to the policy taking into consideration policies at other institutions.
  
  Registrar’s changed the policy to read: A minimum of 45 of the last 75 credits, or 150 total credits, must be completed while the student is in academic residence at OSU. Adopted by the Faculty Senate on April 8, 2013 and implemented. Additionally, they created a tool for advisors to use to help calculate this.

**Informational Subjects:** (Details on each in [AAC Minutes](#))

- First-Year Experience implementation plan
- Religious Accommodation Policy
- ODS (Operational Data Store) and EDW (Enterprise Data Warehouse) – *ODS, EDW & Cognos (reporting tool) will take the place of the existing data warehouse and BI Query. There are four modules in the ODS. A project team will be converting the existing reports to the new ODS.*
- OSU-Cascades Campus New Degrees and Majors Update
- Introduction of new "Safe Assign" feature for Blackboard to identify plagiarism
- New DW model for MyDegrees
- AFROTC
- Career Services SIGI3
- Returning veteran issues – articulation of military transcripts
- ALEKS math placement test & plans for the second pilot
- BEST sessions
- Term-by-term Academic Performance of Student Athletes, financial aid/scholarship info
- Summer Session and University Withdrawal/Drop Deadline changes
- Results of implementation of "First-Year Skills Requirement" completion rate

**Conclusion**

We still did not have a student representative at the table. It is hoped that next year we will have a student present at all AAC meetings, but this will require close communication with ASOSU and input from Advisors about potential candidates early in the year. As we advocate for students in our policies, discussions, and decisions, the student voice and perspective is critical.

The 2012-2013 academic year was not fraught with "big issues," but the AAC was productive in providing input and clarity into matters of import to Registrar’s office, student/university policy and guidelines, and Admissions.

Respectfully submitted,

*Carey A. Hilbert*

*Chair, Academic Advising Council 2012-13*

*Head Advisor*

*College of Public Health & Human Sciences*
To: Jack Higginbotham, President, OSU Faculty Senate  
From: Rebekah Lancelin, Chair, Academic Advising Council  
Date: August 2, 2011  
Subject: 2010-2011 Academic Advising Council Annual Report

The 2010-2011 academic year was productive and issues-focused for the Academic Advising Council (AAC.) Our objective was to furnish support, information, and guidance to those units on campus that provide academic advising for undergraduate students, as well as to make policy and procedure recommendations to the Faculty Senate for consideration.

Unlike many Faculty Senate Committees, AAC membership is fixed and does not rotate. Membership consists of voting members, as found in our Standing Rules, and non-voting members, as found in our Guidelines. The leadership of the AAC and their external responsibilities were as follows:

Rebekah Lancelin, Chair, University Honors College, represented AAC on the University Committee of Student Engagement and Success (UCSEE) and as liaison to the Faculty Recognition & Awards Committee, providing input to the selection of the recipients of the Dar Reese Excellence in Advising Award and the OSU Academic Advising Award.

Brenda Sallee, Immediate Past Chair, College of Business, represented AAC on the Curriculum Council.

Gene Newburgh, 2008-2009 Chair, College of Education, represented AAC on the Academic Affairs Committee.

Clay Torset, Secretary and Chair-Elect (2010-2011), College of Forestry, took minutes for eight meetings and Kerry Kincanon, Past Chair, took minutes for one meeting.

Carey Hilbert, Health and Human Sciences, was elected at our June meeting to the position of Secretary-Elect (2011-2012) and Chair-elect (2012-2013) in accordance with our Guidelines.

Action Items and Highlights of the year include:

- **Advisor privacy notes** - Given that MyDegrees offers the option for on-line notes by advisors, discussion occurred around privacy of notes and appropriate note taking. Advisors received clarification on suitable note- taking and approaches with electronic note-taking.

- **Baccalaureate Core review** - Advisors discussed our approach for the new mandate regarding first-year Skills course requirements.

- **Course withdrawals** - Carey Hilbert led a team of people through research regarding students who chronically withdraw from courses. A 12-page report of information was produced. This issue was left unresolved and was taken to a larger arena. It is my hope this issue will have some consensus and procedure resolution in the coming 2011-2012 year.

- **Accreditation** - Susie Brubaker-Cole and Chris Bell spoke to the group about the OSU accreditation process and potential advisor involvement.

- **Early Alert pilot** - Developing an early alert system was initiated by the University Council for Engagement and Experience co-chaired by Cary Green and Moira Dempsey. Early Alert is faced with the challenge of identifying students early in the term before the final grades are posted. Attendance in class appears to be the primary indicator for students facing academic difficulties. The challenge for the
university is how to identify these students in a timely manner without an undue burden on the teaching faculty and to encourage students to seek appropriate resources to aid in their academic success. Working in parallel with the Student Care Team, an online academic concern form for faculty was created. Teaching faculty can provide input as to class attendance, low test scores, or other assessment and then the Academic Care Team will, and does, follow-up with the student.

- **Student Support resources** - Dean of Student Life, Mamta Accapadi, presented new policies and procedures around university leave and withdrawal to provide clear communication to the student and be more in-line with the Higher Education Authorization Act. Another goal was to demystify the work of the Student Care Team to provide more transparency for the student. Involuntary withdrawal of students tends to be behavioral in nature when the student demonstrates a direct threat to themselves or others. The Student Welfare Team is involved in this process along with someone from the student's academic college when meeting with the student. Their objective is to consider the student's needs in a holistic nature.

- **Math hybrid course and placement clarification** - Bill Bogley from the mathematics department shared the plan for a pilot hybrid MTH 103/111 to be offered as an experiment with MTH 103 as a transition to MTH 111. This will begin in Fall 2011. The new hybrid offering will be up during the first week which will be a warm-up for 111, and then the students will take a placement test either to remain in 111 or move back to 103. The Registrar's Office will re-enroll students into 103. Placement decisions will occur at the end of week one and will be binding.

- **Chemistry placement issues** - Kevin Gable and Phil Watson from the chemistry department expressed the importance of advising for placement into chemistry and to assist in providing access for all students. Kevin reviewed placement guidelines for each of the chemistry sections (12X, 20X, and 22X). The department is reviewing policies for chemistry with the expectation that outcomes of success rates should be consistent for broad student success. Students shifting from one chemistry sequence to another have compounded access issues along with rapid enrollment growth on campus.

- **Higher Education Authorization Act** - Advisors discussed the impact of this act and how our print materials and websites may change. The group brainstormed information that should be reviewed and edited as needed. These include but are not limited to: course plans (degree flow charts or maps), four-year graduation degree plans, references to student progress in a program, access into courses or programs, advising guides, and degree maps.

### Academic Regulations

- During the 2010-2011 academic year AR 20 was discussed over three meetings, with cautionary resolution (see below in votes section).

- AR 13 (Withdrawal from the University) and Degrees with Distinction were also discussed with comment to the Academic Regulations committee. (Appendices A & C)

- Academic Regulations 22b, 23, and 25 were also discussed, without conflict.

### Registrar-Specific Issues

- Kent Kuo reported that students who have applied for summer or fall graduation may participate in the commencement ceremony. There was no need to review or clear students for graduation for those terms in order for them to participate as those students will receive an empty diploma case. Graduates for Fall 2010, Winter 2011, as well as those who were expected to graduate Spring 2011, Summer and Fall 2011 could participate in the spring commencement ceremony.

- Kent Kuo provided an update regarding the request to move the registration priority order for Post-Baccs to after seniors. Provost & Executive Vice President Sabah Randhawa was supportive of the change after consultation with Faculty Senate Executive Committee and review of the issues and data. This change became effective for Fall term 2011 registration which occurred in spring.

- The programming changes necessary so that new students register after phase II closes is more difficult than expected so this may be available for Winter 2012 pre-registration activities.

- Kent Kuo reported that reviewing data on post-bacc academic progression determined that 40-45 degrees were awarded from the 200-500 who applied for admission. The matriculation numbers increased, but only 35% completed their degree program. Thus, 65% of the post-bacc population did not complete their program.

### Votes

- AAC voted on AR 20 and Degrees with Distinction

  - AAC generally accepted the recommendations of the Academic Regulations Committee (ARC) but obtained clarification from the ARC about latitude for college and major GPA re-calculation using...
the 3rd or greater repeat. (Appendix B)

- Move post-baccs after seniors in the registration cycle
  - Mary Ann Matzke stated that the department does not have data on previous years, but many of the post-baccs are taking courses to get into professional schools and are not truly seeking a second degree. The group gave a vote of support for the Registrar's Office to move post-baccs after seniors in the registration cycle. The issue passed by majority, but not by unanimous, vote.

- Pre-Requisite procedures
  - Kent Kuo began the discussion which started a year ago with the concept of enforcing pre-requisites at the end of grade processing. This is not a change in policy but a procedural change of practice that would hopefully encourage students to repeat the failed pre-requisite course. The Registrar's Office will notify the student by email of their disenrollment. The student will be directed to discuss their situation with the department offering the course. This affects all three campuses but does not apply during summer terms. The earliest this would occur would be the end of Fall term 2011 with grade processing for Winter term 2012 enforcement of pre-requisites.

**Informational Subjects:** (Details on each in AAC Minutes)

- NACADA Award nominations
- Student Athlete performance
- Luminos and Cognos software initiatives
- International Degree and Education Abroad
- Childcare and family resources
- Non-Traditional Students
- Returning veteran issues
- Possible ONID forwarding
- BEST sessions
- University Housing and Dining
- U-Engage courses
- National Student Exchange

**Conclusion**

One disappointment was that we did not have a student representative at the table. It is my hope that next year we will have a student present at all AAC meetings. As we advocate for students in our policies, discussions, and decisions, the student voice and perspective is critical.

Overall, the 2010-2011 academic year was impressive; we were a cohesive and proactive group. Not only did we keep each other informed and up-to-date, we were action-oriented, voting on big issues and coming to resolution on policies and procedures that affect all aspects of academic advising.

Respectfully submitted,

Rebekah Lancelin
Academic Advising Council Chair 2010-2011
Academic Advisor, University Honors College
To: Paul Doescher, President, OSU Faculty Senate  
From: Gene Newburgh, Chair, Academic Advising Council  
Date: July 10, 2009  
Subject: 2008-2009 Academic Advising Council Annual Report

The 2008-2009 academic year was a dynamic and productive year for the Academic Advising Council (AAC.) We met the 2nd Wednesday of each month, October 2008 through June 2009. Our charge was to furnish support and information to those units on campus that provide academic advising for undergraduate students, as well as to make policy and procedure recommendations to the Faculty Senate for consideration.

Unlike many Faculty Senate Committees, membership of the Council is positional and does not rotate. Membership consists of voting members, as found in our Standing Rules, and non-voting members, as found in our Guidelines. The leadership of the AAC and their external responsibilities were as follows:

Gene Newburgh, Chair, College of Education - represented AAC on the University Committee of Student Engagement and Success (UCSEE,) and the September Scholars Steering Committee.

Angela Austin Haney, Immediate Past Chair, College of Pharmacy - represented AAC on the Curriculum Council and liaison to the Faculty Recognition & Awards Committee, providing input to the selection of the recipients of the Dar Reese Excellence in Advising Award and the OSU Academic Advising Award.

Kerry Kincanon, 2006-2007 Chair, University Exploratory Studies Program - represented AAC on the Academic Affairs Committee.

Brenda Sallee, Secretary and Chair-Elect (2009-2010)

Rebecca Lancelin, Honors College, was elected at our June meeting to the position of Secretary-Elect (2009-2010) and Chair-elect (2010-2011,) in accordance with our Guidelines

Secretary Brenda Sallee took minutes for each of the nine meetings and they - together with agenda items, attendance and discussion points - are posted here

Action Items and Highlights of the year include:

- **Outstanding Issue from 2007-2008 - Clarification of Campus Alert System** - Todd Simmons, Ass't. VP of University Advancement attended the November meeting and explained the process of the new alert system through Blackboard which will be used for "emergencies impacting safety, accessibility, and life/death significance." AAC members asked where alignment of the system and recommendations to stay home alleviated academic consequences for the students who did demonstrate caution and missed a class. Todd is in charge of the system, not the consequences. Gene wrote a letter from AAC to the Faculty Senate Executive committee to get answers to this concern. The letter was approved by the Council in December and sent (Appendix A). Paul Doescher was forwarding the concern to Becky Warner as the year closed.

- **Council Membership Review and Update of Voting/Non-voting Members** - Paul Doescher, President-elect of Faculty Senate, attended our October meeting and gave AAC the charge to review our membership of 41 (28 voting members) and the Council’s composition. He asked if there are only 8 academic colleges with undergrad programs, why were there an additional 17 votes, seemingly
offsetting the academic focus. Were we being efficient? Gene assembled a sub-committee to review the issue. It was chaired by Rebecca Lancelin (UHC) and members were Mike Daniels (ROTC), Carey Hilbert (HHS), Mary Ann Matzke (COS), David Craig (UHDS non-voting) and Gene Newburgh (COED, and AAC Chair). The sub-committee met five times and obtained the new OSU organizational charts and aligned the votes of the support units to the organizational charts. The sub-committee had one-on-one discussions with all individuals either gaining or losing a vote as a result of any changes. New Standing Rules and Guidelines were presented to be voted upon, and both were approved unanimously at the March 2009 meeting. They went through the Faculty Senate process and were approved at the June 2009 Faculty Senate Meeting. (Appendix B), (Appendix C)

- **Electronic Photo Roster** - Malcolm LeMay and Kim McAlexander proposed an electronic photo roster to which advisors would have access. The goal is to have it up and running in two years through Enterprise Computing. Students could opt out, and pictures would be deleted from records one year after graduation. AAC unanimously voted to support this action and Gene drafted a letter of support, which was approved and sent. (Appendix D)

- **Introduction of New/Acting Administrators and their Visions**
  - Susie Brubaker-Cole, Associate Provost for Academic Success & Engagement (new position)
  - Lisa Hoogesteger, Interim Dean of Student Life
  - Mamta Accapadi, Dean of Student Life

- **Gripefest Review** - AAC student member, Peter Nguyen, and Shayna Rogers, ASOSU, presented the data from Gripefest, leading to a constructive discussion of requests of which students would like all advisors to be aware. AAC members requested a less confrontational and more "professional" method of relaying complaints leading to accountability for all involved, and a less belittling format.

- **Beginning College Survey of Student Engagement (BCSSE)** - AAC reviewed the new BCSSE survey with Susie Brubaker-Cole and Rebecca Sanderson and how advisors could utilize the data for specific results.

- **Participated in Informational Services Program Review** - Members of the AAC provided inputs to the US Program Review Team at a separate meeting. Over a dozen AAC members were able to make inputs to the Review Team.

- **1/300 Advisor/Advisee Ratio** - President Ray's "Slide 7" was presented by Larry Roper listing the 1/300 Advisor/Advisee Ratio in a public forum a week prior to the June AAC meeting. The AAC drew many different conclusions/perspectives from this announcement and Gene sent Larry an email asking if the 1/300 ratio was a minimum, a maximum, or a goal. He responded that it is all three.

- **Academic Regulations 20, 25, 17**
  - Discussion of AR20 for 3 months with a passing vote to approve changes in December.
  - Inputs requested by Faculty Senate Executive Committee garnered responses from AAC each and every time.

- **Registrar Procedures**
  - **Graduate Applications** - Went online this year, and the AAC gave numerous inputs to make them more efficient and effective. A sub-committee formed and met to recommend changes targeted for the COED, UHC and International Degree.
  - **Late Withdrawals** - Academic Regulations Committee - input was given toward their decision.
  - **Withdraw Date & Priority Registration** - Priority Registration was moved back to starting week 8 after all students had withdrawn from classes due to an AAC discussion. This enables pre-requisite review after the withdrawals, prior to registering.
  - **Transfer Articulated Repeats** - Update and discussion.
  - **Class Time Conflict Resolution** - AAC and the Registrar worked out a compromise to move this action to the departments/colleges during a meeting.
  - **Study Abroad Registration** - New procedures introduced.
  - **DPP and Summer Admit Registration for Fall** It was discovered that colleges vary in
procedure as to when they let DPP and Summer Admits register for Fall. This is because Student Online Services gives them a registration time based on the fact that they are not a new OSU student. AAC came up with some wording that the Registrar will put on the Student Online Services page to inform first term on campus students that they must attend a START session to register for Fall.

- **Informational Subjects** - (Details on each in AAC Minutes)
  - Career Center and Fair, and the Economic Impact of the recession on student careers/hiring's
  - Inputs to Professional Development campus-wide
  - Insight Resume
  - Athlete Update
  - Athletic Compliance
  - INTO
  - Sexual Violence Response Training from Sexual Assault Support Services
  - ASOSU Internship Opportunities
  - IE3 Global Internships
  - Kaplan Testing Options, Free Workshops, & Scholarships

The 2008-2009 academic year was one of massive changes and challenges. Economic cuts will continue to impact the university in the upcoming years and be the catalyst for numerous issues which shall be addressed by both the Faculty Senate and the Academic Advising Council. AAC will need to be flexible and look to the future in its decisions, keeping the focus on student success. As a priority this year, I chose to ensure that we had an ASOSU student on the Council. Continual requests of ASOSU ensured them that we were sincere and Peter Nguyen did join AAC, and enrich the meetings with his perspectives. He will, hopefully, retain his membership in the next year adding a valuable resource to the Council.

As the organizational chart for the university continues to change, AAC will need to align its membership. The outstanding and committed members of the Council will attempt to be proactive rather than reactive in providing a smooth academic advising experience for all students.
To: Linda Ciufetti, President – OSU Faculty Senate President

From: Angela Austin Haney, Chair – Academic Advising Council

Date: July 30, 2008

Re: 2007-2008 Academic Advising Council Annual Report

Full membership for our committee can be found in our standing rules (voting members) and internal guidelines (non-voting members). Here is the AAC leadership for this past year and their respective meeting responsibilities external to the committee:

Angela Austin Haney, College of Pharmacy: Chair – represented AAC on the Undergraduate Education Council (UEC)

Kerry Kincanon, University Exploratory Studies Program: Immediate Past Chair – represented AAC on the Curriculum Council and liaison to the Faculty Rewards and Recognition Committee (provide input on recipient selection for the Dar Reese Faculty Advising Award and the OSU Academic Advising Awards)

Mary Ann Matzke, College of Science: 2005-2006 Chair – represented AAC on the Academic Affairs Council

Gene Newburgh, College of Education: Secretary and Chair-Elect (2008-2009).

In accordance with our internal guidelines, which are posted on the Faculty Senate website at http://oregonstate.edu/senate/committees/aac/guidelines/, we held an election at our June meeting for the position of Secretary/Chair-Elect. Brenda Sallee, College of Business, was unanimously selected for this position.

Secretary Gene Newburgh took minutes for each of our nine meetings, and these chronicles of meeting agenda items, discussions, and attendance are (or will be) posted on the Faculty Senate website at http://oregonstate.edu/senate/committees/aac/min/.

The past year was spent sharing information and building relationships with various constituencies across campus. Something about inter-relatedness of members and sharing concerns. AAC set up standing reports from both the Office of Admissions and the Registrar’s Office. These reports were invaluable in keeping the AAC informed and allowing the AAC to offer input on issues of interest (see minutes for more detail). The standing reports strengthened the relationships that the AAC has formed with these offices.

The AAC also heard from Career Services, University Housing and Dining Services (UHDS), and Athletics on a regular basis. Career Services shared a great deal of information regarding their services and upcoming events. UHDS was able to share information on their Gender Inclusive Housing program and answer questions from advisors about the room selection process. Athletics shared statistics regarding student athlete academic success and continues to be a partner for academic advisors.

Here is a brief summary of some of the issues brought to the AAC over the past year.

1. Math Placement – It was reported that the math placement exam was moving to an on-line format and would be taken prior to START. There was support for this idea however there concerns over ongoing administration and maintenance.

2. ATLAS – Dan Crouch demonstrated the ATLAS system and answered questions about functionality,
system load and other institutions that are using the system.

3. **Potential merger of the Colleges of Liberal Arts and Science** – Janet Nishihara and Courtney Campbell asked for input from the AAC on the potential merger. A lively discussion ensued regarding the why and the how of the merger.

4. **Math 111 pilot** – Moira Dempsey and Robin Pappas informed the AAC that during spring term there would be a few small sections of Math 111 with a required study table and supplemental instruction. The AAC would like to see the results of the pilot program.

5. **DPD Criteria and Waiver Process** – Susan Shaw presented on the DPD criteria and clarified the waiver process. She also mentioned that her office was working on restricting the use of HST 201, 202 and 203 in the DPD category.

6. **Business Affairs Policy Change** – Lissa Perrone explained an important change for winter 2009. The $2200 debt can only be from the last 2 terms. All older debts must be paid or a hold will be placed.

**Recommendations** – The members of this committee are hard working and passionate about advising. It was a great pleasure to chair this committee and I am continually impressed by the dedication shown by all of the members.

The only outstanding issue from 2007-2008 is clarification of the campus alert system (red, yellow and green). There is confusion surrounding the alert system and whether or not faculty can penalize students for not attending class or an exam on yellow alert days.
2006-07 was an active and productive year for the Academic Advising Council (AAC). We met monthly from October until June, and we discussed many issues related to our charge of sharing information amongst units with academic advising concerns and responsibilities and making policy and procedure recommendations related to academic advising to the Faculty Senate and its various committees.

Full membership for our committee can be found in our standing rules (voting members) and internal guidelines (non-voting members). Here is the AAC leadership for this past year and their respective meeting responsibilities external to the committee:

Kerry Kincanon, University Exploratory Studies Program: Chair – represented AAC on the Undergraduate Education Council
Mary Ann Matzke, College of Science: Immediate Past Chair – represented AAC on the Curriculum Council and liaison to the Faculty Recognition and Awards Committee (provided input on recipient selection for the Dar Reese Excellence in Advising Award and the OSU Academic Advising Awards)
John Shea, College of Engineering: 2004-05 Chair – represented AAC on the Academic Affairs Council
Angela Austin Haney, College of Pharmacy: Secretary and Chair-Elect (2007-08)

In accordance with our internal guidelines, which are posted on the Faculty Senate website at http://oregonstate.edu/dept/senate/committees/aac/guidelines/, we held an election at our June meeting for the position of Secretary-Elect (2007-08)/Chair-Elect (2008-09). Gene Newburgh, College of Education, was unanimously selected for this position.

Secretary Austin Haney took minutes for each of our nine meeting, and these chronicles of meeting agenda items, discussions, and attendance are (or will be) posted on the Faculty Senate website at http://oregonstate.edu/dept/senate/committees/aac/min/. What follows here are selective highlights and action items from this year’s meetings:

- **Registrar’s initiatives** – We were in close consultation throughout the year with our members from the Registrar’s Office about their implementation of new Scheduling and Registration initiatives, including Two-Phase, credit-based priority registration, wait listing, and zone scheduling. As our members played a role in educating students on the new registration process and wait listing, we held several conversations throughout the year to prepare for and debrief these new phenomena. We also consulted with the Registrar on confusion that departments and students were experiencing around the catalog phrasing for “enforced” and “other” prerequisites. Specifically, there is concern that prerequisites listed as “other” are ignored or considered optional. Some departments have compelling reasons for not making prerequisites “enforced”, yet they will still take steps to dis-enroll students who have not met prerequisites. The Registrar’s Office has agreed to work on the language to alert students to this possibility and present us with options on placement when we return next fall.

- **Academic Regulations** – Several issues related to academic regulations arose this year, and we
Academic Advising Award – 2006 saw the inauguration of the OSU Academic Advising Award thanks to the work of the Head Advisors, the AAC, and Vice Provost Becky Johnson. Because of some confusing language, we did find it necessary to revisit eligibility criteria. Our subcommittee, led by Mary Ann Matzke, College of Science, proposed this eligibility statement – “Eligibility is extended to individuals with professional faculty rank as well as fixed-term academic rank faculty whose primary role is advising, rather than teaching, research and service.” This was unanimously approved by the AAC and is now present in the official award criteria.

JBAC Document Review – At the request of then Faculty Senate President Bill Boggess, the AAC was asked to review draft documents provided by the OUS Joint Boards and Articulation Committee related to general education learning outcomes and criteria. AAC members examined these documents in November and December and provided the Executive Committee with our response in January. That response is included here as Appendix 2.

Testing Center Alert – In February and March, AAC members discussed and reviewed an alert drafted by a grass roots group of OSU constituents (including AAC members Paula Minear, E-campus, and Moira Dempsey, Academic Success Center) in response to the impending absence of standardized testing options (e.g. GRE, SAT, etc.) at OSU. Counseling and Psychological Services historically coordinated these tests but had to cut the practice due to financial and human resources considerations. The AAC lent its endorsement to this alert which eventually was forwarded to the Executive Committee and Provost Sabah Randhawa.

Summer Session – Maurine Powell from Summer Session approached the AAC about creating a page on the Summer Session website specifically to assist academic advisors navigate the nuances of summer classes and registration. The AAC worked with Maurine in January and February on selecting content for this site.

Advising Technology – Several AAC members were participants in a needs assessment/requirements gathering process facilitated by Kent Kuo, University Registrar. Kent led us through a process of considering our wants and desires for the next generation of technology related to advising at OSU, and he and his staff are in the process of drafting a summary report this summer.

AAC Membership and Standing Rules – We had multiple agenda items related to our membership and our standing rules. In November, International Programs requested that Marybeth Trevino, Assistant Program Coordinator for International Student Programs, be allowed to attend meetings along with existing members Amy Nelson Green from Study Abroad Programs and Renee Stowell from the International Degree Program. International Programs would still share a vote between the three members. The AAC voted in favor of Marybeth joining us for our meetings. At the recommendation of Dr. Charlie Nutt, Associate Director of the National Academic Advising Association, who came to campus for a consultation visit with OSU advisors in January, we also made a specific point to invite representatives of University Housing and Dining Services to join us for meetings. This unit was listed as a non-voting member, but up until our invitation, had not attended meetings. Finally, in April, we voted in favor of adding the Director of the College Assistance Migrant Program as a voting member. This prompted us to look into revising our standing rules, and we realized that our changes from the
2004-05 had never gone through Committee on Committees and had never been approved by the Executive Committee and Faculty Senate. Changes from both years were subsequently sent through Committee on Committees and Executive Committee and were approved by the Faculty Senate at the June 14 meeting. Rationale for these changes and the revisions are included as Appendix 3.

**Milestones** – AAC members were again very active in our professional organization, the National Academic Advising Association. We had multiple members give presentations at the 2006 National and 2007 Regional conferences. We also bid farewell to three valued members who retired – Debbie Bird McCubbin (College of Forestry), Lee Cole (College of Agricultural Science), and Mary Rhodes (Registrar’s Office).

**Recommendations** – In my time on the AAC, I have continually been impressed with the strong representation at meetings and the active involvement and participation of members. This year was no exception. This is a productive and engaged group – each month our docket was brimming with agenda items – and I feel good about the balance of our membership. My concluding thoughts as we move into the 2007-08 year:

- As I reviewed our committee membership, I was again reminded that we should have a student member on this committee. I know that over the years we have requested that ASOSU appoint someone, but I did not make that overture this year. Next fall, we should check in with ASOSU again to see if we can get a student appointed to regularly attend our meetings.
- As stated in the Academic Regulations section of this report, we do have a pending recommendation that we need to resubmit to the Academic Requirements Committee first thing fall term (Appendix 1).
- Next year, we will continue to work with our members from the Registrar’s Office to refine processes and documentation related to registration, wait listing, and recently amended academic regulations.
- In the fall of 2005, the AAC unanimously voted to adopt the OSU advising vision, mission, values and goals as best advising principles for the campus. As we continue our work to ensure that OSU students get quality advising and that our processes and systems help us to help our students achieve learning outcomes related to their educational goals, we’ll want to as a group measure our work against these principles, and think about ways that we can continue to educate students and our faculty colleagues about them.

### Appendix 1 – Rationale and Proposed Changes to AR 18 1a (to be re-submitted to the Academic Regulations Committee in the fall of 2007)

TO: Academic Regulations Committee
FROM: Kerry Kincanon, Chair
Academic Advising Council
DATE: May 10, 2007
RE: Recommendation to revise AR 18

The AAC would like to propose a revision of AR 18.A.1 which deals with S/U grading. Currently the regulation states that a student may take up to 36 credits on an S/U basis, unless the student transfers to OSU. In the case of a transfer student, he/she may take a number equal to the number of terms at OSU multiplied by three up to a maximum of 36. This regulation is extremely difficult to explain to students. Now that we are moving to online degree audit, we are finding that it is not possible to automate this type of counting of S/U credits for transfer students. In fact, we have to artificially cap the S/U credits at 20 which in turn makes the online degree audit inaccurate for a number of students. Therefore, we are proposing that the maximum just be set at 36 credits for all students. Most transfer students take primarily major level courses in their last two or three years at OSU. As stated in the proposed regulation, most departments don’t allow S/U grading to count for major level courses. In fact, we know of only two departments that allow any S/U grading in the major. Therefore, we believe that few transfer students would take any more S/U classes than they already do and the simplification of the regulation would allow a more accurate degree audit for everyone.

### AR 18. Alternative Grading Systems

In addition to traditional letter grading (A-F), Oregon State University has adopted two alternative grading systems to be employed in accordance with the provisions outlined below:

a. Satisfactory/Unsatisfactory (S/U)

1. Undergraduate students may elect to be graded on a Satisfactory/Unsatisfactory (S/U) basis in any course of their choice (except P/N courses) under the following conditions: (a) A maximum of 36 credits of those presented in satisfaction of the baccalaureate degree may have been graded on an
Appendix 2 – AAC response to JBAC Draft General Education Outcomes and Criteria

To: Faculty Senate Executive Committee

From: The Academic Advising Council

Date: January 10, 2007

Re: JBAC General Education Outcomes and Criteria documents

Members of the Academic Advising Council have had the opportunity to review the draft outcomes and criteria statements provided by JBAC. We are grateful that our input was solicited and are appreciative of the effort JBAC members have invested in creating these documents. The general consensus amongst our members is that we found much to agree with here. The outcomes statements and criteria succinctly capture, for the most part, the general knowledge base we expect of OSU students. However, as we were reviewing the documents, we did notice some omissions and also generated some general comments on the existing AA/OT.

- The dominant concern amongst our members was that the cultivation of cultural competency and global perspective needs to be addressed more overtly by both the outcomes and the criteria in several if not all of the categories. The implication of these competencies exists in several of the draft statements. However, several from our group felt that given that these are aspirations articulated in the OSU strategic plan and manifested in our DPD requirements, we’d be remiss if we didn’t desire this thread to be more explicit in the OUS documents.

- Some advisors noted that their conversations with prospective employers for our students are always punctuated with requests for well-developed written and verbal communication skills. Perhaps the Writing and Communication outcomes or criteria statements could specifically emphasize the practice and development of these transferable skills as an absolute necessity of the 21st century workplace.

- Many in our group strongly favor OSU’s baccalaureate core requirement that students not only take a minimum 12 credits of lab science, but that those 12 credits include courses in both physical and biological science. We understand historically the AA/OT has been structured differently and the criteria statements in the Science, Computer Science, Math area reflect this difference (physical or biological science). We feel this is a deficiency of the current AA/OT requirements. We would prefer that graduates from our institution ultimately had experiences in both areas of scientific inquiry.

- We appreciate the statement in the Background and Intent section that acknowledges concerns about the AA/OT’s shortcomings in articulating to certain academic majors, and that transfer students are often left with excessive electives depending on their chosen program. For our advisors in the Science, Ag Science, Forestry and Engineering, twenty-five credits combined in Arts & Letters and Social Sciences undoubtedly leaves the student with excessive electives when he/she transfers to OSU. In fact, these advisors will often discourage their prospective students at community colleges from pursuing the AA/OT. One advisor posed the possibility of creating an AS/OT. It would still be a general transfer degree, but it would concentrate these electives into more appropriate classes for students inclined toward majors in Sciences and Engineering – in the absence of that student knowing their specific major choice when he/she starts community college.

- Our members expressed an additional concern related to the Arts & Letters and Social Sciences categories. The distribution requirements for the AA/OT specify that the minimum ten credits in Arts & Letters be chosen from at least two disciplines and the minimum fifteen credits of Social Sciences must be also be chosen from at least two disciplines. We would like to see greater definition in these requirements to ensure students are exposed to a broader variety to their coursework. For example, a student could technically take U.S. History 201, 202, 203 and U.S. Political Science 201 and 203 at community college, meet the Social Sciences requirement for the AA/OT, but not get exposed at all to the cultural competency and global perspective aspirations we allude to in the first bullet point.
A few other cursory questions arose for us as we examined outcomes and criteria:

- Why is Math included in the *Science, Computer Science, Math* area when it has its own distinct category with its own outcomes and criteria?
- How were the campus representatives selected for each area? Why didn’t OSU have representatives contributing to the *Arts & Letters* or the *Social Sciences* categories?

Again, we appreciate the opportunity to provide feedback and look forward to the campus visitation by JBAC representatives in the near future.

### Appendix 3 – AAC Standing Rules Amendments – Rationale and Changes

**To:** The Committee on Committees and the Faculty Senate  

**From:** Kerry Kincanon, Head Advisor, UESP, and Chair of the Academic Advising Council  

**Date:** April 18, 2007  

**Re:** Rationale for changes to standing rules

The Academic Advising Council submits these changes to our standing rules for your approval. In reviewing our standing rules, we recognized that there needed to be more detailed delineation of our charge and the role of the immediate past chair. We also realized that we have attendees who should be voting members, but were not designated as such in our existing standing rules.

#### Additions, Deletions, and Clarifications

- In our initial statement of purpose, we felt compelled to clarify that the work of the Academic Advising Council is a support committee for advisors who work with *undergraduate* students. Graduate student concerns are managed by the Graduate Council.
- Two years ago, we made amendments to our guidelines which further delineated the required commitment of the AAC member elected chair. These changes and the recent implementation of the OSU Academic Advising Award for professional advisors necessitate more specificity in our standing rules about the role of the immediate past chair in the two years subsequent to his/her tenure as chair.
- We wanted to clarify additions to the ranks of our voting members in the last two years. We put forward a change to our standing rules in June of 2005 to add the Academic Success Center as a voting member. This change was never approved by Committee on Committees or Faculty Senate, so we are resubmitting at this time. On April 11, 2007, the AAC unanimously voted to add the College Assistance Migrant Program as a voting member as well.
- We struck the qualifier “to include Office of International Education” from the Office of International Programs line, as it is understood that International Education is part of International Programs.
- We added a paragraph that states our rules for non-voting members, and clarifies that the list of non-voting members of the AAC shall be maintained through the guidelines, hence the deletion of the specific membership list.

Thank you for your consideration.

**Academic Advising Council – changes approved by AAC on April 11, 2007 and Faculty Senate on June 14, 2007**

**Standing Rules**

The Academic Advising Council furnishes support and information to those units on campus that provide academic advising for *undergraduate* students and makes policy and procedure recommendations to the Faculty Senate for consideration.

The Council shall be composed of a Head Advisor or designated representative from each academic college and one or more representatives from each service unit involved in advising students, and a student representative. Each of the academic colleges and the service units represented shall have one vote on the council.

The Chair and Secretary shall be chosen by the Council in a manner to be determined by that body.

The immediate past chair of AAC shall participate on the Faculty Recognition and Awards Committee in
selecting the recipient of the Dar Reese Excellence in Advising Award and the OSU Academic Advising Award and shall be a liaison member of the Curriculum Council. The following year, this individual shall be a representative to the Academic Affairs Council. In the event that the immediate past chair is unavailable for the selection of the Dar Reese award, the AAC will select an alternative representative. In the event that the individual cannot fulfill his or her duties, the AAC chair will appoint a replacement.

**AAC MEMBERSHIP (voting members, limited to one (1) vote/unit; includes being on listserv)**

Head Advisors: Includes each academic college, as well as UESP, School of Education, and the Cascades Campus.

One or more representatives from each of the following service units involved in advising (or providing support for advising):

- Academic Programs and Academic Assessment
- Academic Services for Athletics
- Academic Success Center
- Admissions
- Athletic Compliance
- Career Services
- College Assistance Migrant Program
- Educational Opportunities Program
- Extended Campus
- Minority Education Office
- Office of International Programs, to include Office of International Education
- Registrar’s Office
- Reserve Officer Training Corps
- SOAR
- Student Representative

**Additional Listserv Representatives (non-“voting” members)**

Non-voting members: The non-voting membership of the AAC consists of units whose work may affect academic advising, but whose mission, goals, or responsibilities are largely unrelated to academic advising (e.g. Central Computing). Non-voting members are listed in the AAC Guidelines, and a vote of the Council to change the Guidelines is required for a unit to become a non-voting member.

Central Computing
College of Oceanic and Atmospheric Sciences
Dean of Students
Graduate School
Multicultural Affairs
Services for Students with Disabilities
Student Conduct
University Counseling and Psychological Services
University Housing and Dining Services
Veterinary Medicine
July 11, 2006

To: Bill Boggess, President
OSU Faculty Senate

From: Mary Ann Matzke, Chair
Academic Advising Council

Subject: 2005-06 Annual Report of the Academic Advising Council

The Academic Advising Council furnishes support and information to those units on campus that provide academic advising for students and makes policy and procedure recommendations to the Faculty Senate for consideration.

Unlike other Faculty Senate Committees, the membership of the council is positional and does not rotate. The Council is composed of a Head Advisor or designated representative from each academic college and one or more representatives from each service unit involved in advising students, and a student representative.

Members and officers for academic year 2005-06 are as follows:
Mary Ann Matzke, Chair, College of Science
Kerry Kincanon, Secretary and Chair-Elect (2006-07), University Exploratory Studies
Angela Austin Haney, Secretary-Elect and Chair-Elect (2007-08), College of Pharmacy

Per usual, the Academic Advising Council (AAC) met monthly during the academic year.

The full text of the AAC's standing rules, membership, and guidelines are posted on-line at http://oregonstate.edu/dept/senate/committees/aac/index.html. The standing rules and guidelines were updated and adopted by the council during the 2005-6 year. Revisions to the Guidelines included establishing new rules for the election of the secretary/chair-elect position and establishing a 4-year leadership continuum for the AAC: Year 1-Secretary; Year 2-Chair; Year 3-Curriculum Council liaison and representative to the Dar Reese Advising Award selection committee; and Year 4-representative to the Academic Affairs Council. These changes were approved by the AAC and Executive Committee of the Faculty Senate.

The AAC had an active year implementing some of the goals that the Head Advisors brought back from the National Association of Academic Advisors Institute that they attended in August 2005. At the Institute, the Head Advisors established a set of advising principles for OSU that were written up as the Vision, Mission, Values, Goals, and Outcomes for Advising at OSU. These principles were presented to the AAC in October 2005 as well as to President Ray and Provost Randhawa, the President's Council, Vice Provost Becky Johnson, Director of Academic Programs Mina McDaniel, and other individuals and groups around campus. In November the AAC unanimously adopted the Vision, Mission, Values, and Goals statements as part of their guidelines. These were approved by the Executive Committee of the Faculty Senate on November 17, 2005, and are now posted on-line on the AAC website http://oregonstate.edu/dept/senate/committees/aac/vmvgs/index.html.

The Office of the Vice Provost established a new award for a professional faculty member engaged in academic advising at OSU. A subcommittee of the AAC developed the criteria and nomination form which were subsequently approved by Vice Provost Becky Johnson and are now posted on-line at http://oregonstate.edu/dept/senate/awards/nom/academicady/.
To continue the work that the head advisors began at the NACADA Institute, the head advisors formed the Council of Head Advisors and met monthly in addition to the AAC meetings. This group was charged by Provost Randhawa with developing an implementation plan to achieve these goals. Three representatives of this group, Kerry Kincanon, Susie Leslie, and Louie Bottaro attended the NACADA Assessment Institute in February 2006.

In other business, the AAC:

1. Developed an action plan with regard to course access. Academic Programs took the lead in developing an on-line web survey for students having difficulty registering for classes for Winter Term 2006.

2. Adopted a process for administering the OUS Admissions Foreign Language Requirement. Admissions will clarify the application for transfer students so that this information is correctly coded in the first place. Notification will be given to matriculated students who are DFL: Admissions will send an e-mail after week 4 of the student’s first term at OSU. The Registrar will send an e-mail prior to all subsequent terms. The DFL status will be included on Web for Advisor, Degree progress report, Degree audit, and in Data Warehouse. A statement will appear in the Academic Regulations immediately after AR 25 to clearly state the requirement. The Registrar will clear the DFL when the student has completed 2 terms of a foreign language at OSU or 112 with placement. The Office of Admissions will clear the DFL when the requirement has been satisfied in high school, at another institution, by placement exam at OSU, or by completing grades 1-7 at a school taught in a language other than English. There will be a substitute possibility for students with disabilities. Advising and enrollment will be separated. College advising has the responsibility to advise students with DFL into an academic plan to remove the deficiency.

3. Considered the effect that repeats and withdraws of courses are having at OSU. Jim Coakley and Carla Simonson presented data on every course repeat and withdraw from Summer 2003 through Winter 2006. A subcommittee was charged with examining the issue. The subcommittee’s conclusions were that, while it is clear that the repeaters impact seat availability, the root cause of the issue is most likely an academic success issue. Therefore, they did not recommend a change in institutional policy.

4. Considered the implementation of the Oregon Transfer Module to OSU. Recommended that this information be posted on-line which Gary Beach did at: http://oregonstate.edu/admissions/transfer/otm.html

5. Participated with the Registrars Office in a Degree Audit task force that resulted in a greatly improved format for degree audit.

6. Participated with Bob Bontrager in a task force addressing issues surrounding the Degree Partnership Program, Articulation, and ATLAS. Members of the AAC participated in the DPP Summit in May.

7. Responded to the passage of changes in AR 17 on June 8, 2006, by forming a subcommittee to make recommendations about liaison with the Committee on Academic Regulations and with regard to implementation of AR 17.

Finally, we recognized the following members who received awards from their national organizations:

Kim McAlexander, Head Advisor from the College of Health and Human Sciences, will receive the NACADA Outstanding Advising Administrator Award and the Gail Rola Memorial Award and Nicole Kent, academic advisor in the College of Pharmacy, will receive a NACADA Certificate of Merit at the NACADA National Conference in October 2006.

Michele Sandlin, OSU Director of Admissions, was awarded the inaugural Thomas A. Bilger Citation for Service by the American Association of Collegiate Registrars and Admissions Officers at the annual national conference in San Diego.

Barbara Balz, OSU Registrar, was awarded the Distinguished Service Award by the Oregon Association of Collegiate Registrars and Admissions Officers at the 2006 annual conference.
November 20, 2003

To: Bruce Sorte, President

OSU Faculty Senate

From: Sherri Willard Argyres, Chair
Academic Advising Council

Subject: 2002-03 Annual Report of the Academic Advising Council

The Academic Advising Council furnishes support and information to those units on campus that provide academic advising for students and makes policy and procedure recommendations to the Faculty Senate for consideration.

Unlike other Faculty Senate Committees, the membership of the council is positional and does not rotate. The Council is composed of a Head Advisor or designated representative from each academic college and one or more representatives from each service unit involved in advising students, and a student representative.

The immediate past chair serves on the Dar Reese Excellence in Advising Award selection committee. The Chair serves on the Undergraduate Education Council (UEC).

Members and officers for academic year 2002-03 are as follows:
Sherri J. Willard Argyres, Chair, College of Agricultural Sciences
Debbie Bird, Secretary and Chair-Elect (2003-04), College of Forestry
John Shea, Secretary Elect and Chair-Elect (2004-05), College of Engineering

Per usual, the Academic Advising Council (AAC) met monthly during the academic year, but also held about a half-dozen special meetings for primarily head advisors.

The full text of the AAC's standing rules, membership, and guidelines are attached. The standing rules and membership were updated and adopted by the council during the 2002-03 session, as were the newly developed guidelines.

With the advent of OSU 2007, the AAC had a very active year, focusing quite a bit of attention on the proposals generated by the OSU 2007 teams. The AAC participated in conversations with and provided feedback to the:

- Enrollment 2007 Design Team;
- Curricular Issues Planning Team;
- Institutional and Unit Management Core Planning Team: Enrollment Policies Subgroup;
- Scholarship, Research, and Creativity Core Planning Team: Promoting Scholarly Activity to Undergraduates Subgroup;
- International Programs Issue Group; and
The council also invited the acting OSU Vice Provost, Sabah Randhawa, to discuss the OSU 2007 recommendations he made to the acting OSU President, Tim White.

Additional substantive actions taken by the committee during 2003-04 include the following:
- developing a process for the implementation of new NCAA Rules;
- recommending the implementation of new software technology to aid in advising;
- disapproving the implementation of automatic enforcement of course prerequisites using Banner; and
- monitoring the progress of the Advising Assessment Work Group put in place by the Office of Academic Programs.

Items of import to the committee for 2003-04 include:
- the progress of the Advising Assessment Work Group;
- the development and implementation of the new president's strategic plan as it relates to advising; and
- student access to courses.
Academic Advising Council

Annual Report 2000-01

June 20, 2001

To: Henry Sayre, President
OSU Faculty Senate

From: Jane Siebler, Chair
Academic Advising Council

Subject: 2000-01 Annual Report of the Academic Advising Council

The Academic Advising Council (AAC) meets monthly during the academic year. The AAC provides support and information to those units on campus that provide academic advising for students and makes policy and procedure recommendations to the Faculty Senate for consideration. One member serves on the Dar Reese Excellence in Advising Award selection committee. The Chair serves on the Undergraduate Education Council (UCEC). Members and officers for academic year 2000-01:

Jane Siebler, Chair University Honors College
Keith Parrott, Secretary Pharmacy
Student Member Rob Banagale

The Council is composed of a Head Advisor from each academic college and a representative involved in advising students from the following service units:

- Academic Affairs
- Admission and Orientation
- Distance and Continuing Education
- Educational Opportunities Program
- First Year Experience Program
- Intercollegiate Athletics
- International Programs
- Minority Education Offices
- Multicultural Affairs
- Registrars Office
- Reserve Officer Training Corps
- Student Development Services
- University Exploratory Studies Program

Executive Committee Liaison - Rubin Landau

Action items for the AAC for 2000-01:

- Recommended that OSU fund one advisor to attend NACADA Summer Institute each year.

- Recommended that OSU continue advisor development courses as previously offered through the Academic Programs Office of Academic Affairs.

- Recommended that OSU house general advising materials in Academic Affairs.

- Reviewed and endorsed OSU proposal to accept AS Direct Transfer Degree from LBCC as meeting OSU lower division BACC Core.
• Reviewed and endorsed requirements for advisor support letters to the Academic Standing Committee.

• Recommended that OSU student addresses be collected and updated each term as part of the registration process; implemented by Registrar's Office, Winter, 2001.

• Recommended changes in signatures required on petitions and forms to change Dean's signature line to College Head Advisor; implemented by Registrar's Office, to be phased in as forms are reprinted.

• Provided volunteers for membership in the UEC Workgroup for Under-prepared Students.

• Recommended that the Registrar's Office publish "parts of term" schedule in the OSU Schedule of Classes; implemented for Fall, 2001.

• Provided volunteers to review advising services provided to student athletes through the OSU Athletic Department for NCAA reaccreditation.

• Reviewed policies governing block military credit; recommended that articulation tables for this credit be put on the web; implemented by Admission Office.

Discussion items for AAC, 2000-01:

• Various Admissions & Orientation activities each month: Beaver Open House, START, CONNECT, etc.

• International Degree and Study Abroad updates.

• Career Services updates.

• Confidentiality issues and email addresses: email addresses are NOT directory information.

• Repeated course policies and financial aid decisions.

• Western Undergraduate Exchange (WUE) scholarships.

• Dual major versus Double degree.

• Course articulation.

• Dual enrollment/admission.

• OSU Accreditation Report and Advising.

• Commencement.

• Major requirements and degree audit.

• Student migration study.

• WIC program.

• Math placement and enrollment.

• Web for faculty and advisors
July 27, 1999

TO: Kenneth Williamson, President
Faculty Senate

FROM: Polly Gross, Chair
Academic Advising Council


The Academic Advising Council (AAC) meets monthly throughout the academic year. The Council provides support and information to units that provide academic advising for students and makes recommendations for change in policy and procedures.

- A subcommittee of the AAC was formed to respond to the Faculty Senate charges. Please see attached report.

The AAC also provided members for the:
- PASS committee,
- Student Consumer Guide Committee and
- Dar Reese Excellence in Advising Committee.

Policy:
- Baccalaureate Core Course Substitution policies by College, and
- AR12 - Withdrawal from individual courses.

Information items:
- Beaver Open House
- Kaleidoscope
- Spring Visits
- START
- CONNECT
- Odyssey and Footsteps
- Minority education Offices
- Distance education
- Academic advising workshops
- International Degree
- University Honors College

Other topics:
- New degree audit
- Linn-Benton Community College/OSU dual admission
- Proficiency-Based Admissions Standards
1. **In general all committees are being asked to consider the following:**

1. Improve student participation as committee members, including the recruitment of student members and practices to ensure their continued participation.

   Is there an appropriate orientation provided to students so they feel they are contributing members?
   Is an appropriate orientation provided to committee members so they can be supportive as students participant(s)?
   What changes, if any, should there be to the way students are identified by membership?

2. The new budget model is one driven by SCH.

   Do the current rules and regulations support this budget model? (Consider all regulations for which your committee/council is responsible.) Have we considered identifying and removing hurdles for registration for both graduate and undergraduate students? What rules and regulations make registration, returning to programs difficult?

   We recommend that you ask questions like: Do we need these rules? Why do we have these rules? Is the intent of the original rule still valid? What is the value added by these rules?

2. **Specific Council charges:**

1. **How should academic advising be supported through the new internal budgeting model?**

   Advising assignments need to be clear. If **teaching faculty** do advising they should have visible FTE for advising. It should not be considered part of teaching. Job announcements, job descriptions and promotion and tenure should all address advising as a visible and separate issue. Advising can include being the faculty adviser for student organizations. (This is being done in Engineering.)

   The university should establish a standard for advising. X students = Y FTE. (See attached email about ratios.)

   Recruiting students should be a separate item.

   Off-campus, OSU Statewide, dual enrollment and other special programs are labor intensive and this needs to be reflected in FTE.

   Student Service units should have staff support. Calculations to determine support should include the number of majors in that unit.

2. **How should advising be rewarded?**

   Advising, an FTE item and a visible part of the job description, will be an item considered to determine promotion, tenure and merit raises. Scholarship related to advising and student services will be considered equal to the scholarship in the area of interest.

   Provide funding for professional development opportunities for advising.
Establish an award for professional advisers (non-teaching faculty).

The University should have a consistent evaluation process.

3. Identify regulations that interfere with recruitment and retention efforts, that support students.

AR1 - There should be a new category of "aspiring graduate student."

AR4 - Classifying students - concerns about "pre-degree" students and "truly non-degree" students.
   1. The first group needs advising and the second group does not.
   2. "Or teaching certificate" should be deleted. Teaching certificates happen at the graduate level at OSU.

AR 7 - Maximum and Minimum Registration.
   1. Revise the information in ( ). It does not make sense.
   2. More than 24 credits should be dealt with the same as less than 24.

AR9 - Admission to Class.
   C. Have Regulations review the need for a no-show-drop policy. It is confusing for students. Can no-show-drop be eliminated?

AR 10 - Delete this. NCAA regulations do not need to be part of the University regulations. People in athletics agree.

AR 12 - Withdrawal from Individual Courses.
   What does the faculty think? Should we maintain the current deadline of the end of the seventh week of classes or change this to the Friday of final week?

AR 1 - Withdrawal from the University.
   Change this to withdrawal from the Term. We need to help students understand that this can be a temporary situation. Also, delete "in good standing." We don't think that is enforced. Also, delete "without prejudice." Change to:
   Any student is entitled to withdraw at any time prior to 5:00 PM of the Friday prior to the beginning of final week.

AR 14 - Attendance.
   Make this clearer and make faculty aware that they can use a percentage of the grades based on attendance.

AR 16 - Final Week.
   1. Delete or enforce. This regulation does not reflect reality.
   2. Delete or enforce.

AR 17 - Grades.
   Either delete "The instructor states the deficiency and the deadline for completing the missing work on the grade roster." Or change the form to include this information. Grade rosters no longer have a place for that information.

   Change "The additional time awarded shall in no case exceed one calendar year." In some cases it does exceed one calendar year. Students, with the support of the instructor, can petition the Academic Requirements Committee to extend the deadline.

Part II. The Office of the Registrar, not the Academic Requirements Committee, reviews grade changes.

AR23 and AR 24 - Special Examination for Credit or Waiver
   Should the grade be a C- for both of these? Why cannot a student take an exam for credit in their last term?
AR 25 - Institutional Requirements for Baccalaureate Degrees
National Students Exchange credits should be considered for residency.

AR 30. Auditing Courses
Students should be able to register for an audit anytime from the beginning of registration until the tenth day of the term.

4. **Identify freshman/sophomore courses that are detrimental to academic success (i.e., that seem to support a "weed-out" philosophy).**

All classes and instructors should be monitored on a regular basis. Individual classes change over time and with the change of instructors. Evaluation should happen at the departmental and college level with oversight at the University level.

Grades for classes should be evaluated each term. Any class that is significantly lower than the University average should be evaluated and the situation justified or corrected.

Instructor who receives a rating below average on their course evaluations should be provided with assistance so that their teaching improves.

Submitted by Polly Gross, Chair
Academic Advising Council
7/14/99
January 20, 1999

TO: Maggie Niess, President
Faculty Senate

FROM: Stephanie Hamington, Chair
Academic Advising Council

SUBJECT: 1997-98 Annual Report - Academic Advising Council

The Academic Advising Council meets monthly throughout the academic year. It provides support and information to units that provide academic advising for students and makes recommendations for changes in policy and procedures. The following topics were discussed:

- **Extended absences of students:** Previous policy: When students will be missing classes for a week or more, the Dean of Student's office notified instructors. The Academic Advising Council agreed to take on this role in the Head Advising offices of the colleges. Based on Head Advisor reports at the end of Fall term, this revised process has worked well.
- **Advisor development:** A series of workshops was designed for academic advisors. The Academic Advising Council and a subcommittee gave input as to the content of the workshops.
- **Advising Evaluations:** The university and college specific evaluation forms and procedures were shared and discussed. The committee decided that a common evaluation tool would not meet the need of all colleges. Each college is encouraged to develop and use a survey or other tool to help measure student satisfaction with academic advising.
- **Declaration/change of major/college/minor form** was discussed. A subcommittee is meeting this summer to discuss the minor audit process and related issues.

Additional policies and topics discussed:

- AR 2d - Voc/Tech Credit Policy
- AR 25,f,1 - Academic residency
- AR 14 - Attendance
- Foreign language graduation audits
- Academic Requirements Committee - guidelines for petition process
- Academic Standing process for suspended students
- Admission and Orientation events and procedures
Academic Advising Council

January 8, 2014
1:30–3:00 p.m
East Willamette Seminar Room – 3rd Floor Valley Library
Agenda

1:30 PM       Introductions

1:35 PM       Review of topics to address winter/spring (Brett McFarlane)

1:50 PM       MyDegrees Access Level in notes (Clay Torset)

2:00 PM       Waitlisting Issues (Carey Hilbert)

2:20 PM       MyDegrees Notes batch upload standards (Brett McFarlane)

2:40 PM       Student Athlete Report (Kate Halischak)

Information Item:
OSU First Year Experience Initiative – Fall 2013 Quarter Progress Summary
Academic Advising Council

February 12, 2014
1:30–3:00 p.m
East Willamette Seminar Room – 3rd Floor Valley Library
Agenda

1:30 PM  Introductions and Approval of January 8, 2014 Minutes

1:35 PM  Registrar Updates - Rebecca mathern or designee

1:45 PM  Learning Management System Update – Sarah Brabham/Stephanie Buck

2:05 PM  Review of Question Responses from January AAC – Brett McFarlane
• Questions posed to AAC members on 1/8/14

2:10 PM  Breakout Groups by Question – All

2:20 PM  Group Actionable Items Identified – All

2:30 PM  Action Plan Developed for One Item per Group – All

2:45 PM  Quick Share of Action Plans with Group – Group designee
January 9, 2013 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Faculty Senate

June 12, 2013
February 13, 2013
1:30–3:00 p.m
East Willamette Seminar Room – 3rd Floor Valley Library
Agenda

1. **Introductions** –

2. **Bereavement Policy** – Tracy Bentley-Townlin – 15 min
   - Vote on moving it to Faculty Senate

3. **NACADA Award Nominees** – Claire Colvin

4. **Cascades Campus New Degrees and Majors Update** – Dianne McGinnis

5. **Campus Updates and Info Sharing**

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 p.m. in the East Willamette Conference Room on the 3rd floor of Valley Library.

Academic Year 2012–13

March 13, 2013
April 10, 2013
May 8, 2013
June 12, 2013
March 13, 2013 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

March 13, 2013
1:30–3:00 p.m
East Willamette Seminar Room – 3rd Floor Valley Library

Agenda

1. Introductions – 5 mins

2. ALEKS math placement test & plans for the second pilot – Keith Schloeman (COS) – 15 min

3. Student Assistance/Care Teams updates – Kris Winter – 15 min

4. First-Year Experience implementation plan in April – Susie Brubaker Cole – 15 min

5. Admissions – Mickey Reynolds – 15 min
   • Update of new Admits/Application stats for fall 2014

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Academic Year 2012–13

April 10, 2013
May 8, 2013
June 12, 2013
April 10, 2013 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Faculty Senate

Academic Advising Council

April 10, 2013
1:30–3:00 p.m
East Willamette Seminar Room – 3rd Floor Valley Library

Agenda

1. **Introductions** – 5 mins

2. **First Year Experience implementation plan in April** – Susie Brubaker Cole – 15 min

3. **More revisions to Bereavement Guidelines** – request from EC – Tracy Bentley-Townlin – 10 min

4. **School of Writing, Literature and Film** – continue to alpha section WR 121 courses? – Ann Leen and Sara Jamieson – 15 min

5. **Winter Student Athlete Academic Performance Report** – Kate Halischak – 10 min

6. **Registrar’s Summer Session and University Withdrawal’s** – Amy Flint – 15 min

7. **Waitlisting Issue** – Clay Torset – 15 min

8. **Nominations for 2013-14 AAC Chair will be in May, with election at June meeting** – Carey Hilbert – 10 min

Announcements and Updates

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Academic Year 2012–13

May 8, 2013
June 12, 2013
June 12, 2013 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

June 12, 2013
1:30–3:00 p.m
East Willamette Seminar Room – 3rd Floor Valley Library
Agenda

1. **Introductions** (<5 min)

2. **First Year Skill Requirement update** – Kerry Kincanon & Vicki Tolar Burton (10 min)

3. **Updates from EOP** – Janet Nishihara (5 min)

4. **Nominations for 2014-15 AAC Chair** – Nominee is Claire Colvin

5. **Announcements and Updates**

To all members of AAC: It has been a pleasure to serve as your AAC Chair this year. I am sorry to not be here for our final meeting of the academic year. Thank you for all you give to our students and community.

Most sincerely, Carey
November 13, 2013
1:30–3:00 PM
East Willamette Seminar Room – 3rd Floor Valley Library

Agenda

1:30 PM  Introductions

1:35 PM  Registrar Org Chart Update with Q & A – Tom Watts

1:45 PM  Report on First-Year Advising Council Recommendations – Brett McFarlane, Susie Brubaker-Cole

2:00 PM  Review of First-Year Syllabus Project – Kerry Kincanon
  • Oregon State University First Year Advising Syllabus – Draft #4
  • Oregon State University First Year Advising Syllabus – Draft #5

A. Utilization of a first-year advising syllabus for students at OSU
B. Requiring a face-to-face advising meeting for first-year students at least three times in the first three quarters at OSU
C. Utilize a unique quarterly PIN to assist in enforcing the advising frequency requirement
D. Implement an online change of major process that would include a requirement that a student meet with an advisor in his/her new major before changes can take effect
E. Require the use of MyDegrees notes by all first-year advisors
F. First-year advisors will have dedicated first-year advising FTE in their job descriptions

2:30 PM  Endorsement Vote on FY Advising Council Recommendations – Brett McFarlane
January 11, 2012 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

January 11, 2012
1:30–3:00 p.m
East Willamette Seminar Room – 3rd Floor Valley Library
Agenda

1. **Introductions** – 5 minutes

2. **Change in Standing Rules** – Gene Newburgh – 10 minutes
   a. Addition of the College of Earth, Ocean, & Atmospheric Sciences (CEOAS) as a voting member
   b. Change of name for the College of Public Health and Human Sciences (PHHS)

3. **Issues of Concern for the Group to Review and Discuss at future meetings** – 15 minutes

4. **Campus Updates** – 20 minutes

5. **Announcements & Information Sharing** – 5 minutes

*Don’t Forget: Mary Ann Matzke, Head Advisor for the College of Science, is retiring after over 26 years at OSU. Join us for appetizers and cake at a reception in her honor on Thursday, January 12, from 2 to 4 PM in MU 109A. Please stop by to congratulate her.*

**Academic Year 2011-12**
- February 8, 2012
- March 14, 2012
- April 11, 2012
- May 9, 2012
- June 13, 2012

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March 14, 2012 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

March 14, 2012
1:30–3:00 p.m
East Willamette Seminar Room – 3rd Floor Valley Library

Agenda

1. Introductions – 2 minutes

2. Demonstration of New Wait-List Process – Amy Flint – 30 minutes
   a. Pre-requisite enforcement
   b. Automation of the new Academic Standing rules
   c. Duplicate Credit clean-up Update

3. Minors and Credit Sharing Policies Across the Colleges – Brett Jeter – 30 minutes

4. UCSEE Sub-Committee Academic Support Services – Nicole Kent – 10 minutes

5. Teaching Evaluations and MyDegrees Access – Brett Jeter – 10 minutes

6. Catalog Copy for Academic Advising – Clay Torset – 3 minutes
   a. Requesting your input – please send via email (see handout)

7. Campus Updates – 3 minutes

8. Announcements & Information Sharing – 2 minutes

Academic Year 2011-12
April 11, 2012
May 9, 2012
June 13, 2012

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April 11, 2012 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

April 11, 2012
1:30–3:00 p.m
East Willamette Seminar Room – 3rd Floor Valley Library
Agenda

1. **Introductions** – 2 minutes

2. **Welcome – Veterans Services Advisor – Gus Bedwell** – 5 minutes
   a. Location of Office
   b. Services to Veterans

3. **Registrar’s Office – Nancy Laurence, Amy Flint & Martin Main** – 30 minutes
   a. Results of the Late Petition to Graduate – Nancy
   b. Waitlist Limitations Options – Martin or Amy

4. **Undergraduate Planned Educational Leave Program – Amy Flint** – 30 minutes

5. **Math Placement Exam Pilot – Informational Update – Keith Schloeman** – 5 minutes
   When I spoke with the AAC in February, I discussed that there is a retesting component to the math placement program being piloted for Fall 2012 with START on the Road students. At that time, the math department was envisioning that only students who had placed below the MTH 111 level would be allowed to retest. After further discussion, we have decided that this opportunity should be opened to all students in the pilot. Since I specifically discussed this aspect at the AAC, I wanted to make sure you were aware of this change. Retesting will still take place in a proctored setting during CONNECT week. Students will be required to sign up for the retest early in the summer, so we should be able to let advisors know which of their students will be retaking the test.

6. **Other Issues and Concerns that AAC should consider this Academic Year** – 10 minutes

7. **Campus Updates** – 10 minutes

8. **Announcements & Information Sharing** – 10 minutes

**Academic Year 2011-12**
May 9, 2012
June 13, 2012

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the East Willamette Conference Room on the 3rd floor of The Valley Library.
May 9, 2012 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

May 9, 2012
1:30–3:00 p.m
East Willamette Seminar Room – 3rd Floor Valley Library

Agenda

1. **Introductions** – 2 minutes

2. **Hybrid Courses – Susie Brubaker-Cole** – 15 minutes
   a. Fall Quarter Hybrid Courses: Designators in the Online Course Listing and Advising Approaches

3. **Academic Success Center – Clare Creighton** – 15 minutes
   a. ALS 116 – Academic Success
   b. Academic Coaching

4. **Nominations for AAC Chair – Carey Hilbert** – 5 minutes
   (Nominations will be confirmed at the May meeting, voting will occur at June meeting)

5. **Academic Standing Committee – Karen Hanson, Chair & Nancy Laurence -- Ex-Officio Registrar Representative** – 25 minutes

6. **Campus Updates** – 10 minutes

7. **Announcements & Information Sharing** – 10 minutes

Academic Year 2011-12

Our last meeting of the year will be on June 13, 2012.

*AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the East Willamette Conference Room on the 3rd floor of The Valley Library.*
October 10, 2012 Agendas, Academic Advising Council, Faculty Senate, Oregon State University

 Academic Advising Council

October 10, 2012
1:30–3:00 p.m
East Willamette Seminar Room – 3rd Floor Valley Library
Agenda

1. **Introductions** (< 5 min.)

2. **Update on Career Services** – Marian Moore (5 min.)

3. **ODS (Operational Data Store) and EDW (Enterprise Data Warehouse)** – Diana Lindsey (20 min.)

   ODS, EDW & Cognos (reporting tool) will take the place of the existing data warehouse and BI Query. There are four modules in the ODS. Our project team will be converting the existing reports to the new ODS. We would like to talk with advisors to discuss their usage of the existing reports and their needs going forward.

4. **Transfer Admissions** – (20 min.)
   a. MTH & WR requirement – Carey Hilbert, PHHS Advising, and Mickey Reynolds, Registrar’s
   b. Student Conduct Reports – Claire Colvin

5. **Academic Performance of Student Athletes** – Kate Halischak (10 min.)

6. **For Discussion: AR 12 "Withdrawal from Individual Courses"** – Should it include a limit on the number of W’s from any one course? – Susie Brubaker-Cole (15 min.)

   A.R. 12: Any student may withdraw from a maximum of 121 individual OSU courses throughout their undergraduate career at OSU. Any student may petition for an exception from this limitation if the justification for withdrawal is clearly associated with circumstances beyond the student's control. Withdrawal from a course with a W grade begins after the tenth day of classes and continues through the end of the seventh week of classes. After the seventh week of classes, students are expected to complete the program attempted and will receive letter grades (A, B, C, D, F, I, S, U, P, N) for all courses in which enrolled unless they officially withdraw from the university. Procedures for withdrawal from individual courses are outlined in the term Schedule of Classes.

7. **"Registration Error" Messages** – Claire Colvin (10 min.)

8. **Updates, Announcements & Information** (5 min.)
November 14, 2012 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Faculty Senate

Academic Advising Council

November 14, 2012
1:30–3:00 p.m
East Willamette Seminar Room – 3rd Floor Valley Library

Agenda

1. **Policy in Curricular handbook re: frequency of Academic Advising*** – Gary Beach (10 min)
   - Email questions to AAC with Agenda
   - To be discussed:
     - As part of my review of the various policies and procedures contained in the Curriculum Handbook, the one related to "academic advising" dates back to 1997. Here are the questions I would like the AAC to consider (see the policy, along with my suggested changes):
       - Is the current policy still current as written?
       - Are wording changes needed to make the policy current with existing practices?
       - Is the policy no longer valid or necessary and, as such, can the policy be deleted from the list of policies and procedures?

     It seems to me that the title of this policy is a misnomer. "Academic Advising" is much too broad a header. Academic Advising could include a multiplicity of topics. This policy, as written, actually refers to an "Academic Advising Frequency" minimum.

     Any substantive changes to the policies contained in the Curriculum Handbook now need to be submitted to the Curriculum Council for final approval. This step would take place following any recommended modifications to the existing policy on the part of the Undergraduate Education Council & AAC.

2. **AR 25** – Rebecca Mathern, Registrar’s & Melanie Jones, PHHS (25 min)

3. **Language in Error messages @ Registration** – Claire Colvin (10 min)

4. **Academic Standing Intervention Pilot** – Susie Brubaker-Cole (15 min)

5. **Food in Culture & Social Justice Certificate** – Cari Maes (7 min)

6. **Quick briefing on how AFROTC works & what they need to know with respect to advising** – LtCol AFROTC Det 685 Lisa Undem (20 min)

7. **Announcements and Updates**
   - ASOSU undergrad student on AAC – recommendations? Janet Nishihara is our Faculty Senate Executive Committee representative

*Academic year 2012-13 Academic Advising Council Scheduled Meetings:*

- December 12, 2012
- January 9, 2013
- February 13, 2013
- March 13, 2013
- April 10, 2013
- May 8, 2013
1. **Introductions** – 5 min.

2. **Registrar’s – Kira Hughes** – 15 min.
   - Update on AR 25
   - Annual Course Schedule

3. **Potential changes to Change of Registration Petition – Kira Hughes** – 15 min

4. **Bereavement & Funeral policy Discussion – Tracy B.**
   - Boundaries for Grief Absence Policy
   - Grieving: 22 to 30 Percent of All College Students
   - Lessons of Loss: Meaning-Making in Bereaved College Students

Whether you celebrate a holiday or not, whether you are taking time off in the next few weeks or not, enjoy the break, be safe if you travel, get rested, and see you next year!

*AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 p.m. in the East Willamette Conference Room on the 3rd floor of Valley Library*
January 12, 2011 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

January 12, 2011
1:30-3:00 p.m
Willamette West Seminar Room-East in The Valley Library
Agenda

- 1:30 Introductions

- 1:35 NACADA Award AAC Subcommittee (Brenda Sallee, Earlean Wilson-Huey, Carey Hilbert) has made a decision regarding the nomination you submitted for the NACADA advisor (primary role) OSU nomination.

- 1:40 Kent Kuo AR 20 suggested revisions: Revisit the discussion and come to resolution.

- 2:05 Dean of Student Life Mamta Accapadi to present two newly developed student support resources and discussion of the context for use of the resources.

- 2:20 Susie Brubaker-Cole The new 1st year math, speech, writing and 2nd year writing requirements resulting from the Bacc Core Review

- 2:40 Carey Hilbert discussion covering should there be a block for students who chronically "W" from terms/classes? (e.g. of two students who have racked up 37 and 24 W's totaling 110 and 71 credits respectively)

**Information Item:**
Letter sent to Faculty Senate in December noting our concerns about the suggested changes for the Degrees of Distinction policy.

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the Willamette Seminar Room-East in The Valley Library.

2010-2011 AAC Meeting Schedule
February 9
March 9
April 13
May 11
June 8
April 13, 2011 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

April 13, 2011
1:30-3:00 p.m
Willamette Seminar Rooms East & West in The Valley Library

Agenda

1:30   Introductions

1:35   Expectations and Explorations of the Fall Incoming Class – Kate Peterson

1:55   *Brief break to allow for all-campus advisors to get settled and participate in all-campus advisor accreditation discussion*

2:00   Accreditation – Everything you need to know about OSU’s upcoming accreditation – Susie Brubaker-Cole & Chris Bell (approximately 45 minutes)

2:50   Announcements & Information Sharing

** Anne Lapou’s last meeting with us

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30–3:00 in the Willamette Seminar Room–East in Valley Library

2010–2011 AAC Meeting Schedule
May 11
June 8
May 11, 2011
1:30–3:00 p.m
Willamette Seminar Rooms East & West in The Valley Library
Agenda

1:30   Introductions

1:35   All things math! Hybrid Math 103/111 offerings for fall 2011, advising for Math 103/111 and
251/254, math placement test changes – Bill Bogley & Barbara Edwards

2:00   University housing conversation and updates with Eric Hansen, Associate Director of UHDS.
Discussion of living on campus, the assignment process, and fall openings.

2:20   Pre–Req procedures Kent Kuo, et al. Be prepared – we may vote on this.

2:50   Nominations of AAC Chair–elect (see details below) – Rebekah Lancelin

Chair Selection

1. The Chair of the AAC will be a Head Advisor or designate from one of the academic colleges, UESP
or the Cascades Campus.
2. Nominations, including self–nominations, must be made to the current Chair of the AAC no less
than two weeks prior to the election meeting.
3. The advisor with the largest number of AAC votes of those present at the last AAC meeting of the
academic year will be selected.
4. The position requires a four–year commitment: Year 1 – Secretary, Year 2 – Chair, Year 3 –
Faculty Senate Curriculum Council liaison and Dar Reese Excellence in Advising Award selection,
and Year 4 – representative to the Academic Affairs Council. In the event that the person cannot
fulfill his or her duties, the chair shall appoint a replacement.

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30–
3:00 in the Willamette Seminar Room–East in Valley Library

2010–2011 AAC Meeting Schedule
June 8
June 8, 2011
1:30–3:00 p.m
The Valley Library Willamette Seminar Room–East
Agenda

1:30  Introductions

1:35  Introductory Chemistry Classes – Kevin Gable and Phil Watson. All you wanted to know about advising for CH 12x, 20x, and 22x.

2:05  AAC Chair-Elect Vote – Rebekah Lancelin (Clay Torset is 2011-12 Chair)
Carey Hilbert, College of HHS, Assistant Head Advisor
Brett Jeter, College of Agricultural Sciences, Head Advisor
Louie Bottaro, College of Liberal Arts, Head Advisor (Name withdrawn)

2:15  Announcements & Information Sharing
Next year meeting location – Rebekah Lancelin
Next year Chair-Elect results – Rebekah Lancelin

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the Willamette Seminar Room-East in Valley Library

2011-2012 AAC Meeting Schedule
October 12
November 9
December 14
January 11
February 8
March 14
April 11
May 9
June 13
November 9, 2011 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

November 9, 2011
1:30–3:00 p.m
East Willamette Seminar Room – 3rd Floor Valley Library
Agenda

1. **Introductions** – 5 minutes

2. **Academic Regulations Committee – Joanne Sorte** – 30 minutes

3. **Campus Updates** – 20 minutes
   - Petitioning process for late application for graduation – Nancy Laurence
     - Registrar’s form
     - Processing petition

4. **Announcements & Information Sharing** – 5 minutes

**Academic Year 2011-12**
November 9, 2011
December 14, 2011
January 11, 2012
February 8, 2012
March 14, 2012
April 11, 2012
May 9, 2012
June 13, 2012

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the East Willamette Conference Room on the 3rd floor of The Valley Library.
Academic Advising Council

December 14, 2011
1:30–3:00 p.m
East Willamette Seminar Room – 3rd Floor Valley Library
Agenda

1. Introductions – 5 minutes
2. High-Achieving Student Initiative Workgroup – Kate Peterson, Dan Arp & Jim Day – 60 minutes
3. Campus Updates – 20 minutes
4. Announcements & Information Sharing – 5 minutes

Academic Year 2011–12 Meetings

December 14, 2011
January 11, 2012
February 8, 2012
March 14, 2012
April 11, 2012
May 9, 2012
June 13, 2012

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30–3:00 in the East Willamette Conference Room on the 3rd floor of the Valley Library.
Dec 8, 2010 Academic Advising Council

**December 8, 2010**

1:30-3:00 p.m
Willamette West Seminar Room-East in The Valley Library

**Agenda**

- **1:30** Introductions
- **1:35** Early Alert Pilot - Moira Dempsey
- **2:00** Baseball student athletes & online classes - Kate Halischak
- **2:10** [Academic Regulation changes](#) - Kent Kuo
- **2:40** Announcements & Information Sharing
- **3:00** Celebration with Polly Jeneva on her retirement! MU Journey Room

**AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the Willamette Seminar Room-East in The Valley Library.**

**2010-2011 AAC Meeting Schedule**

December 8
January 12
February 9
March 9
April 13
May 11
June 8
November 10, 2010 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

November 10, 2010
1:30-3:00 p.m
Willamette West Seminar Room-East in The Valley Library

Agenda

1:30 Introductions

1:35 Education Abroad Interim Director, Michele Justice
Objective: Update group about the IDEA office and advising sheets

1:50 Childcare & Family Resources - Stephanie Duckett
Objective: Report on office changes remind group of available resources

2:05 Student Finance dates and policies overview - Lissa Perrone
Objective: Collect feedbacks from advisors on the most common areas of confusion or frustration for students

2:20 NACADA Award Subcommittee Announcement about sending us nominations timeline
http://www.nacada.ksu.edu/programs/Awards/OutstandingAdvising.htm

2:25 Announcements & Information Sharing

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the Willamette Seminar Room-East in The Valley Library.

2010-2011 AAC Meeting Schedule
December 8
January 12
February 9
March 9
April 13
May 11
June 8
October 13, 2010 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Faculty Senate

Academic Advising Council

October 13, 2010
1:30-3:00 p.m
Willamette West Seminar Room-East in The Valley Library

Agenda

1:30 Welcome & Introductions

1:35 Academic performance of student athletes - quarterly update - Kate Halischak

1:45 NACADA Awards - Rebekah Lancelin http://www.nacada.ksu.edu/Programs/Awards/index.htm
Objective: Form ad hoc subcommittee to collect nominations and help decide which advisors to be put forth for nominations.

Academic Advising - Primary Role - Individuals whose primary role at the institution is the direct delivery of advising services to students.

Faculty Academic Advising - Individuals whose primary responsibility is teaching and who spend a portion of their time providing academic advising services to students.

Academic Advising Administrator - Individuals who may provide direct academic advising services but whose primary responsibility is as an administrator or director of an academic advising program.

Nominations can be sent to the committee directly or to the AAC Chair.

2:00 Advisor privacy notes: Discussion about the question of sending file notes to another college when the student transfers colleges, legalities of what to keep (and for how long) and what to shred, appropriate note taking, student access to notes, confidentiality, and how DegreeWorks will impact this issue. Mary Ann Matzke, et al.
Objective: Clarification and whether there should be a uniform policy on whether advising notes are transferred when paper files are transferred to a new college.

2:30 Announcements & Information Sharing
   - Anne Lapour: Introduction of Career Services new pamphlets
   - Connie Atchley, introduction of the new Project Manager, Jill Swenson, and introduce new software initiatives: Luminus and Cognos

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2010-2011 AAC Meeting Schedule
December 8
January 12
February 9
March 9
April 13
May 11
June 8
Academic Advising Council

June 9, 2010
1:30-3:00 p.m
East Willamette Seminar Room,
Valley Library
Agenda

1. 1:30 Introductions
2. 1:35 INTO Transition Update — Donna Shaw or Candace Pierson-Charlton
3. 1:50 BEST & Sept Scholars Update – Mary Prindiville
4. 2:05 Discuss & Vote whether to endorse the new Baccalaureate Core Ad Hoc Review Committee Final Report
   - Faculty Senate Executive Committee Appendix
5. 2:20 Nominations of AAC Chair-elect (see details below) – Brenda Sallee
   - Clay Torset – College of Forestry, Head Advisor
   - Carey Hilbert – College of HHS, Asst Head Advisor
6. 2:30 START Override Process & Math Placement – Mary Ann Matzke
7. 2:45 U-Engage 2010 – Kris Winter
8. 2:50 Announcements (5 min)
   - Next year meeting location – Brenda
   - Next year Chair Elect results – Brenda

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the East Willamette Seminar Room, Valley Library 3rd fl.

2010-2011 AAC Meeting Schedule
October 13
November 10
December 8
January 12
February 9
March 9
April 13
May 11
June 8
Academic Advising Council

May 12, 2010
1:30-3:00 p.m
East Willamette Seminar Room,
Valley Library
Agenda

1. 1:30 Introductions
2. 1:35 Appworx Demo (Tutorial and Job Submission) – Admissions data – Jim Day & Gabriel Williams
3. 1:45 First-Year Advising Task Force Report – Kim McAlexander & Susie Brubaker Cole – Vote by members
4. 2:20 Athletics Academic Performance Update – Kate Halischak
5. 2:25 Nominations of AAC Chair-elect (see details below) – Brenda Sallee
6. 2:35 Announcements (5 min)

Chair Selection

1. The Chair of the AAC will be a Head Advisor or designate from one of the academic colleges, UESP, or the Cascades Campus.
2. Nominations, including self-nominations, must be made to the current Chair of the AAC no less than two weeks prior to the election meeting.
3. The advisor with the largest number of AAC votes of those present at the last AAC meeting of the academic year will be selected.
4. The position requires a four-year commitment: Year 1 – Secretary, Year 2 – Chair, Year 3 – Faculty Senate Curriculum Council liaison and Dar Reese Excellence in Advising Award selection, and Year 4 – representative to the Academic Affairs Council. In the event that the person cannot fulfill his or her duties, the chair shall appoint a replacement.

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2009-2010 AAC Meeting Schedule
June 9
Academic Advising Council

April 14, 2010
1:30-3:00 p.m
East Willamette Seminar Room,
Valley Library
Agenda

1. 1:30 Introductions

2. 1:35 Application, college and high school transcripts in Web for Advisors – Mickey Reynolds (10 min)
   - Viewing NOLIJ Documents in Web for Advisors

3. 1:45 Update from subcommittee on Roles of Academic Counselors at OSU – Janet Nishihara/Susie Brubaker-Cole (10 Min)

4. 1:55 Transition of Relationship of Student Organizations – Dante Holloway, Student Leadership & Involvement (30 min)
   - Student Organization Relationship Model Overview
   - Student Organizations at Oregon State University

5. 2:25 Continued Discussion of AR 22 – Kent Kuo (20 min)
   *Is a change needed to reflect how it is being enforced re: 18 graded credits?*

**AR 22. Satisfactory Academic Standing**

Oregon State University expects students to maintain satisfactory academic progress toward degree completion. At the conclusion of each term, grade point averages are calculated and academic standings determined for students seeking a baccalaureate degree according to the criteria outlined below. Students whose standings evidence a lack of satisfactory progress will be warned of this condition and advised to seek help from their academic advisors.

- **Academic Warning:** Students with a term GPA below 2.0 will be placed on Academic Warning.
- **Academic Probation:** Students who have completed two or more terms at OSU and have an OSU cumulative GPA below 2.0 will be placed on Academic Probation. Students who attain a cumulative GPA of 2.0 or better are removed from Academic Probation.
- **Academic Suspension:** Students who are on Academic Probation and have a subsequent term GPA below 2.0 will be placed on Academic Suspension. Academic Suspension is recorded on the student’s academic record. Students who are academically suspended are denied all the privileges of the institution and of all organizations in any way connected to it, including any university-recognized living group.
- **Reinstatement to the University:** Suspended students will be considered for reinstatement to the university after two years or completion of a minimum of 24 quarter credits of transferable college-level work at an accredited college or university, with a GPA of 2.5 or above.

The **Faculty Senate Committee on Academic Standing** is charged with the responsibility for enforcement of the above regulations on Satisfactory Academic Standing. Additionally, this committee has discretionary authority to grant exceptions and to develop guidelines for the administration of these regulations.

6. Announcements (5 min)

**AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the East Willamette Seminar Room, Valley Library 3rd fl.**
2009-2010 AAC Meeting Schedule
April 14
May 12
June 9
March 10, 2010 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

March 10, 2010
1:30-3:00 p.m
East Willamette Seminar Room,
Valley Library
Agenda

1. Introductions

2. New Financial Aid appeal form, clarification on advisor expectation – Doug Severs (20 min)
   - Satisfactory Academic Progress Appeal form

3. Current Student WebPage Portal – Renee Stowell (10 Min)

4. Duplication of Meetings sub-committee report – Clay Torset, Leslie Mayers, Gene Newburgh (15 min)

5. Possibility of meeting once in summer – Clay Torset (10 min)

6. Academic Warning/Probation distinctions & clarification – Kerry Kincanon, Kate Halischak (15 min)
   - If a student has been here two terms, is sub 2.0, and has 18 or fewer graded GPA credits, he/she is coded as AW
   - If a student has been here two terms, is sub 2.0, and has more than 18 graded GPA credits, he/she is coded as PR
   - If a student has been here two terms, is sub 2.0, and was sub 2.0 both his/her first term and his/her second them, then he/she is coded as PR regardless of how many GPA hours he/she has earned

   - Announcements (5 min)
     - Waldo-Cummings student awards – Janet Nishihara
     - INTO Pathway Scholars program – Candice Pierson-Charlton

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the East Willamette Seminar Room, Valley Library 3rd fl.

2009-2010 AAC Meeting Schedule

| April 14 |
| May 12 |
| June 9 |
February 10, 2010
1:30-3:00 p.m
East Willamette Seminar Room, Valley Library 3rd floor

Agenda

1. Introductions (5 min)

2. Alex Parker, the Compliance Officer for Athletics - Academic requirements expected of Academic Advisors - NCAA (25 min) "This position requires a clear and unambiguous commitment to compliance of all National Collegiate Athletic Association (NCAA) regulations for Division I (FBS) universities."

3. Brenda - Update of Int'l/CAP/Admiss mtg w/Engr and Bus. (15 min)

4. Susie Brubaker-Cole - Baccalaureate Core Review Committee - Obtain feedback (30 min)

5. Mickey Reynolds - Admissions - HHS 241 change w/military credit (see below) (5 min)

6. Announcements (5 min)

OSU is granting HHS 241 for military training. Here is the language regarding this:

Effectively February 1, 2010, Oregon State University will grant 1.00 credit for HHS 241 Lifetime Fitness Lab to Veterans. For HHS 241 credit to be granted, they will need to submit either the DD214 or ACE transcript. Credit will also be granted if one of these courses have been completed successfully Physical Fitness, Physical Education, or Physical Conditioning from either the Naval Science Institute or the Community College of the Air Force. To receive credit from the Naval Science Institute or Community College of the Air Force, Oregon State University will need to receive a transcript from the institution. Please send all documents to Oregon State University, Office of Admissions, 104 Kerr Admin. Bldg., Corvallis, OR 97331.

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2009-2010 AAC Meeting Schedule
March 10
April 14
May 12
June 9
Academic Advising Council

January 13, 2010
1:30-3:00 p.m
Willamette West Seminar Room,
3rd floor Valley Library
Agenda

1. Introductions (5 min)

2. NACADA Awards subcommittee - Angela, Renee, Carey (15 min) - committee decisions of which advisors would be the OSU nominations for various advising awards

3. Kate Halischak - Athletics (5 min) - Quarterly report on student athlete grades

4. Renee Stowell - Int'l Educ - (10 min) AAC support for new Current Student Website

5. Mickey Reynolds - Admissions - HHS 241 change w/military credit (see below) (5 min)

6. Announcements (5 min)
   Brenda - Several folks representing COB, COEngr, Admissions, INTO, Int'l Ed/CAP will be meeting this week to start discussing issues that have become apparent w/the influx of Int'l students. If you have issues you would like this group to be aware of, please send them to Brenda Sallee by Thursday afternoon (Jan. 14). The group will most likely provide an update at the Feb AAC mtg.

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the Willamette Seminar Room (west), 3rd floor Valley Library.

2009-2010 AAC Meeting Schedule
February 10
March 10
April 14
May 12
June 9
January 14, 2009 agenda for the Academic Advising Council meeting.

1. Introductions – 5 minutes
2. Doug Cochran – Career Services- Economic Impact on College Career Search and Career Fair – 20 minutes
3. Kent Kuo & Brenda Sallee – Withdraw Date and Pre-Req. Completion – 20 minutes
4. Rebekah Lancelin – AAC Membership Sub-committee – 15 minutes
5. Kate Halischak – Athletic Update – 10 minutes
6. Announcements – 5-10 minutes

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the President’s Conference Room.
February 11, 2009 Agenda

Faculty Senate

Academic Advising Council

February 11, 2009
Agenda

1. Introductions – 3 minutes
   New Student Member – Peter Nguyen
2. Kate Halischak – Athlete Update – 10 minutes
3. Chris Bell & Valerie Rosenberg – INTO Academic Advising – 30 minutes
4. Kent Kuo & Mickey Reynolds – Transfer Articulated Repeats & OSU, Time Conflict Resolution, Graduation Application Online – 30 minutes
5. Rebekah Lancelin – AAC Membership Sub-Committee – 15 minutes
   - AAC Voting Membership Diagram
   - AAC Guidelines Revisions
   - AAC Standing Rules Revisions
6. Announcements – 2 minutes

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the President’s Conference Room.
March 11, 2009
Agenda

1. Introductions – 2 minutes
2. Kate Peterson - Insight Resume Presentation – 30 minutes
3. Malcolm LeMay & Kim McAleander – Electronic Photo Roster – 10 minutes
4. Rebekah Lancelin – AAC Membership Sub-Committee – 20 minutes
5. Alex Parker – Athletic Compliance – 15 minutes
7. Announcements – 2 minutes

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the President’s Conference Room.
April 8, 2009
President’s Conference Room
Agenda

1. Introductions – 2 minutes
2. Susie Brubaker-Cole & Rebecca Sanderson – BCSSE – 20 minutes
5. Matt Pennington – ASOSU Internship Program – 10-20 minutes
6. Announcements – 5 minutes

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the President’s Conference Room.
February 11, 2009 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

May 13, 2009
President's Conference Room
Agenda

1. Introductions – 2 minutes
2. Anne Lapour - Career Center Trainings - 10 minutes
3. Peter Nguyen and Shayna Rogers - Gripefest Review - 30 minutes
4. Mamta Accapadi - New Dean of Student's Thoughts - 15 minutes
5. Teppei Hayashi-IE3 Global Internship Updates - 10 minutes
6. Nominations of AAC Chair-Elect - 10 minutes
7. Announcements - 2 minutes

Chair Selection

1. The Chair of the AAC will be a Head Advisor or designate from one of the academic colleges, UESP, or the OSU-Cascades Campus.
2. Nominations, including self-nominations, must be made to the current Chair of the AAC no less than two weeks prior to the election meeting.
3. The advisor with the largest number of AAC votes of those present at the last AAC meeting of the academic year will be selected.
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Changes approved by AAC on June 8, 2005 and Faculty Senate Executive Committee on November 17, 2005.

NOTES:

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the President’s Conference Room.
February 11, 2009 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

June 10, 2009
President’s Conference Room
Agenda

1. Introductions – 2 minutes
2. Julie Moffenbier – Kaplan testing options - 15 minutes
3. Mamta Accapadi – New Dean of Student’s Thoughts – 20 minutes
4. Action or Reaction to “Slide 7” - 15 minutes
5. Election of AAC Chair- Elect – 10 minutes
6. AAC Action Update- 5 minutes
7. Announcements - 5 minutes

Chair Selection

1. The Chair of the AAC will be a Head Advisor or designate from one of the academic colleges, UESP, or the Cascades Campus.
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NOTES:

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October 14, 2009 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

October 14, 2009
1:30-3:00 p.m-107 Education Hall
Agenda

1. Introductions -(5 min)
2. Larry Roper-discussion/explanation of 1 to 300 advising ratio goal- (20 min) follow up from Budget PPT in Spring, slide 7
3. Valerie Rosenberg - INTO Update and Expectations (20 min)
4. Kerry Kincanon - Transfer Orientations and Bend campus transfers Update- (10 min)
5. Kate Halischak - Athletics - Changes to Athletic Scholarships (10 min)
6. Kent Kuo - Registrar - Winter 2010 and beyond: wait list windows (15 min)
7. Announcements (5 min)
   • Brenda-Thanks to Gene Newburgh and AAC's recommendation to Critical Response Team last year, Rebecca Warner's office has sent out clearer guidelines for faculty regarding absences due to serious illness.
   • Brenda - Remember all rest of meetings will be in Library
   • Others?

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the Willamette Seminar Rooms (east & west), 3rd floor Valley Library.

2009-2010 AAC Meeting Schedule
November 11
December 9
January 13
February 10
March 10
April 14
May 12
June 9
November 11, 2009 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

November 11, 2009
1:30-3:00 p.m
Willamette Seminar Room,
Valley Library
Agenda

1. Introductions (5 min)

2. Amy Flint and Amanda Champagne - Registrar's - Demo of Online complete w/d Process (25 min)

3. Susie Brubaker-Cole - Academic Success & Engagement - Updates: First Year Advising Task Force and Univ Council of Student Engagement & Experience (10 min)

4. Brenda Sallee - COB - NACADA national advisor award nominations for 2010 (5 min)
   Academic Advising-Primary Role - Individuals whose primary role at the institution is the direct delivery of advising services to students. Faculty Academic Advising - Individuals whose primary responsibility is teaching and who spend a portion of their time providing academic advising services to students. Academic Advising Administrator - Individuals who may provide direct academic advising services but whose primary responsibility is as an administrator or director of an academic advising program

5. Announcements (5 min)

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the Willamette Seminar Rooms (east & west), 3rd floor Valley Library.

2009-2010 AAC Meeting Schedule
December 9
January 13
February 10
March 10
April 14
May 12
June 9
Academic Advising Council

December 12, 2007
Agenda

1. Introductions – 5 minutes
2. Admission’s Report – Michele Sandlin - 10 minutes
3. Registrar’s Report – Kent Kuo - 10 minutes
4. DFL Memo - Kerry Kincanon, Michele Sandlin – 30 minutes
   - Oriard memo
5. Announcements -5 minutes

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the President’s Conference Room.

January 9, 2008
February 13, 2008
March 12, 2008
April 9, 2008
May 14, 2008
June 11, 2008
Academic Advising Council

November 14, 2007
Agenda

1. Introductions – 5 minutes
2. Admission’s Report – Michele Sandlin - 10 minutes
3. Registrar’s Report – Kent Kuo - 10 minutes
4. ATLAS Demonstration- Dan Crouch – 30 minutes
5. Arts & Sciences Committee – Janet Nishihara – 30 minutes
6. Announcements –5 minutes

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December 12, 2007
January 9, 2008
February 13, 2008
March 12, 2008
April 9, 2008
May 14, 2008
June 11, 2008
October 10, 2007 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

October 10, 2007 Agenda

1. Introductions – 5 minutes
2. Admission’s Report – Michele Sandlin - 10 minutes
3. Registrar’s Report – Kent Kuo - 10 minutes
4. Wait List Concerns – Brenda Sallee - 5 minutes
5. Access to Student ID Pictures – Mary Ann Matzke – 10 minutes
6. Career Services – Carrie Coplan – 15 minutes
7. On-line Math Placement – Kerry Kincanon & Mary Ann Matzke – 5 minutes
8. AR 18 1a – Kerry Kincanon – 5 minutes
9. Academic Planning Form – Joe Hoff – 20 minutes
10. Announcements – 5 minutes

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November 14, 2007
December 12, 2007
January 9, 2008
February 13, 2008
March 12, 2008
April 9, 2008
May 14, 2008
June 11, 2008
Academic Advising Council

June 13, 2007 Agenda

Agenda

1. Introductions – 5 minutes
2. Elections – 5 minutes
3. Academic Success Classes – Moira Dempsey and Dan Dowhower – 20 minutes
4. Prerequisite discussion follow-up – Remember that we agreed to provide the Registrar’s office with feedback we received from our staff and students about how catalog language around prerequisites is phrased. – 15 minutes
5. Wait Listing – Carey Hilbert – 15 minutes
6. Atlas Swat Team – Susie Leslie – 10 minutes
7. Update on Incomplete form – Kerry – 10 minutes
8. Update on AR 18 A1 recommendation – Kerry – 5 minutes
9. Update on AAC Standing Rules changes – Kerry – 5 minutes

Announcements:
Mary Rhodes, Associate Registrar and valued member of this committee, will be retiring on July 4. AAC members extend our sincerest gratitude and heartfelt thanks to Mary for her service to this committee, OSU academic advisors, and the entire OSU community. Mary, you will be missed!

AAC 2007-2008 meeting schedule:

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00. Meeting locations will be provided closer to the start of fall term.

October 10, 2007
November 14, 2007
December 12, 2007
January 9, 2008
February 13, 2008
March 12, 2008
April 9, 2008
May 14, 2008
June 11, 2008
May 9, 2007 Agenda

1. Introductions – 5 minutes
2. Online Orientation – Paula Minear and Amy Folz – 15 minutes
3. Enrollment Planning Workgroup – Rebecca Sanderson – 30 minutes
4. Degree Partnership Program Update – Blake Vawter – 10 minutes
5. Prerequisites: Continued Conversation -Mary Ann Matzke, Brenda Baxter, et.al. – 20 minutes

Note: You’ll recall that our conversation last time was somewhat spirited, and we had to cut it short to get to other agenda items. Here’s the recap from the minutes:

There is confusion with “enforced” and “other” prerequisites. Not all pre-requisites can be coded in to Banner so some departments use the “other” category to list pre-requisites they will enforce manually. Biology is an example of this confusion and manually enforcing the pre-requisites. There was a suggestion to just list all pre-requisites in one category so students wouldn’t be confused by “enforced”.

This issue is bigger than just a wording change. It was suggested that AAC forward this issue to Curriculum Council.

6. AR 18 Subcommittee Follow-up – Mary Ann – 5 minutes

Announcement:
AAC elections coming in June! Thus far, we have one nomination for chair-elect. All nominations need to be to Kerry by two weeks prior to our June meeting.
Academic Advising Council

April 11, 2007
Agenda

Agenda
1. Introductions -- 5 minutes

2. College Assistance Migrant Program – information, update, and Q&A – Amas Adurivi – 15 minutes

3. College of Liberal Arts Fragile Student Program – Kate Elias – 15 minutes

4. Withdrawal deadline and New Priority Registration Schedule – Brenda Baxter – 10 minutes


6. Prerequisite listings in the online catalog -- Mary Ann and Brenda – 10 minutes

7. Career Services update – Carrie Coplan – 5 minutes

8. AAC membership discussion – Kerry – 15 minutes

Announcements
AAC elections coming in June!
March 14, 2007 Agenda

1. **WR 121 Document Review** - Dr. Anita Helle, English Department - 15 min
   From Anita: "The English department is mainly seeking to provide more information for advisors, answer questions, and seek advisors' consultation on how we can foreground what does/does not count as WR 121 pre-requisite, cut down on student confusion, early-term questions. Students often mistake "LDT" lower-division transfer credit for WR 121 pre-requisite credit. And if there are inaccuracies in the document, we need to clear them up."

   Business Affairs is analyzing the impact of change to the refund schedule where students now receive a full refund during the two-week drop period. They are soliciting feedback academic advisors. Please review these questions, share them with your advisors, and be prepared to share any feedback you receive with Lissa at the meeting next week.
   - Have you noticed a substantial change in the add/drop activity of students during the 1st two weeks of the term?
   - Do you believe this is attributed to the change in this policy?
   - What feedback have you received from students?
   - How about instructors and professors?

3. Registrar's Office - Heather, Mary, and Kent - updates on new registration initiatives, changes etc. - 30 min.

4. AAC membership question - Kerry - 5 minutes

5. Academic Regulations Discussion - 13a update and S/U discussion (reviewing AR 18a) - Mary Ann and Kerry - 15 minutes
   This came to me earlier in the week from Vickie Nunnemaker on behalf of Jo Tynon and the Academic Regulations Committee. We need to review and provide feedback by March 19th:
   
   **Here’s what the Academic Regulations Committee recommends for AR 13c.**

   **AR 13. Withdrawal From the University**

   c. When a student’s academic progress is interrupted by an emergency situation (e.g., serious illness, accident, or death of a family member), within the last four weeks of the term, and the student submits evidence of such to the Registrar, he or she may withdraw from the university or accept I/alternate grades in all subjects.

   **Rationale:** This revision gives the student two options and is consistent with recent changes to AR 17 except that, in an emergency, a student who is failing a course may still receive an Incomplete (AR 17 does not allow this). We believe that a student who is failing will most likely be aware of that fact and choose to withdraw from the university. The I/alternate grade option (1) gives the student 12 months to resolve the Incomplete(s), (2) without paying for the course(s) a second time, nor (3) contacting individual instructors at a time of duress. The proposed I/alternative grade is consistent with the philosophy underlying the faculty member's authority for assigning grades. In addition, we believe that using "e.g." more clearly shows that "serious illness, accident, or death of a family member" are examples, and not the only kinds of emergencies considered legitimate.
6. Testing Center Alert update - Moira and Paula - 5 minutes

7. Announcements - 5 minutes

Dates for AAC for 2007:
All meetings 1:30 - 3:00 pm in the President's Conference Room unless otherwise noted.

April 11
May 9
June 13 - 128 Kidder Hall
February 14, 2007

Academic Advising Council

Agenda

1. Introductions – 5 min.
2. Zonta Scholarship information – Julie Hamby, Student Support Services – 5 min
3. Non Traditional Student information packet – Kim Nickerson, ASOSU task force – 10 min
4. Summer Session Website follow-up – Maurine Powell, Summer Session – 15 min.
5. Student Athlete Summer Forms – Mark Rountree and Kate Halischak, Athletics – 15 min
6. CIRP replacement survey -- Eric Hansen, UHDS and Student Affairs Assessment Committee – 15 min.
   (CIRP replacement purpose also attached)
7. Testing Center discussion follow-up – Paula Minear and Moira Dempsey – 10 min.
8. AR 13 discussion – Kerry – 5 min.
9. AAC membership question – Kerry – 5 min.

Announcements:
Registrars Updates
January 10, 2007
Agenda

1. Introductions – 5 min.
2. Summer Session Website development – Maurine Powell – 15 minutes
3. AR 17 incomplete form – Carey, Lee, Gene, Brenda, Heather – 15 minutes
4. JBAC documents response – Kerry – 10 minutes
5. Athletics update – Kate Halischak – 15 minutes
6. Career Service update – Carrie Coplan – 10 minutes

Announcements:

NACADA report – Kerry Kincanon

Dates for AAC for 2006-2007:
All meetings 1:30 – 3:00 pm in the President’s Conference Room unless otherwise noted.

February 14
March 14
April 11
May 9
June 13 – 128 Kidder Hall
Academic Advising Council

Agenda
December 13, 2006

1. Introductions – 5 min.

2. CTL Academy overview – Peter Saunders – 10 min.

3. Articulation report – Gary Beach – 15 min  Gary has asked that head advisors from the colleges be prepared to respond to the following questions:
   - Within your college, who is the primary contact regarding course and academic program articulation questions/issues; e.g., the associate dean, you as head advisor, other?
   - Has your college established course or academic program articulation agreements with community colleges or other higher education institutions? If so, which institutions? (Please send a copy of the articulation agreements to Gary Beach, Office of Academic Programs and Academic Assessment, 110 Kerr Administration Building or electronically to Gary.Beach@oregonstate.edu).
   - If you have developed course articulation tables, have they been posted on the web? If so, what is the web address? (If articulation tables have been created, but are not posted on the web, please send examples of the articulation tables--Word or Excel--to Gary.)
   - Are there articulation issues/problems that should be addressed during Winter and Spring Term 2007?
   - How can the Office of Academic Programs and Academic Assessment be of assistance to your academic unit in facilitating the articulation process?


   Attachments:
   - Campus Discussions on General Education and the AAOT
   - General Education Outcomes and Criteria Background Materials

5. Advising Pages in the catalog – Kerry – 5 min -- Head Advisors, you probably saw that Larry Bulling asked us to review the general catalog text on advising. I just wanted to take a few minutes to confirm we were comfortable with this text. Please review this web page:
   http://catalog.oregonstate.edu/ChapterDetail.aspx?key=369?

6. AR 17 – Update from Faculty Senate and Incomplete Form – Mary Ann Matzke, Kerry – 10 min. – See http://oregonstate.edu/dept/senate/agen/2006/AR17_0612.pdf

7. Request from International Programs for an Additional AAC representative – Amy Nelson Green and Renee Stowell – 5 min

Announcements:

NACADA report – Kerry Kincanon

Dates for AAC for 2006-2007:
All meetings 1:30 – 3:00 pm in the President’s Conference Room unless otherwise noted.

January 10 – Please note, this is the first week of winter term! – Location TBA
February 14
March 14
April 11
May 9
June 13 – 128 Kidder Hall
October 11, 2006 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

October 11, 2006
Agenda

1. Welcome and Introductions – 5 minutes

2. Kate Halischak and Student Athlete Academic Services team – Update and discussion on academic support for OSU student-athletes – 15 minutes

3. Dave Moore (High School Programs – E-campus) and Paula Minear – Discussion of Senate Bill 300 and the impact on OSU academic advisors. (For more info see this web site: http://p12.ecampus.oregonstate.edu/xop/) and information on OSU P-12 outreach – 20 minutes

4. Mary Ann Matzke and Kerry Kincanon – Update on Academic Regulation 17 – 5 minutes

5. Mary Ann Matzke – Academic Advising Award Subcommittee Report – 5 minutes

6. Mary Rhodes and Heather Chermak – Discussion of Changes to Registration Procedures – 20 minutes

7. Carrie Coplan – Update on Career Week, Career Fairs – 10 minutes

8. Moira Dempsey – Success Council Update – 5 minutes

Announcements:

1. NACADA report – Kerry Kincanon

2. Dates for AAC for 2006-2007:
   All meetings 1:30 – 3:00 pm in the President’s Conference Room unless otherwise noted.
   October 11
   November 8
   December 13
   January 10 – Please note, this is the first week of winter term!
   February 14
   March 14
   April 11
   May 9

   June 13 – 128 Kidder Hall
Academic Advising Council

Agenda
June 14, 2006

1. Introductions (5)

2. Heather Chermak, Barbara Balz (15) – Degree Audit (revised reports & update – New Audit Format, Old Hard Copy Audit, and Old Online Audit) and Registration Proposals for 2007 – update.

3. Mary Ann Matzke (5) – Update on OSU Academic Advising Award

4. Mary Ann/John Shea/Susie Leslie (10) – New communication plan for DPP students

5. Carla Simonson (5) – Course repeat data

6. Mary Rhodes (5) – New on-line location of academic standing reports

7. Sherri Argyres (10) – Changes in AR 17 passed by Faculty Senate 06/08/06: http://oregonstate.edu/dept/senate/agen/2006/AR17.pdf

8. Carrie Coplan (5) – Ideas for Fall Career Fair

9. Election of secretary/chair elect for 2006-07 (10)

Announcements:

NACADA report – Kerry Kincanon

Publicity report – Louie, LeeAnn

Thanks to everyone for a great year!

Meetings resume in October, second Wednesday of each month, 1:30-3:00 p.m.
Academic Advising Council

Agenda
May 10, 2006

1. Introductions (5)

2. Moira Dempsey (15) – Update on repeat numbers & policy

3. Michele Sandlin (15) – New process for matric updates (evaluation updates for current students)

4. Michele Sandlin & Tom Watts (15) – Coding of distance students from Admissions to Registrar (admitted students, current students, and change of major form)

Announcements:

Nominations for next year’s secretary and chair elect:

Angela Austin Haney
Gene Newburgh

NACADA report – Kerry Kincanon

KUDOS

Kim McAlexander, Head Advisor from the College of Health and Human Sciences, will receive the NACADA Outstanding Advising Administrator Award and the Gail Rola Memorial Award at the NACADA National Conference in October 2006.

Nicole Kent, academic advisor in the College of Pharmacy, will receive a NACADA Outstanding New Advisor Award at the NACADA National Conference in October 2006.

Michele Sandlin, OSU’s director of Admissions, was awarded the inaugural Thomas A. Bilger Citation for Service by the American Association of Collegiate Registrars and Admissions Officers at the annual national conference in San Diego.

Dates for AAC for 2006:

All meetings 1:30 – 3:00 pm in the President’s Conference Room unless otherwise noted.

June 14, 2006
Academic Advising Council

ACADEMIC ADVISING COUNCIL
April 12, 2006
1:30-3:00 PM
President's Conference Room

Agenda

1. Introductions (5).
2. Mary Ann Matzke (10) - Possibility of posting ID pictures on Web for Advisor
3. Carrie Coplan (5) - Career Week/Career Fairs
4. Renee Stowell (5) - Study Abroad Scholarships
5. Mary Ann Matzke (5) - Nominations Process for secretary (chair elect) for next year
6. Gene Newburgh (10) - Criteria and Process for Professional Advisor Award

Announcements (10):
NACADA report - Kerry Kincanon
Nominations for NACADA awards

Dates for AAC for 2006:

All meetings 1:30 - 3:00 pm in the President's Conference Room unless otherwise noted.

- May 10, 2006
- June 14, 2006
March 8, 2006 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

ACADEMIC ADVISING COUNCIL
March 8, 2006
1:30-3:00 PM
President’s Conference Room

Agenda

1. Introductions (5).
2. Becky Johnson (10) - Criteria for a possible Professional Faculty Advising Award.
3. Michele Sandlin (10) – Insight Resume and applicability to advising, use in advising files, and correlation with student success.
4. Barbara Balz (15) - Preview of possible wait-listing scenarios for registration
5. Jim Day, Barbara Balz, Moira Dempsey (10) - Authorized exemptions and Banner tags for internships
6. Mary Rhodes (5) - Finding final exams on WebViewer
7. Joe Hoff (15) - ID Academic Coordinator and marketing/curriculum integration coordinator for study abroad
9. Mary Ann Matzke (5) - Possibility of posting ID pictures on Web for Advisor

Announcements (10):
NACADA report - Kerry Kincanon

Dates for AAC for 2006:

All meetings 1:30 - 3:00 pm in the President's Conference Room unless otherwise noted.

- April 12, 2006
- May 10, 2006
- June 14, 2006
ACADEMIC ADVISING COUNCIL
February 8, 2006
1:30-3:00 PM
President’s Conference Room

Agenda

1. Introductions (5).

2. Heather Chermak (10) - of reports from Registrar’s Office - paper vs. plastic (see attachment) and policy on students registering with time conflicts.

3. Gary Beach (10) – official OSU articulation of the OTM (Oregon Transfer Module). Please see http://oregonstate.edu/admissions/transfer/otm.html. Gary will answer questions about the implementation of the OTM at OSU.

4. Moira Dempsey, Jim Day, Barbara Balz (10) - Retention data issues and how to capture internship information in Banner.

5. Carla Simonson, (5) - Follow up on request for data on repeated courses.
   Goal of task force: to identify causes and alternative solutions dependent on the cause for the number of repeated courses at OSU. Members: Moira Dempsey, Angela Austin Haney, Brenda Baxter, Heather Chermak, Kris Winter, John Shea. Carla Simonson and Jim Coakley to offer support.

Announcements (10):

Publicity Committee for Advising: LeeAnn Baker and Louie Bottaro

Dates for AAC for 2006
All meetings 1:30 - 3:00 pm in the President’s Conference Room unless otherwise noted.
- March 8, 2006
- April 12, 2006
- May 10, 2006
- June 14, 2006
ACADEMIC ADVISING COUNCIL
Wednesday, January 11, 2006
1:30-3:00 PM
President’s Conference Room

Agenda

1. Introductions (5).

2. Paula Minear (45) - Report on E-campus programs, tuition, and student services

3. Jim Coakley (10) – The effect that repeating courses has on access. Proposal: "Any student who has taken a seat in a class (they have earned a letter grade, S/U, P/N, I or W) must receive an override to register for the class a second time." This allows the departments to manage repeats. There is no penalty for a "W". In a plateau tuition system, the students are not paying additional tuition to repeat a course."

4. Carrie Coplan (5) - Upcoming career fairs and Career Services events

5. Mary Rhodes (5) - Academic Standing Reports

6. Kerry Kincannon (5) - NACADA report

7. Update on Guidelines and Standing Rules approvals
   Revised Guidelines and Vision, Mission, Values & Goals have been approved by the EC and posted to the web. Changes in Standing Rules must go to Committee on Committees and then to full Faculty Senate.

8. Student Representative to AAC

Announcements:

Publicity Committee for Advising: LeeAnn Baker and Louie Bottaro

Dates for AAC for 2006
All meetings 1:30 - 3:00 pm in the President's Conference Room unless otherwise noted.

- February 8, 2006
- March 8, 2006
- April 12, 2006
- May 10, 2006
- June 14, 2006
1. Introductions (5)

2. Mary Rhodes (10) – Report on Pre-requisite Enforcement

3. Heather Chermak (10) – Introduction of the data warehouse version of the Dean's Verification Form

   Question for the Registrar’s Office:
   How is the rotation of one’s registration day determined? Students who come to START are last to register, of course. Then if their last name puts them in last 1/3 of the “All Others” list, each subsequent term after that, those students keep moving down, making it harder and harder to get courses for a year until they are moved up to the top.

4. Susie Leslie/Mina McDaniel (10) – Course access and web survey

5. John Shea (10) - Report on Deficient in Foreign Language agreement.

6. Other Items
   Announcements:
   Items from today’s agenda tabled until the January 11 meeting:

   Paula Minear (45) – Report on E-campus programs, tuition, and student services

   Jim Coakley (10) – The effect that repeating courses has on access.
   Proposal: “Any student who has taken a seat in a class (they have earned a letter grade, S/U, P/N, I or W) must receive an override to register for the class a second time.” This allows the departments to manage repeats. There is no penalty for a “W”. In a plateau tuition system, the students are not paying additional tuition to repeat a course.”
November 9, 2005 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

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**ACADEMIC ADVISING COUNCIL**

November 9, 2005
1:30-3:00 pm

**Agenda**

1. Introductions (5).

2. Roni Sue (5) - Opportunity for advisors to learn more about advising DPD classes.

3. John Shea (15) - Report on DFL Subcommittee. Motion to forward the proposed process to the Executive Committee of the Faculty Senate.

4. John Shea and Jackie Balzer (10) - Clarification of student academic grievance process

5. Mary Ann Matzke (15) - Motion to adopt Advising Vision, Mission, Values, and Goals into AAC Guidelines (link to aac_guidelines). Motion to amend Revised AAC Guidelines (link to AAC Guideline changes). Forward to EC of Faculty Senate.

6. John Shea and Susie Leslie (10) - Access Issues for Winter Term

7. Moira Dempsey (5) - Report on Supplemental Instruction for Math and Zoology courses

**Announcements:**

Dates for AAC for 2005-06
All meetings 1:30 - 3:00 pm in the President's Conference Room unless otherwise noted.

- December 14, 2005
- January 11, 2006
- February 8, 2006
- March 8, 2006
- April 12, 2006
- May 10, 2006
- June 14, 2006
Academic Advising Council

ACADEMIC ADVISING COUNCIL
October 12, 2005
1:30-3:00 pm
President’s Conference Room

1. Introductions (5).

2. Larry Roper (15) - Report on the At-Risk Athlete Work Group Summary and reorganization of student athletic services

3. Tom Munnerlyn and Carrie Coplan (5) - Career Week and Fall Career Fairs

4. Sue Jackson, Student Health Services (10) - Immunization Holds by Student Health Services. The holds will be placed on Monday, Oct. 10th.

5. John Shea (10) - Report on DFL Task Force

6. NACADA Team Presentation (45) - Presentation of Advising Principles for OSU developed at the NACADA Advising Institute in Colorado Springs. Consideration of adoption for AAC Guidelines.

Dates for AAC for 2005-06:
All meetings 1:30 - 3:00 pm unless otherwise noted.

- November 9, 2005 - President's Conference Room
- December 14, 2005 - President's Conference Room
- January 11, 2006
- February 8, 2006
- March 8, 2006
- April 12, 2006
- May 10, 2006
- June 14, 2006
May 11, 2005 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

May 11, 2005
1330 to 1500
128 Kidder Hall

PLEASE NOTE THE ROOM CHANGE

1. Introductions (5).

2. Amy Nelson Green (10) - Standardized process for Baccalaureate Core articulation for international courses.

3. College of Science (15) - Proposed definition of "co-requisite" and "mandatory concurrent registration" for prerequisite checking.

4. Jim Coakley/Michele Sandlin (15) - MTH 065/095 START advising and registration.

5. Tarah Howard - CSSA students assisting with advising.

6. Barbara Balz - improving course access.

7. Heather Chermak - Popup box wording for e-campus classes.

8. Linda Johnson (5) - Fall athletic practice schedule. Please distribute the file to your departmental academic advisors.

9. John Shea - process for the selection of 2006/07 AAC Chair - see proposal below. This will require a change to the AAC Guidelines, which will require Executive Committee approval.

Background

The AAC Standing Rules state: "The Chair and Secretary shall be chosen by the Council in a manner to be determined by that body." The AAC Guidelines do not contain any additional information about the selection process.

The AAC is the only Faculty Senate committee whose Chair is not selected by the Executive Committee. This dates back to when the AAC was made a Faculty Senate committee. The AAC is also the only Faculty Senate committee whose membership is determined by their organizational position.

How the Chair has been selected

The most recently appointed Head Advisor has been selected as the AAC Chair elect. This has worked when information sharing was the primary objective of the committee.

Why change?

The AAC is becoming a true Faculty Senate committee, with the Chair representing the AAC in campus discussions, e.g. the Oregon Transfer Module and prerequisite checking.

Proposal

1. The Chair of the AAC will be a Head Advisor from one of the academic colleges, UESP, School of
Education or the Cascades Campus.

2. Nominations, including self-nominations, must be made to the current Chair of the AAC no less than two weeks prior to the election meeting.

3. The advisor with the largest number of AAC votes of those present at the last AAC meeting of the academic year will be selected.

4. The position requires a three-year commitment: Year 1 - Secretary, Year 2 - Chair and Year 3 - OSU Curriculum Council liaison and Dar Reece Advising Award selection.
April 13, 2005 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

April 13, 2005
1315 – 1445 (Note starting time of 1:15 pm)
President’s Conference Room
AGENDA

1. Introductions (5).
3. Mary Ann Matzke (10) Further clarification of wording in the pop–up box for e–campus courses relative to international exchange students, faculty/staff fee remissions, etc.
5. Mary Ann Matzke (10) Update on Degree Audit Advisory Board - minutes from previous meetings attached - March 9 and February 7.
6. Mina McDaniel (15) Update on Oregon Transfer Module (OTM).

Related Item: OUS Legislative Newsletter April 8, 2005
COMMON COURSE NUMBERING BILL SENT TO SENATE WITH DO PASS RECOMMENDATION

The Senate Education and Workforce Committee held a public hearing and work session on SB 342 on Wednesday, April 6, 2005. The bill, as written directs the State Board of Higher Education and the State Board of Education to jointly develop a common course numbering system. Present to testify on behalf of the amendments were Acting Chancellor George Pernsteiner and Interinstitutional Faculty Senate President, Bob Turner. Pernsteiner indicated that he had met with Sen. Kurt Schrader (D-Canby), sponsor of the bill and representatives of the Community Colleges. He said that they had all reached consensus with Sen. Schrader's office on the need for the better transferability of credits and better advising of students. Turner then spoke to the Committee, stressing the value of the collaboration between Community College and Oregon University System faculty and the importance of online degree auditing. He stated that will be a powerful tool, allowing students to look at their courses and determine how they will transfer and help to meet their educational goals.

The committee adopted the amendments and the bill as moved to the floor of the Senate with a "do pass" recommendation.

NEXT MEETING: Wednesday, May 11, 1:30 ♦ 3:00 pm in Kidder 128 (note change in location).
February 9, 2005 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

February 9, 2005
1330 - 1500
President’s Conference Room
AGENDA

1. Introductions (5).

2. Jackie Balzer (15) - introduction of Debby Widony, in the Dean of Student's office.

3. Mina Carson (10) - AAC liaison to the Executive Council.

4. Rebecca Sanderson (15) - highlights of results from the most recent OSU National Survey of Student Engagement.

5. Mark Roundtree (10) - NCAA certification process.

6. Mary Rhodes (10) - new priority registration schedule.

7. John Shea (15) - course access. Are we now delaying student graduation? What might the AAC do beyond what was contained in Susie Leslie's report.

8. John Shea (10) - refinement of AAC questions/concerns/recommendations concerning prerequisite checking and the OTM.

9. Heather Chermak (10) - announcements.

NOTE: April's AAC meeting will begin 15 minutes early, 1315 to 1445 - PCR scheduling.
February 9, 2005 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Faculty Senate

Academic Advising Council

February 9, 2005
1330 - 1500
President’s Conference Room
AGENDA

1. Introductions (5).

2. Jackie Balzer (15) - student illness guidelines.

3. Heather Chermak (10) - Class lists, Minor Clearance.

4. David McMurray (10) - proposed changes to Academic Regulations.
   
   New AR 31. The timelines and deadlines stated in all academic regulations, unless otherwise specified, are based on the standard fall, winter and spring term lengths. For summer term and other non-standard term lengths, the timelines and deadlines are adjusted to reflect the intent of the regulation. The Office of the Registrar disseminates details of these adjustments.
   
   Change to AR 22c. "Academic Suspension is recorded..." will now end with..., and will go into effect 7 working days after grades are posted."

5. Polly Jeneva/Heather Chermak (15) - CLA's experiences with prerequisite checking and the phased OSU implementation with optional participation.


7. Sherri Willard-Argyres (10) - Mortar Board and other honorary society requests.


9. Mary Ann Matzke and John Shea (5) - Update on meeting with Faculty Senate President Jeff Hale and Mina Carson, AAC liaison to the Executive Committee.

Minor Clearance

1. Student obtains department approval for minor using Change of Undergraduate Academic Program form. Student declares minor by turning in form to the Registrar's Office for processing.

2. Degree college notifies minor department of student's pending graduation and requests verification of minor. With minor department approval, the degree college may use Degree Audit and verify if minor requirements have or have not been met.

3. Degree college marks Dean's Verification form if minor requirements have or have not been met.

4. Dean's Verification forms are forwarded to the Registrar's Office for processing.
January 12, 2005 Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

January 12, 2005 - 1330 - 1500
President's Conference Room
AGENDA

1. Introductions (5), New Year's Resolutions made and kept (so far).

2. George Boehlert (15), Hatfield Marine Science Center.

3. Michele Sandlin (15), Articulation software, CAS.


6. Jim Coakley (10), Late admits.

7. Heather Chermak (10), Certification of minor, Class lists.


10. John Shea (5), Update on December discussion on student illness.

11. Announcements, observations, thoughts, ideas, opinions, whatever's on your mind, as long as we have the patience to listen and we haven't yet reached 1500.

To: AAC List
From: George Boehlert
   Director, HMSC

This email provides some background for the agenda item for tomorrow's AAC meeting dealing with the Hatfield Marine Science Center (HMSC). The goal is to acquaint you all with HMSC's educational programs and the opportunities for students.

Under our strategic plan, we are planning substantial expansion of our educational offerings. You can learn more about HMSC and its strategic plan in a document at http://ftp.hmsc.oregonstate.edu/ftp/Boehlert/HMSCataGlance.pdf

Our courses are typically the more specialized, hands-on style of courses in marine sciences. A writeup in Perspectives a year and a half ago describes the experience at HMSC -- see http://ftp.hmsc.oregonstate.edu/ftp/Boehlert/Perspectives503.pdf

At present, we have courses in three quarters, although this may expand in the future. In fall, Fisheries and Wildlife offers a full suite of coursework. The program for last term is described at: http://fw.oregonstate.edu/HMSC/index.htm
In spring, the biology program offers the marine biology term, described at:  
http://biology.science.oregonstate.edu/hmsc.html

This program is generally fully subscribed by biology students, and there may be opportunities for more coursework in spring.

Through summer of 2003, the Sea Grant program offered teacher training courses in marine science. We are working to reinstitute a new series of summer classes in keeping with our strategic plan. This year there will be 4 classes (15 credits) in the first 4 week session and 3 classes (14 credits) in the 2nd 4 week session. These courses are spread among Fisheries and Wildlife, Zoology, Botany and Plant Pathology, and Science and Math Education -- all are slash courses, aimed at upper division undergrads and graduate students. The first 7 are described at: http://hmsc.oregonstate.edu/classes/summer/index.html and it's on the summer session web page at http://summer.oregonstate.edu/courses/hatfield/

There will a scholarship competition for supporting housing costs for students coming for the summer program.

HMSC typically has some 20-25 resident graduate students throughout the year conducting research and taking classes. We have a variety of scholarships, mostly focused on graduate students, but several available to undergrads -- see http://hmsc.oregonstate.edu/awards/index.html

Finally, in summer, we also have a very active internship program -- see http://hmsc.oregonstate.edu/intern/intern.html

While we draw students from across the country, it should also be of interest to a lot of OSU students.

I look forward to discussing HMSC’s academic programs with you tomorrow.
Academic Advising Council

December 8, 2004
1330 - 1500; President's Conference Room
Agenda

1. Introductions (5) including Stephanie Moyer, new advisor in HHS
2. Lora Jasman (20), Director of Student Health Services
3. Mary Ann Matzke (15), Sherri Willard Argyres, certification of minors for graduation
4. John Shea (5), AAC relationship with Curriculum Council
5. John Shea (10), AAC Internal Policies
6. John Shea (20), articulation database - where do we go from here after Karen Such's visit in November?
7. Announcements, observations, thoughts, ideas, opinions, whatever's on your mind, as long as we have the patience to listen and we haven't yet reached 1500
Academic Advising Council

Agenda
November 10, 2004

1. Introductions (5)

2. Sandy Tsuneyoshi - Minority Education Office introductions (5)


4. Kris Winter, SOAR: Establishing connections with parents/family members (20)

5. Tom Watts/Valerie Rosenberg/John Shea: Late withdrawal petitions from international students (10)

6. Informal discussions and announcements

Discussion points on articulations, item # 3.
This topic was initiated by Jim Coakley's observations: There seems to be some inconsistent methods used to articulate transfer courses, especially when "Labs" are involved.

The "Fitness" requirement for Bac Core. If a student completes a 3 hour equivalent class at a CC, it sometimes comes in as a single class for 3 hours (from some CCs), yet for other CCs it is split into a 2-hour class and a 1-hour class.

Science classes. I generally presume that when a science class comes in at 3 hours, that it does not include a lab. Yet, there are times when a 3 hour course is coded to satisfy the bac core requirement. There are other times when the 3 hour class is not coded, but the 1 hour lab is coded.

Other articulation issues (Mary Ann):
1. Is there a way for the system to indicate that a complete year of BIOL 201, 202, 203 at Green River Community College (for example) is equivalent to BI 211, 212, 213 at OSU? These classes always come in as LDT and then it is up to the advisor or department to make the articulation. Each course is not directly equivalent to BI 211, 212, 213, etc. but the series is equivalent. Likewise, this applies to many chemistry sequences.

2. Regarding "articulation agreements", I am confused as to who has responsibility for these and where they are kept. Many colleges and departments seem to have their own articulation agreements with other schools. I think it would lessen confusion if all articulation agreements were kept centrally by Admissions and could be viewed on the web.

3. When students are petitioning a course through Admissions, please be sure that Admissions is using the new form. The Biology Program still has students trying to make appointments to see the chair and expecting that these decisions will be made on the spot. He wants the students to drop off the material, he will review it when he can, and return it in campus mail to Admissions.
October 13, 2004 - 1330 - 1500
President's Conference Room, 6th floor Kerr Administration Building

Introductions (5)

Tom Munnerlyn - Career Services introduction (5)
Sandy Tsuneyoshi - Minority Education Office introductions

Becky Johnson - Advisor's role in student success, best practices, increasing study abroad participation (30)

Barbara Balz - ID # conversion, prerequisite checking (15)

Mary Rhodes - ASC Reports, Future Course Offerings feature (5)

Julie Walkin - Office of International Education update (10)

Jim Coakley - AAC subcommittee to review AR's from advisor perspective (10)

Mary Ann Matzke - Membership on Inform lists (5)

Sherri Argyres - How to address dual enrollment growing pains; advising and course transfer (5)

John Shea - Academic advisor meeting scheduling (5)
Academic Advising Council

Agenda
May 12, 2004

1. Review role of Dean of Students in notification of student emergencies
   - Jackie Balzer (10 minutes)

2. Academic Success Center, and Dr. Ray's comments re: Director's responsibilities
   - Moira Dempsey (20 minutes)

3. Online Catalog Restructured
   - Mary Rhodes (15 minutes)

4. AAC's concerns for communications link via a 'champion' from upper administration
   - 2:15pm Sabah Randhawa (30 min)

5. NCAA Compliance Officer Introduction
   - Linda Johnson (10 min)

Who should we invite for June (final meeting) of the 04/05 year?
Academic Advising Council

April 14, 2004 Agenda

1. AAC Membership – 10 minutes
   Vote on adding Director of the Academic Success Center as a voting member. (While we're at it, should we also vote to add Director of Teaching, Learning, )

2. Challenged Positions and Relationship to advising. - Judy Hughes (15 minutes)

3. Funding for LD/ADD/ADHD testing – Tracy Bentley-Townlin (15 minutes)

4. TLCs & recent developments – Kerry Kincanon (15 minutes)

5. Debrief of meeting with President Ray. (30 minutes)

6. Athletic audit tools and procedures – Linda Johnson, Carla Simonson, John Shea We've reserved the PCR to continue our discussion. Those interested may stay, others may go at this time.

OTHER:

ANNOUNCEMENTS:

Agenda Items for May Meeting:

1. Review of Dean of Students role in notification of student emergencies Jackie Balzer
Academic Advising Council

Agenda
March 10, 2004

1. Campus Climate Survey - Janet Nishihara (15 minutes)

2. Military Credits and consistency across campus
   - Debbie Bird McCubbin (15 minutes)

3. New student registration, PINs, and priority registration issues.
   - Polly Jeneva (15 minutes)

4. Departmental student organizations - Jackie Balzer (15 minutes)

5. March 17 Agenda w/President Ray and attendee confirmation
   - Debbie Bird McCubbin (15-20 minutes)

6. **DFLs (Deficient Foreign Language) addressed at 3/5/04 HA/EM mtg.**

ANNOUNCEMENTS

OTHER

When to schedule: National Survey of Student Engagement and/or the Your First College Year Survey?

http://oregonstate.edu/dept/senate/committees/aac/agen/20040310.html
Academic Advising Council

Agenda
February 11, 2004

1. Attendance at AAC? 5 minutes

   *No formal requirement. If we want to keep track, we can forward written sheet to Faculty Senate, and they'll keep in permanent record. Print legibly.*

2. Requests for Student Mailing Lists - Sherri Argyres 10 minutes

3. Proposed Academic Regulations Changes Subcommittee 15 minutes
   - Polly Jeneva

4. NCAA forms - Kevin Price, Linda Johnson 15 minutes

5. Major-specific Degree Audit Questions 15 minutes

6. Advising Assessment Update - John and Karen 5 minutes

7. Future agenda items? 15 minutes
   Results on the National Survey of Student Engagement and/or the Your First college Year Survey, Rebecca Sanderson

8. Other?
Academic Advising Council

Agenda
January 14, 2004

Introductions and approval of November AAC minutes (5)

Lissa Perrone (Business office) - how students know what their charges will be when they register for classes (10)

David McMurray - Chair of the Faculty Senate committee on Academic Regulations, to discuss proposed changes (included with request for AAC agenda items) (15)

Monya Lemery - International Degree program admission, advising, degree certification (10)

Kyle Cassady - Winter term Career Fairs (5)

Mary Ann Matzke - Lost PIN number feature, implementation timing (5)

Phil Brown - Including Upper Division OSU + Transfer hours in the Banner web for faculty advising worksheet (5)

Bob Burton - Assessment of advising (15)

John Shea - Discussion about AAC (as a Faculty Senate committee) minutes being public record (5)

Jim Coakley and John Shea: New exchange student advising (10)

Mary Rhodes - Fall term Academic Standing Analysis Report (5)
Academic Advising Council

Agenda
Wednesday, November 12, 2003

Introductions and approval of October AAC minutes (5)

Kay Bell - OSU Extended Campus new Revenue/tuition model (10)

Barbara Balz - Student ID number conversion, catalog move to the Registrar's office (10)

Mary Rhodes - Academic Standing statistics, Schedule of Classes, Resource 25 (10)

Heather Chermak - Graduation Audit phase 2, Grade change/removal of Incomplete forms, K-12 (10)

Karen Kvidt and John Shea - Status of assessment of advising (10)
October 8, 2003, Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

Agenda
Wednesday, October 8, 2003
1330 - 1500; President’s Conference Room
6th floor Kerr Administration Building

Introductions (5)

Dan Schwab - new Student Conduct coordinator (5)

Monya Lemery - study abroad, International Degree audit forms (10)

LTC R. Keith Lembke - new Army ROTC representative (5)

Jim Coakley - S/U and A/F paradox, what should be done when graduating seniors get a U but would have passed the course with a D- or better. (10)

Heather Chermak - Registrar updates (10)

Kevin Price - update on new athletic certification process and form (10)

Stephanie Hamilton - UESP transition statistics, NACADA conference overview (15)

John Shea - brainstorm ideas for L.L. Stewart award (see below), official letter of recognition from the AAC for Fall term registration successes, distribution of academic advisor contact list (15)

The L.L. Stewart Faculty Development Award provides individual faculty members with grants of up to $2,200 for professional development activities that have a clear connection to the enhancement of teaching and student learning at OSU. Academic advisors are also welcome to submit applications for a related grant awarded for activities with a clear connection to the improvement of advising and student learning (use the same application and check the appropriate box for advising-related activity).
Academic Advising Council

June 11, 2003

1. Major Changes in NCAA Academic Rules (20 or 30 minutes) Mary Alice Stander
   OUTCOME: Educate head advisors and service units about the changes.

2. Update on advising assessment (15 minutes) Sarah Ann Hones, Bob Burton
   OUTCOME: To update AAC members on the progress of the committee for advising assessment.

3. Change in Prerequisite Policy (15 minutes) Bob Burton
   Outcome: To obtain feedback from the AAC regarding a proposal to change the prerequisite policy to allow each department to determine which courses should have their prerequisites enforced by Banner. This has been approved by the Curriculum Council and the UEC.

4. Election of Secretary-Elect (5 minutes) All
   Outcome: To elect a new secretary-elect (i.e., secretary for 2004-05 (and fall 2003?))

Next meeting: October 2003
OUTCOME: Have a good summer!
Academic Advising Council

Agenda
May 14, 2003

1:30 OSU 2007 plan as it relates to advising (Sabah Randhawa)
OUTCOME: To inform the AAC how OSU 2007 plans affect the university's academic advising system.

2:00 Update on advising assessment (Sarah Ann Hones)
OUTCOME: To update AAC members on the progress of the committee for advising assessment.

2:15 Inappropriate authorization for S/U grading (John Shea)
OUTCOME: To make AAC members aware of the problem of students obtaining S/U form signatures from faculty or advisors outside of the students' academic programs.

2:20 Standing rules, membership, and guidelines (Sherri Argyres)
OUTCOME: To vote on some minor clean-up of the standing rules, membership, and guidelines.

2:30 Registration for duplicate course numbers (Mary Rhodes)
Enrollment restrictions: including minors and options overrides current policy on prerequisite enforcement

2:50 Announcements
Honors College

Future Meetings:

Wednesday, June 11, 2003

All meetings are in the MU Council Room.
April 9, 2003, Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

Agenda
Wednesday, April 9, 2003
1:30-3:00 MU Council Room

1:30 Informing students about Services for Students with Disabilities (20 minutes) Tracy Bentley-Townlin
OUTCOME: To identify opportunities during START and CONNECT to inform students about Services for Students with Disabilities

1:50 MTH 102 and 103, alternatives to MTH 65 and 95 (15 minutes) Bob Burton, Hal Parks, Larry Griggs
OUTCOME: To obtain feedback from advisors about a cost-free alternative for preparing students for MTH 111.

2:05 Scheduling of MTH 65 and 95 (10 minutes) Susie Nelson
OUTCOME: To explore the option of spreading registration for these courses more equitably over the year. The quantity of rooms and instructors needed each term are becoming difficult to schedule.

2:15 Career Services' Open House and feedback from the Winter Career Fair (5 minutes) Kyle Cassady
OUTCOMES:
1. Extend the invitation to advisors to join Career Services advisors and staff on April 17th in building academic/career connections.
2. Share successes and experiences from the Winter Career Fair directly related to the role of advisors.

2:20 Academic Standing Report (5 minutes) Mary Rhodes
OUTCOME: To distribute the report.

2:25 Commencement and International Students (10 minutes) Heather Chermak
OUTCOME: Information gathering and sharing.

2:35 Addressing concerns with disruptive behavior (15 minutes) Scott Etherton, Paulette Ratchford, Rich Shintaku
OUTCOME: Enhancing head advisors' knowledge about 1) defining disruptive behavior 2) our current plan for dealing with disruptive students and 3) asking for feedback on that plan
See attachments: Faculty Guide to a Healthy Learning & Positive Classroom Environment and The Student Guide to a Healthy Learning & Positive Classroom Environment

2:50 Guidelines (5 minutes) Sherri Argyres
OUTCOME: To possibly adopt guidelines for the AAC.

2:55 Announcements and Agenda items for May
Meeting space
Sabah?

Future Meetings:
Wednesday, May 14, 2003
Wednesday, June 11, 2003

All meetings are in the MU Council Room.
March 12, 2003, Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

MEETING CANCELLED

Agenda
March 12, 2003

Future Meetings:

Wednesday, April 09, 2003
Wednesday, May 14, 2003
Wednesday, June 11, 2003

All meetings are in the MU Council Room.
February 12, 2003, Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

Agenda
February 12, 2003

1:30 New SEVIS Student Tracking System (25 minutes) Valerie Rosenberg
OUTCOME: To make the group aware of this new system for tracking international students.

1:55 Updated AAC standing rules, guidelines, membership (10 minutes) Debbie Bird, Jennifer Specter, Jackie Balzer
OUTCOME: To review the new draft of AAC standing rules, guidelines, and membership See attachment

2:05 Update on new admissions criteria (10 minutes) Roy Rathja
OUTCOME: To update the group about its requests regarding urging students to take meaningful, advanced course work in preparation for college.

2:15 New web resources (10 minutes) Registrar’s Office
OUTCOME: To discuss two new services that have been implemented: Requesting Transcripts by Web, Registrar’s Home Page, Web Grading

2:25 National Survey of Student Engagement (35 minutes) Rebecca Sanderson
OUTCOME: To inform the group about the results of this survey, which assesses the degree to which students are actively engaged in empirically derived good educational practices.
See attachment 2002 NSE Executive Summary

Future Meetings:

Wednesday, March 12, 2003
Wednesday, April 09, 2003
Wednesday, May 14, 2003
Wednesday, June 11, 2003

All meetings are in the MU Council Room
January 15, 2003, Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

Agenda
January 15, 2003

1:30 OSU 2007 International Programs Issue Group (30 minutes) Joan Gross
OUTCOME: To provide feedback on those parts of the team's OSU 2007 proposal that are related to areas of interest of the AAC See the proposal here

2:00 Proposed Changes to Admissions Criteria (20 minutes) Roy Rathja
OUTCOME: To provide feedback on the proposal for admission changes.

2:20 Updated AAC standing rules, guidelines, membership (10 minutes) Debbie Bird, Jennifer Kuzepa, Jackie Balzer
OUTCOME: To review the new draft of AAC standing rules, guidelines, and membership

2:30 OSU 2007 Student Experience Core Planning Team (30 minutes) Larry Roper
OUTCOME: To provide feedback on those parts of the team's OSU 2007 proposal that are related to areas of interest of the AAC See proposal here

If time remaining ANNOUNCEMENTS:
Praxis (Judy Beck)
Meet with Tim White? (Polly Jeneva)

Future Meetings:

Wednesday, February 12, 2003
Wednesday, March 12, 2003
Wednesday, April 09, 2003
Wednesday, May 14, 2003
Wednesday, June 11, 2003

All meetings are in the MU Council Room
1:30 Curricular Issues Planning Team (CIPT) (Nancy Rosenberger, Gordon Matzke, Polly Jeneva)
OUTCOME: To provide feedback on those parts of the team's OSU 2007 proposal that are related to areas of interest of the AAC.

2:00 Institutional and Unit Management (IUM) Core Planning Team: Enrollment Policies Subgroup Report (Clara Pratt)
OUTCOME: To provide feedback on those parts of the team's OSU 2007 proposal that are related to areas of interest of the AAC.

2:30 Scholarship, Research, and Creativity Core (SRCC) Planning Team: Promoting Scholarly Activity to Undergraduates Subgroup Report (Rich Holdren, Debbie Slover, Chester Bateman?)
OUTCOME: To provide feedback on those parts of the team's OSU 2007 proposal that are related to areas of interest of the AAC.

2:55 Planning for next meeting
OUTCOME: To decide whether to hold a special session of the AAC before our January 15 meeting. Agenda items already submitted for the next meeting include the following:

- OSU 2007 Student Experience Core Planning Team (30 minutes)
- OSU 2007 International Programs Issue Group (30 minutes)
- OSU 2007 Institutional and Unit Management Core Planning Team Remaining Items (such as marketing, communications, and publications)?? (20 minutes)
- Proposed Changes to Admissions Criteria (30 minutes)
- New SEVIS Student Tracking System (25 minutes)
- Posting Students' PIN Numbers on the Web After Beginning of Term (10 minutes)

Future Meetings:

Wednesday, January 15, 2003
Wednesday, February 12, 2003
Wednesday, March 12, 2003
Wednesday, April 09, 2003
Wednesday, May 14, 2003
Wednesday, June 11, 2003

All meetings are in the MU Council Room
Academic Advising Council

Agenda
November 13, 2002

1. **Introductions**

2. **Meeting with Faculty Senate President Bruce Sorte** (Sherri Argyres) 15 minutes
   PROPOSED OUTCOME: To tell the AAC about a recent meeting with Bruce Sorte and his observations about the size of the AAC and his feedback on the AAC's role in the assessment of advising and OSU 2007; and to find out from AAC members what actions we might want to take on these issues.

3. **AAC Standing Rules and Membership** (Debbie Bird, Sherri Argyres, Jane Siebler) 20 minutes
   PROPOSED OUTCOME: To become clear on the composition of the AAC by reviewing the AAC standing rules and membership, with particular focus on (1) more clearly defining the purpose of the AAC; (2) defining, based on number one, which units are "academic advising" units for the purposes of determining the voting and the non-voting/ex-officio membership of the AAC; and (3) establishing guidelines regarding who are the designated voting and non-voting/ex-officio representatives of the group. See [attachment](#).

4. **School of Education Dual Degree Program** (Bonnie Maxwell, Judy Beck) 10 minutes
   PROPOSED OUTCOME: To update all college advisors on the proposed new dual degree program that the new School of Education is developing, and to let them know what we do know, and what we don't yet know.

5. **New NCAA Rules for Fall 2003** (Mary Alice Stander) 5 minutes
   PROPOSED OUTCOME: To educate of head advisors about new NCAA rules so that future advising will ensure that student-athletes meet the new rules. See [attachment](#).

6. **Course Access** (John Shea, Bob Burton) 5 minutes
   PROPOSED OUTCOME: To update college advisors on expected course availability and discuss how to best advise students regarding any anticipated shortages.

7. **Announcements 5 minutes**

**Future Meetings**

- Wednesday, December 11, 2002
- Wednesday, January 15, 2003
- Wednesday, February 12, 2003
- Wednesday, March 12, 2003
- Wednesday, April 09, 2003
- Wednesday, May 14, 2003
- Wednesday, June 11, 2003

All meetings are in the MU Council Room.
1. Requiring PINS for degree-seeking students for summer (Polly Jeneva) ◆ 10 minutes
OUTCOMES: To determine whether this is a way advisors can ensure that new freshmen who enter summer receive advising.

2. Advising students seeking a minor (Sherri Argyres) ◆ 10 minutes
OUTCOMES: To gather information on how advisors handle advising for the minor, and to determine whether there are informal agreements the colleges might make about the messages we give students about the importance of seeking advising for their minors and declaring minors.

3. Associate of Science Oregon Transfer (ASOT) (Bob Burton) ◆ 15 minutes
OUTCOME: To explain the ASOT Community College course transfer articulation agreement, and to obtain feedback and address any questions, issues, or concerns about the ASOT.

4. Enrollment 2007 Design Team Proposal (Bob Burton) ◆ 20 minutes
OUTCOME: To obtain feedback on the proposed movement of some Academic Programs functions from the Academic Programs unit to the Enrollment Management unit. See two EM 2007 attachments. [1. EM Proposals] [2. EM Report]

5. Phi Kappa Phi Lists (Jane Sieber) ◆ 5 minutes
OUTCOME: Answer to the question: Do you (advisors) prefer to provide your own list of students to be honored (i.e., juniors with at least a 3.5 and in the top 10% of their class), or do you want Phi Kappa Phi to generate each college list, to which you may react?

6. International opportunities for students (Monya Lemery) ◆ 5 minutes
OUTCOMES: To make advisors aware of the international opportunities available, and to address any questions advisors have about those opportunities. See Information for Advisors attachment.

7. Announcements

Meetings
- Wednesday, November 13, 2002
- Wednesday, December 11, 2002
- Wednesday, January 15, 2003
- Wednesday, February 12, 2003
- Wednesday, March 12, 2003
- Wednesday, April 09, 2003
- Wednesday, May 14, 2003
- Wednesday, June 11, 2003
June 12, 2002, Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Faculty Senate

Academic Advising Council

Agenda
June 12, 2002
1:30 to 3 PM
MU Boardroom

• Introductions
• Dean of Students - Announcements
• Registrar, Updates
• SOAR Update
• UESP Changes
• Career Services
• Career Services, a new course
• Articulation Tables, Need for Updates
• Academic Affairs

Rich Shintaku 1:45
Mary Rhodes 1:50
Jennifer or Jackie 2:05
Stephanie Hamington 2:15
Tom Munnerlyn 2:20
Elizabeth Thompson 2:25
John Shea 2:30
Bob Burton 2:45
Academic Advising Council

Agenda
May 8, 2002
1:30 to 3 PM -- MU Board Room

- Introductions and approval of minutes
- Schedule of Classes - Update
- University Scholarship Program
- Math Placement
- Foreign Language Requirement
- Academic Requirements Committee
  Late add petitions
- Academic Advising Discussion
  Assessment of Advising, Accreditation
  Student Advising Concerns
- ASOT - DPD

Mary Rhodes 1:35
Kate Peterson 1:40
John Shea 1:55
Michele Sandlin 2:00
John Shea 2:15
Clay Torset 2:30
Bob Burton 3:00

June 12 meeting - election of secretary (chair-elect)

Adjourn
Jane Siebler will chair this month - Keith Parrott is out of town.

- Introductions
- Implementation of new colleges: Health and Human Sciences and School of Education - Barbara Balz 1:45
- Commencement Update - Heather Chermak 2:15
- University Scholarships - Status and Update - Laurie Franklin 2:25
- Math Assessment - Accuplacer vs paper/pencil - John Shea 2:40
Academic Advising Council

Agenda
February 13, 2002
1:30 to 3 PM
MU Board Room

1:30 Introductions, approval of minutes

1:40 to 2 PM Recruitment DVD...Preview -- Jill Schuster & Michelle Sandlin


2:20 to 3 PM Update from Academic Affairs -- Bob Burton
Catalog and Schedule of Classes
Math Placement Test
Center for Teaching, Learning, Advising
Advising and Redesign

3 PM Adjourn
Academic Advising Council

Agenda
January 16, 2002
MU Boardroom
1:30 to 3 PM

- Introductions
- Academic Regulations, Update 1:40 Joe Kerkvliet
- Priority Registration Schedule 2:00 Mary Rhodes
- Alumni College, Update 2:15 Heather Chermak & Jennifer Duvall
- SOAR Update 2:30 Jennifer Spector
- Student Alumni Association 2:45 Ryan Hildebrand Circle of Orange

TENTATIVE AGENDA items for February and Beyond....
  1. Math Placement Test -- Discussion and deconstruction
Faculty Senate

Academic Advising Council

Agenda
December 12, 2001
1:30-3:00
MU Council Room

Introductions

1. 1:35 -- HHP 231 - Challenge exam procedures and changes for spring -- Tony Wilcox
2. 1:50 -- Dean of Students - Introduction and Questions ⚫ Rich Shintaku
3. 2:00 -- NACADA Funding proposal (see below, read over) -- Debbie Bird and Polly Jeneva
4. 2:15 -- Grade Roster changes and PIN changes via Registrar -- Mary Ann Matzke
5. 2:30 -- Mary Rhodes
   - Academic Standing Committee Schedule
   - Guidelines for Release of Student Records
   - Production of SOC in electronic and print format
6. 2:45 -- Honor class registration - non-honors students budget update, report? ⚫ Jane Siebler

ADJOURN

DRAFT Revised Proposal, October 31, 2001 NACADA FUNDING PROPOSAL

Academic Advising Council
(Original proposal, submitted to President Risser, February 2001, forwarded to Sabah, who forwarded it to Bob Burton, who suggested revision and resubmitting for the 2001/02 budget)

Oregon State University invests a great deal of time, money, and energy in promoting the quality of the student experience. We want every student to succeed, to develop intellectually, and to have the best education possible. One critical component of student success is academic advising. Academic advising is vital in providing a compelling learning experience and in reaching our objective of student success, intellectual development, and increased retention rates. Keeping current in the field of academic advising provides the tools to creatively and effectively support student success.

Previously, the associate Vice Provost for Academic Programs offered workshops for advisor development. These workshops were excellent, and we hope they will be continued; however, we propose advisor development be expanded and supported by the University. Advisors benefit greatly from interaction with colleagues from other institutions and experts in the field of academic advising, which in turn, benefits our students in our ability to help them succeed.

The National Academic Advising Association (NACADA) offers a week-long institute each summer. This institute provides each attendee with an in-depth study of the many aspects of advising (legal, ethical, diverse populations, evaluation, training, etc.) and specific tools and strategies for the improvement of advising at their home institution. We, the Academic Advising Council (AAC), propose that OSU send at least one advisor per year to the NACADA Institute. Currently, Lane Community College sends one person each year. Other institutions of higher learning from around the country have been known to send a dozen or more.
As a response to the recent accreditation visit and recommendations on advising,

- OSU should monitor and evaluate academic advising to ensure that quality advising is available to all students.

- academic advising program should be evaluated to ensure consistency in student access to quality advising.

The AAC believes the University should support sending advisors to this annual institute, as well as re-instituting the Academic Advisor Workshops. This would show the University’s dedication and commitment to its priority for improving advising evaluations. We believe positive evaluations are a result of continuing the education and training of the advisor, through institutes, workshops and conferences, thus providing better advisors and stronger retention rates (of both students and good advisors). Over time, advising on campus would improve and become more consistent across units as more and more advisors attend this institute.

Advisors attending the NACADA Summer Institute would provide the knowledge they gained to their colleagues in a variety of ways, in order to better serve and benefit the University. Presentations at the Academic Affairs Council, Enrollment Services and Head Advisor Meetings, or the Advisor Brown Bags are an example of forums to share this information. Attendees routinely provide resource and reference materials, obtained at the institute, to the library for all to access.

The attached will outline the estimated budget, with proposed recurring support from the University, as well as outline the application and selection process. The Academic Advising Counsel thanks you in advance for your consideration of our proposal and funding an OSU advisor to attend the National Academic Advising Association’s Summer Institute beginning summer 2002. Questions regarding this proposal can be directed to any of the subcommittee members: Polly Jeneva, College of Liberal Arts; Roy Rathja, College of Engineering; or Debbie Bird, College of Forestry.

Thank you.
Polly Jeneva
College of Liberal Arts

Roy Rathja
College of Engineering

Debbie Bird
College of Forestry

**Budget in Support of the NACADA Summer Institute**

(This is an estimate. Fees and flights will vary depending on conference location.)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Conference Fees</td>
<td>$600</td>
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<tr>
<td>Housing</td>
<td>$500</td>
</tr>
<tr>
<td>Meals (most included)</td>
<td>$75</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,000</td>
</tr>
<tr>
<td>Total Estimated Budget</td>
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</tr>
<tr>
<td>Undergraduate Academic Programs Contribution</td>
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</tr>
<tr>
<td>President's Office</td>
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<tr>
<td>College Contribution</td>
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<tr>
<td>Total Estimated Support</td>
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</tr>
</tbody>
</table>

* Recurring funds being requested from the University.

$500 from what used to be Undergraduate Academic Programs (committed during Leslie Davis Burns' reign), and $1,000 from the President's Office.

**Application Selection Process**

Those wishing to receive University funding to attend the NACADA Institute would complete the application and submit to the Academic Advising Council by February 10 of the year they wish to attend. A subcommittee of the AAC would review the applications and select the applicant. Selections would be based on past
attendance, length of time in current position, and statement of intent. Efforts would be made to select those who had not previously attended the Summer Institute, new head advisors, and advisors from a variety of colleges.

APPLICATION for FUNDING to attend the NACADA SUMMER INSTITUTE

Name
Dept/College
Position
Address
Email
Phone

How long in current position?

Have you attended a NACADA Summer Institute in the past? If so, what year?

Have you attended any NACADA conferences in the past? If so, when, stating if National or Regional conference.

Requested Budget (using template from estimated budget above).

If selected, what do you hope to gain from your attendance?

By signing below, you will agree to present institute information to OSU campus via advising workshops, brown bags, or other means of distribution, if selected.
The AAC is a Faculty Senate council. Our Standing Rules from the Faculty Senate are as follows: The Academic Advising Council furnishes support and information to those units on campus that provide academic advising for students and makes policy and procedure recommendations to the Faculty Senate for consideration.

I thought it might be appropriate to share this information as we try to focus our activities and budget our time and activities appropriately.

1. Introductions

2. 1:40 -- Advising and record keeping at Cascade Campus -- Susan Hopp
   - Degrees?
   - Graduation audits?

3. 2:05 -- Student Support Services Program at OSU -- Anthony Weir (Janet Nishihara)

4. 2:15 -- Budget and Redesign -- Everyone

   Jane Siebler will be attending a Faculty Senate Chairs meeting at 3 PM today (I have a college budget meeting to attend) to discuss budget information. It seems appropriate for us to discuss the budget/redesign so she can help convey our collective thoughts.
   - Centralized advising? A budget savings? Can we do without them?
   - Advisors and Students - negative information - public image?
   - Advisors and professional faculty?
   - Other?

2:45 -- Adjourn

**TENTATIVE AGENDA items for December and Beyond....**

1. Funding Proposal - NACADA
2. Math Placement Test -- Discussion and deconstruction
3. New Dean of Students - Rich Shintaku
4. Grade roster - Dick Thies
5. Role of AAC and other group
Academic Advising Council

Agenda
October 10, 2001

1. Introductions -- Keith Parrott - 1:30
2. Career Services, Up-coming Events -- Tom Munnerlyn - 1:35
3. SOAR Updates -- Jennifer Kuzepa - 1:40
4. Registrars Office, DCE & winter registration -- Mary Rhodes - 1:55
5. NACADA, funding and update -- Polly Jeneva - 2:05
6. Campus Advising Assessment & Accreditation -- General Discussion - 2:15
   Cascade Campus, need for information: advising, scholarships, other?
7. Adjourn - 3:00
Academic Advising Council

Agenda
June 13, 2001

1. Introductions; 1:30 PM.

2. Follow-up to military credit discussion; Jane Siebler, 1:35 PM.

3. Financial support for NACADA Conference; Polly Jeneva and Gary Beach (representing Academic Affairs), 1:40 PM.

4. Accreditation report and advising; Gary Beach, 1:50 PM.

5. Registration update--Bend; Heather Chermak, 2:05 PM.

6. Academic Standing Analysis for Winter Term; Mary Rhodes; 2:15 PM.

7. Transfer students and departmental articulation; Sherri Willard-Argyres, 2:20 PM.

8. START and CONNECT updates; Jennifer Kuzeppe, 2:30 PM.

9. New study abroad courses approved for BAC core; Andrea Herling, 2:40 PM.

10. Good of the order, new officers; 2:45 PM.

11. Adjourn; 2:50 PM.
November 7, 2001, Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Faculty Senate

Academic Advising Council

Agenda
Wednesday, May 9
1:30-3:00
MU Board Room

1. Introductions; 1:30 PM.

2. Linda Johnson; NCAA Accreditation Review; 1:35 PM.

3. Roy Rathja; Admissions Criteria Issue Group; 1:45 PM.

4. Heather Chermak; Commencement, Honor Cord eligibility; 2 PM.

5. Karen Such; Military credit; 2:10 PM.

6. Jennifer Kuzeppe; START and CONNECT; 2:20 PM

7. Adjourn; 2:30 PM
Academic Advising Council

Agenda

Wednesday, April 11, 2001
1:30 PM
MU Board Room

1. Introductions.

2. WUE Scholarships; Emilio Vejil; 10 minutes.

3. Degree Audit, Phase 2; Barbara Balz; 15 minutes.

4. Transfer articulation; Sherri Argyres; 10 minutes.

5. Spring Visit, START, CONNECT updates; Jennifer Kuzeppa; 10 minutes.

6. Academic Affairs update; Bob Burton; 15 minutes.

7. Zonta Scholarships, Bill Smart; 5 minutes.
March 14, 2001, Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

Agenda
Wednesday, March 14, 2001
1:30-3:00
MU Board Room

1. Introductions.

2. Commencement; Dual vs. Double Degree; Non-degree enrollment status;
   Introduction of Tom Watt.
   Heather Chermak, Linda Cameron; 15 minutes.

3. OSU Bookstore Board of Directors election.
   Rob Banagale; 5 minutes.

4. Articulation of Community College courses to OSU.
   John Shea; 15 minutes.

5. AFROTC One-year scholarships.
   Dave Anderson; 5 minutes.

6. Admission & Orientation-Spring Visits; Spring Term Orientation; START.
   Jennifer Kuzepa; 10 minutes.
Wednesday, February 14, 2001
1:30-3:00
MU Board Room

1. Introductions; 1:30 pm.

2. Dick Thies and Heather Chermak: Graduation audits; Commencement update; 1:35 - 1:50 pm.

3. Sherri Argyres: Dual admit student records and advising; 1:50 - 2:05 pm.

4. Tom Munnerlyn: Career Services Spring Career Fair and Career Week; 2:05 - 2:10 pm.

5. Bill Oye: Academic Integrity Program; 2:10 - 2:15 pm.

6. Mary Alice Stander: NCAA Certification and Peer Review Team visit; 2:15 - 2:20 pm.


8. Announcements; adjourn.
Academic Advising Council

Agenda
January 17, 2001
1:30-3:00
MU Board Room

1. Dick Thies and Becky Martinez; 1:35 pm
   Repeated courses for improving GPA.

2. Mary Rhodes; 2:00 pm CRN's for 503 and 603 courses. Special Programs Manager.

3. Jennifer Kuzepa; 2:10 pm CONNECT RFP. Spring Visits.


5. Information Items; 2:30 pm

Jane Siebler: LBCC Crosswalk; Signature line changes on petitions and forms; UEC Work Group on under prepared students.

Bill Oye: Offer to consult on behavior issues relevant to the reinstatement petition process.
December 6, 2000, Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

Agenda
Wednesday, December 6, 2000
1:30-3:00
MU Board Room

1. Academic Standing Committee update and feedback-Nancy Wendt
2. Required signatures on various OSU forms-Sherri Argyres
3. New student registration for winter and spring terms-Polly Jeneva
Academic Advising Council

Agenda
November 8, 2000
1:30-3:00
MU Board Room

1. WIC program; Vicki Tolar Burton; 15 minutes
2. Career Services; Tom Munnerlyn; 15 minutes
3. Math 65/95; Lucy Noone; 10 minutes
4. Beaver Open House and Winter Term Orientation; Jennifer Kuzeppe; 10 minutes
5. 108 credit limit at 2-year schools; Dick Thies; 5 minutes
6. AAC Standing Rules; Jane Siebler; 5 minutes
Academic Advising Council

Agenda
October 11, 2000
1:30-3:00
MU Board Room

1. Introductions

2. International Education-Study Abroad Programs
   15 minutes; Andrea Herling; Chris Sproul

3. Registrar's Office
   15 minutes; Barbara Balz
   Web for Faculty and Advisors Demo
   Update on student Email addresses-directory information
   New Position-Special Programs Manager

4. Funding NACADA participants
   10 minutes; Polly Jeneva

5. Use and Storage of General Advising Materials
   10 minutes; Leslie Burns and Sarah Ann Hones

6. AS Direct Transfer Degree Program from LBCC
   10 minutes; Leslie Burns

7. Career Services Career Fair
   5 minutes; Tom Munnerlyn

8. Admission and Orientation
   10 minutes; Karen Such; Credit Due-military credit.
   5 minutes; Jennifer Kuzeppa-Preview OSU agenda and Beaver Open House invitation
Academic Advising Council

Agenda
June 14, 2000
1:30-3:00
MU Council Room

1. Introductions

2. OSU Odyssey (Jackie Balzer)

3. START/CONNECT updates (Jennifer Kuzepka, Kristi May)

4. Other business?

"In like a lion, out like a lamb." I remember our first few fall meetings were so full that I had to delay some items until the following month. What a change!

It's been a pleasure serving you. Enjoy your summer.

Roy
Academic Advising Council

Agenda
May 10, 2000
1:30-3:00
MU Council Room

1. Introductions (especially Mary Rhodes)
2. Selection of the next Secretary/Chair elect (Roy Rathja)
3. Academic Standing Committee (Nancy Wendt)
4. Individualized Minors/Options (Pam Henderson)
5. Dept. Orientation Courses and UESP Students (Stephanie Hamington)
6. Commencement (Heather Chermak)
7. Academic Reg. Changes (Barbara Balz)
8. Other

Roy
Academic Advising Council

Agenda
Wednesday, April 12, 2000
1:30-3:00
MU Council Room

1. Introductions
2. Process for selecting the next Secretary/Chair elect (Roy Rathja)
3. Suspensions and the Academic Deficiencies Committee (Roy Rathja)
4. DCE Tuition (Lucy Noone)
5. Advising CC transfer students (Lucy Noone)
6. Summer opportunities through DCE for summer students (Lucy Noone)
7. New business (if any)

Future meetings:
May 10, MU Council Room
June 14, MU Council Room
March 8, 2000, Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

Agenda
Wednesday, March 8, 2000
1:30-3:00
MU Council Room

1. Introductions
2. Student email addresses (Dick Thies)
3. Commencement (Heather Chermak, Linda Cameron)
4. Need for "conversations" (Sherri Argyres)
5. A&O stuff (Jennifer Kuzeppe, Christy May)

Tour applications
March 24 Spring Visit
Spring term Orientation
Connect

Future meetings:

- Apr. 12, MU Council Room
- May 10, MU Council Room
- Jun. 14, MU Council Room
Academic Advising Council

Agenda
Wednesday, February 9, 2000
1:30-3:00
MU Council Room

1. Introductions

2. New IS representative (Phil Brown)

3. AR25 Revision (Joe Kerkvliet)
   See proposal below

4. Review of HHP 231 requirement (Michael Scanlan)

5. Currency of student contact information (Barbara Balz)

6. START Peer Leader apps/Spring Visits/ATD process (Jennifer Kuzepka)

7. Evening exam scheduling (Dick Thies)

8. Revised Admission Procedures (Michele Sandlin)

9. Feb. 24 Career Fair (Tom Munnerlyn)

10. Forms/petition signatures (Sherri Argyres)

11. OSU Bookstore Board of Directors student members (Rob Banagale)

12. Review of AAC Standing Rules (Polly Jeneva)

Polly Jeneva will chair the February meeting because I will be at Umpqua Community College on that day.

Proposed revision to AR25

f. Academic Residence:

1. A minimum of 45 of the last 75 credits must be completed at while the student is in academic residence at OSU. 'Academic residence' is defined as OSU courses taken as a regularly admitted student of OSU or courses through one of the following approved special programs: professional degree programs which require that the student enroll in another institution while finishing their bachelor's degree at OSU or an international study program sponsored by the Oregon University System.

2. A minimum of 20 upper division credits used to meet the residency requirements in f.1 must be earned in each of the student's major program(s).

   Note: The current f.3 is eliminated and f.4 becomes f.3 which reads:

3. Credits earned by special examination for credit (AR 23) are not considered in fulfilling academic residence requirements.
Future meetings:

- Mar. 8, MU Council Room
- Apr. 12, MU Council Room
- May 10, MU Council Room
- Jun. 14, MU Council Room
January 12, 2000, Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

Agenda
Wednesday, January 12, 2000
1:30-3:00
MU Council Room

1. Introductions
2. Student Representative (Justin Roach)
3. WUE students not taking major courses (Thies)
4. Contacting students (Thies)
5. IS representation on AAC (Balz)
6. CONNECT RFP (Kuzeppa)
7. Spring Visit Invitation (Kuzeppa)
8. Dual Admission and Enrollment Programs (Vawter, Burns)
9. Sharing innovative strategies (Burns)
10. Enrollments (Rathja)
Academic Advising Council

Agenda
December 8, 1999
1:30-3:00
MU Council Room

1. Introductions
2. Enrollment limitations (Jeneva)
3. Athletic Workgroup (Jeneva)
4. Pre-Med Option (Pereira)
5. University Counseling and Psychological Services (Sanderson)
6. National Student Exchange Program (Blakley)
7. Graduation Audits (Balz)
8. Kaleidoscope (Kuzeppa, May)
9. New Business
November 10, 1999, Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

Agenda
November 10, 1999
1:30-3:00
128 Kidder

1. Introductions
2. Student representation on the council (Rathja)
3. Graduation/Progress Audits (Rathja for Balz)
4. Academic Dishonesty (Oye)
5. Campus visit/ORIENTATION Programs (Kuzeppe)
6. Advising athletes (Vydra)
7. Student Health Center (Longerbeam/Jasman)
8. New Business
Academic Advising Council

Agenda
October 13, 1999
1:30-3:00
MU Board Room

1. Introductions
2. Selection of Secretary/Chair Elect
3. Mission of the Academic Advising Council
4. Student representation on the council
5. New student levels (Barbara Balz)
6. Academic advising issues with athletes (Clara Horne)
7. Advisor's ability to change student registration (Linda Johnson)
8. Western Undergraduate Exchange (Leslie Burns)
June 9, 1999, Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

Agenda
June 9, 1999
1:30-3:00
MU Council Room

1. AAC report to Faculty Senate - Gross

   We never got to the final item for this report. The charge from the Faculty Senate reads,

   4. Identify freshman/sophomore courses that are detrimental to academic success (i.e.,
      that seem to support a "weed-out" philosophy).

   The committee said,

   All classes and instructors should be monitored on a regular basis. Individual classes
   change over time and with the change of instructors. Evaluation should happen at the
   departmental and college level with oversight at the University level.

   Instructors who receive an rating below a 3.0 on their course evaluations should be
   place on a plan of assistance so that their teaching improves. There should be rewards for
   improvement and sanctions for lack of improvement.

   Grades for classes should be evaluated each term. Any class that is significantly lower
   than the University average should be evaluated and the situation justified or corrected.

2. OSU Odyssey/Footsteps - Balzer

3. Student Health - Susan Poole

4. START and CONNECT - A & O

5. The Baccalaureate Core for Post-Baccalaureates - Rathja

6. What can I do for you? - Patterson

7. New degree audit training for Head Advisers - Chermack

8. Conversion to New GAPs September 1 - Chermack

9. Students Suspended at the end of Spring 1999 - Oliveria

10. New chair and secretary - Gross

Next meeting:
October 13, 1999
Academic Advising Council

Agenda
May 12, 1999
1:30-2:30
Memorial Union Council Room

NOTE: Dual Admission Meeting from 2:30 - 4:30

1. New program in Information System in Computer Science - Quinn
2. Software evaluation - Patterson
3. START Dessert - Balzer
4. WEB for Faculty - Isensee
5. University Honors College schedules - Siebler
6. START and CONNECT updates - Kuzeppa and May

2:30 - 4:30 - Dual admission

Last Meeting of the Year:
June 9, 1999
Memorial Union Council Room
1:30 - 2:30
Agenda
April 14, 1999
1:30-3:00
Memorial Union Council Room

1. Academic Requirements Committee Membership

2. Retention Work Group and OSU Students on Warning and Probation - Burns

3. PASS Committees (see attached)
   Core working group - Roy Rathja is currently on this committee.
   Subcommittee of advisers - 3-4 people

4. Faculty Senate Report (see attached)

5. Admissions and Orientation update - Johnson

6. Commencement/degree checking - Chermack

7. OSU Statewide Advisers - Moon

8. Announcements

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**Agenda Item #3.** From Robby Robson:
I have attached an email that explains the process we are going through (and asks for comment). At this point I am assuming this will go forward pretty much as outlined. For that reason I am requesting two things of the AAC:

1. We will be forming a core working group to formulate admissions policy. This group will include an advisor. We would like the AAC to recommend this person.

   Note: Roy Rathja has been working with us on the formulation of this policy framework and it would be at least polite (if not expedient) to consider him among the candidates for this commitment.

2. We would like the AAC to create a small subcommittee that could from time to time review policy drafts and answer questions about how the tie to advising might or should work in practice. We do not want to recommend a policy that cannot be implemented and we also want to make sure that all affected groups, which definitely includes advisors, are aware of and have appropriate input into our work as it progresses. The group you suggested over the phone would work quite well -- three or four people is all that is needed or makes sense to have.

**To:** Members of the PASS Implications Team and ad hoc groups working on PASS transition.

**Background:** Over the past months we have been discussing a framework for an admissions policy that will transition to PASS and use the increased availability of data on student preparedness to more closely integrate admissions with advising. PASS will eventually provide us with a detailed profile of a student's proficiency in 33 areas, but even now we can start to look at indicators of student preparedness in key areas such as English composition and algebra (as opposed to considering only an overall GPA).
In the proposed framework, the fundamental criterion for admission would remain an affirmative answer to the question: Can the student succeed at OSU? The decision would be made by looking at a student's "proficiency profile" and, if there are any weak areas, determining whether there is a program of study that can strengthen those areas to an acceptable level within the student's first year. If so, we admit the student and commit to providing the student with an appropriate course of study.

It is important to acknowledge the possibility that many students who are currently admitted to OSU may be weak in some specific areas but have compensatory strengths that raise their overall GPA. Under PASS, and perhaps even prior to PASS, we will be able to identify these students and offer appropriate assistance in their areas of weakness. We will also be able to identify areas of strength and factor that into admissions policy and scholarships.

The challenge we face now is that of creating a workable concrete policy within this framework and eventually submitting the policy for approval. This involves many pieces. In particular, we must anticipate its implications and consequences.

WHAT FOLLOWS IS A PROPOSAL FOR ACCOMPLISHING THIS. WE SOLICIT YOUR INPUT ON BOTH THE GENERAL FRAMEWORK AND THE PROCESS PROPOSED BELOW.

With the goal of formulating an admissions policy, we propose to form a core working group (overlapping with but separate from the PASS implications team) of 8 -10 people representing Admissions & Orientation, Undergraduate Academic Programs, the UAC, English, Mathematics, perhaps another academic discipline, Advisors, the Faculty Senate, Student Affairs, and the EOP. This group will propose and review policy drafts. In addition, we will rely on input from a number of other groups, some of which are existing committees and some of which will have to be constituted. These groups are needed to provide specific input and provide error-checking. The proposed groups, with their roles, are:

**The UAC.**

The UAC currently processes about 300 cases per year. The number of cases that will go to the UAC is an excellent error-check on any policy. If the number is too high, the policy is unworkable. If the number is too low, this indicates a lack of flexibility to meet special needs.

**A & O.**

A & O does not set policy but must implement it. We need to be clear that what we want done can actually be done in practice.

**Academic Units.**

The first key role of individual academic units, particularly English and Mathematics at this point, is to determine what courses of study we should offer to students who are under-prepared in specific areas. Our admissions policy will be based on this input. The second key role of academic units is to consider the broader issues of (a) developmental courses and/or supplemental instruction and (b) how to recognize and reward students who are admitted with demonstrated excellence in particular areas, e.g. via advanced placement or credit.

**EOP**

The EOP also has two roles. One is to give feedback on policy as it relates to disadvantaged students. The second is to consider, along with the academic units, the consequences for developmental courses.

**Advisors**

We need to know if any proposed policy can work within our current advising system or what changes can realistically be made. Advisors can also give another perspective on the consequences of any proposed policies for academic units.

In addition, we will also need input from University Scholars Program, Athletics, the University Honors College and others.

**Time line.**
Our goal is to make changes as indicated in responses to this and to get all working groups in place by the end of April with some necessary flexibility. (For example, the UAC chair’s term ends in June.) We would like to start working this Spring with significant progress scheduled for the Summer and next Fall.

-Robby Robson

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**Agenda Item #4.**

**Academic Advising Council**

**Charges from Faculty Senate**

4/99

A. In general all committees are being asked to consider the following:

1. Improve student participation as committee members, including the recruitment of student members and practices to ensure their continued participation.

   Is there an appropriate orientation provided to students so they feel they are contributing members?

   Is an appropriate orientation provided to committee members so they can be supportive as students participant(s)?

   What changes, if any, should there be to the way students are identified by membership?

2. The new budget model is one driven by SCH.

   Do the current rules and regulations support this budget model? (Consider all regulations for which your committee/council is responsible.)

   Have we considered identifying and removing hurdles for registration for both graduate and undergraduate students? What rules and regulations make registration, returning to programs difficult? We recommend that you ask questions like: Do we need these rules? Why do we have these rules? Is the intent of the original rule still valid? What is the value added by these rules?

2. Specific Council charges:

   1. How should academic advising be supported through the new internal budgeting model?

      Advising assignments need to be clear. If teaching faculty do advising they should have visible FTE for advising. It should not be considered part of teaching. Job announcements, job descriptions and promotion and tenure should all address advising as a visible and separate issue. Advising can include being the faculty adviser for student organizations. (This is being done in Engineering.)

      The university should establish a standard for advising. X students = Y FTE. (See attached email about ratios.)

      Recruiting students should be a separate item.

      Off-campus, OSU Statewide, dual enrollment and other special programs are labor intensive and this needs to be reflected in FTE.

      Student Service units should have staff support. Calculations to determine support
should include the number of majors in that unit.

2. How should advising be rewarded?

Advising, an FTE item and a visible part of the job description, will be an item considered to determine promotion, tenure and merit raises. Scholarship related to advising and student services will be considered equal to the scholarship in the area of interest.

Provide funding for professional development opportunities for advising.

Establish an award for professional advisers (non-teaching faculty).

The University should have a consistent evaluation process.

3. Identify y regulations that interfere with recruitment and retention efforts, that support students.

AR1 - There should be a new category of "aspiring graduate student."

AR4 - Classifying students - concerns about "pre-degree" students and "truly non-degree" students. The first group needs advising and the second group does not.
B. "Or teaching certificate" should be deleted. Teaching certificates happen at the graduate level at OSU.

AR 7. Maximum and Minimum Registration.
A. Revise the information in ( ). It does not make sense.
B. 2) More than 24 credits should be dealt with the same as less than 24.

AR9. Admission to Class.
C. Have Regulations review the need for a no-show-drop policy. It is confusing for students. Can no-show-drop be eliminated?

AR 10. Delete this. NCAA regulations do not need to be part of the University regulations. People in athletics agree.

AR11. Adding and Dropping Courses
c. Recommend that Drop fees begin the 6th day of the term.

AR 12. Withdrawal from Individual Courses.
What does the faculty think? Should we maintain the current deadline of the end of the seventh week of classes or change this to the Friday of final week?

AR 13. Withdrawal from the University.
Change this to withdrawal from the Term. We need to help students understand that this can be a temporary situation. Also, delete "in good standing." We don’t think that is enforced. Also, delete "without prejudice. "Change to: Any student is entitled to withdraw at any time prior to 5:00 PM of the Friday prior to the beginning of final week.

Make this clearer and make faculty aware that they can use a percentage of the grades based on attendance.

AR 16. Final Week.
A. Delete or enforce. This regulation does not reflect reality.
B. Delete or enforce.
C. Delete. Students can (and do) change final times with their instructors.

AR 17. Grades.
Either delete "The instructor states the deficiency and the deadline for completing
the missing work on the grade roster." Or change the form to include this information. Grade rosters no longer have a place for that information.

Change "The additional time awarded shall in no case exceed one calendar year." In some cases it does exceed one calendar year. Students, with the support of the instructor, can petition the Academic Requirements Committee to extend the deadline.

Part II. The Office of the Registrar, not the Academic Requirements Committee, reviews grade changes.

AR23 and AR 24. Special Examination for Credit or Waiver
Should the grade be a C (or C-) for both of these?
Why cannot a student take an exam for credit in their last term?

AR 25. Institutional Requirements for Baccalaureate Degrees
National Students Exchange credits should be considered OSU credits just like study abroad credits.

AR 30. Auditing Courses
Students should be able to register for an audit anytime from the beginning of registration until the tenth day of the term.

4. Identify freshman/sophomore courses that are detrimental to academic success (i.e., that seem to support a "weed-out" philosophy).

All classes and instructors should be monitored on a regular basis. Individual classes change over time and with the change of instructors. Evaluation should happen at the departmental and college level with oversight at the University level.

Instructors who receives any rating below a 3.0 on their course evaluations should be placed on a plan of assistance so that their teaching improves. There should be rewards for improvement and sanctions for lack of improvement.

Grades for classes should be evaluated each term. Any class that is significantly lower than the University average should be evaluated and the situation justified or corrected.
Academic Advising Council

Agenda
December 9, 1998
1:30-3:00
Memorial Union Council Room

1. New Budget Model - Niess
2. Minority Education Offices - Shigeoka
3. Grade Forgiveness - Henderson
4. Check up on your relationship - Kanter
5. How do students find out who their adviser is? - Burns
6. Expanding dual admissions - Burns
7. PINs for non-degree students - Burns
8. Distance Education Advisers - Moon
9. Announcements

Next Meeting
January 13, 1999
1:30 - 3:00
MU Council Room
Academic Advising Council

Agenda
November 11, 1998
1:30-3:00
Memorial Union Council Room

1. New Budget Model - Niess
2. Minority Education Offices - James, Shigeoka, Garcia, McCanna
3. International Degree - Hays
4. Academic Regulation 12 - English
5. Beaver Open House update, Winter Term Orientation, Kaleidoscope of Colleges and Cultures update and Community College Conference - Kuzepka, May, Sandlin
6. Forgiveness of grades - Henderson
7. Substitution or Waiver of Baccalaureate Core courses - Burns
8. AnswerDesk Web site - Burns
9. Evaluation of the Academic Advising Workshops - Burns
10. Web transcript - Oliveira

Next Meeting
December 9, 1998
Last meeting until 1999
Introductions
Chair called the meeting to order.

Review of Topics to Address Winter/Spring – Brett McFarlane
Chair solicited the input from the group regarding topics for the remainder of the academic year.
a. One process or system that is confusing for students to navigate
b. One area where you and your staff need training
c. Elephant in the room that needs addressed if applicable
d. Writer’s choice – topic AAC should address
Chair will compile and report back to the group.

MyDegrees Access Level in Notes – Clay Torset
For College of Forestry accreditation purposes, they save a copy of the MyDegrees audit. There is a desire to save a clean copy of the audit with relevant notes to the degree program they are graduating with and remove irrelevant notes to their degree that may have taken place prior to arriving in their COF program.

Review of OAR regarding preservation of student records. Most relevant for our purposes: advising notes must be kept at least one year past graduation.

Concerns: what if a student comes back as a post bacc student in another college? What if colleges run reports on notes in MyDegrees? For students who step out we want to keep their notes for the time they do return.

Or is it possible that we save an audit that show without notes?

Waitlisting Issues – Carey Hilbert
Waitlisting process for the courses with lecture/lab/recitation pieces is confusing for students. Video tutorial is being updated so there is no resource available on the website.
Send any frequently asked questions to the Registrar so they can update their FAQ’s.

MyDegrees Notes Batch Upload Standards – Brett McFarlane
Uploading the same note for multiple students is now possible. As we move forward with this process, we might want to have standards around what is appropriate or needed. Discussion regarding the necessity of having standards transpired. It seemed appropriate to review at the end of the year what was batch uploaded, and if there were any types of notes which seem inappropriate by designees from each college.

Student Athlete Report – Kate Halischak
Quarterly report of academic performance for athletes was handed out. Kate noted the Men’s Golf team with the highest GPA of all athletics teams, despite their demanding travel schedule. Changes to compliance with Athletic eligibility are coming. Laura Leong has now taken on the role of compliance verification. Stay tuned for those changes.
**Old Business**
Endorsements from last meeting included online change of major process. Registrar will be sending out a questionnaire to gather information from units about how the process works in their respective areas.

**Announcements**
ASOSU conducted a focus group to gather information from students about their FYE (First Year Experience). We are planning a student symposium to explain FYE to students April 10th.

Chair adjourned meeting at 2:30 PM.
The Chair called the meeting to order.

**Introductions**

**Approval of Minutes**
Review of last meetings minutes. Nick Fleury moved to vote to approve the January 8, 2014 minutes. Louie Bottaro seconded the motion. After no discussion and vote, minutes unanimously approved.

**Registrar Updates** – Rebecca Mathern
Rebecca will evaluate the change major process. We have a survey to send around to gather feedback from all the colleges and programs. CHA will evaluate and give feedback to the registrar. Then the Registrar will send out to Inform 10 to gather widespread feedback from a broad audience. It was suggested frontline people would also be useful to survey about the change major process since they know a lot about the process.

Chair explained this process is following the endorsements made by the AAC to automate the change major process.

Registrar also had a question about the Readmit or Reinstatement letter which is currently sent hard copy to the colleges. Do you need them? Through discussion it was discovered electronic copies were preferred by the colleges.

**Learning Management System (LMS) Update** – Sarah Brabham, Stephanie Buck
Reviewing LMS systems as a university because the instructional IT governance committee was charged with exploring what we have, and is it the best product for our needs.

The Learning Expectations Task Force explored what technology do we need, what technology is out there, and what do we need to be prepared. The Task Force evaluated the products. They looked at it from a teaching, assessment, grading, and assignments perspective and surveyed users of the systems. Stage II will happen after Core team reviews and make recommendations to campus. There is a meeting this Friday from 2:00-3:00 PM in Kidder 202 to identify the products that we will be bringing to campus to test. The task force will be conducting focus groups with students, faculty and staff. The more feedback from end users the better, so please pay attention and encourage engagement in the evaluative process.

**Review of Question Responses from January AAC** – Brett McFarlane

1. A Process that is Confusing for Students to Navigate
2. Area of Staff Development
3. Elephant in the Room
4. Writer’s Choice

   * Breakout Groups by Question 1-4 (All)
   * Group actionable items identified (All)
   * Action plan developed for one item per group (All)
   * Quick share of action plans with group (Group designee)

   1. Single log-in and the OSU Portal and raising usage and utilize its great features. Waitlisting process pushing better information to students. *Action Item: Set up focus group to collect feedback from*
advisors and students.

2. What areas do you see that your staff need more training: what if we created/instituted a Continuing Advisor Retreat to expand the advising professional development topics can include: effective use of data systems, working with distressed students, advanced training in MyDegrees.

3. Elephant in the Room: Addressing transfer student issues as an institution, as it relates to the FYE and those messages. Ideas: creating a website that meaningfully addresses the issues they face. Jeff Malone serves on a committee that is looking at this issue. He will be the conduit of info to AAC.

4. S/U Decision making is complex. Look at creating resources for students that explore in more detail the issues surrounding S/U-ing. Explore what other universities are doing.

Other Action Items Suggested: Invite Kris Winter, dean of student life office

Admissions Update, Martha from DAS, Carl Yeh from Student Conduct

Chair adjourned meeting at 3:00 PM.
Chair called the meeting order.

Introductions

Approval of March AAC Minutes
Chair asked the committee to approve March minutes. Kerry moved to approved minutes. Motion was seconded and minutes approved unanimously.

Dean of Students Office – Kris Winter
- Attending AAC to discuss who is doing what in the Dean of Student Life Office. Tracy Bentley-Townlin’s interim Dean of Student Life title has been extended for this year. Once the new VPSA is in position, she will determine next steps for this position.
- Debby Widony supports DOSL leadership teams, including Tracy, manages Tracy’s calendar, and organizes outreach efforts to academic units in the case of student death or serious illness.
- Kris Winter is serving in a new role as Assistant Dean of Student Life. She maintains directorship of NSPFO and leads the Student Care Team and Student Life Assistance Team. There is a proposed ‘Student Threat Assessment Team’ for next year, but that is still in the planning stages.
- Noni Sheer is a new addition to the office as Coordinator for Student Care. Her main role is to triage Students of Concern reports, and support Kris and the Student Care/Student Life Assistance Teams.
- DOSL will not excuse students from classes due to illness, but can assist in notifying faculty if a student is incapable of doing so themselves due to extenuating circumstances (i.e. medically incapacitated, hospitalization, etc.). This service must be requested by the student (or someone acting on their behalf). Head advisors are copied on these notifications.
- Live-on policy is coordinated through DOSL and the exception process is a committee process headed up by DOSL.

Are there questions about what we do?
- What percent live on campus? 91% live on this year.
- Is calling or email better? For Traci and Kris, email is best.

AAC Leadership Transition – Brett McFarlane
Brett announced he is leaving Oregon State University. Claire will step up to serve as chair for the remaining two meetings of the year. Brett Jeter volunteered to help with minutes for May and June meetings. Nominations for 2015-16 Chair will be accepted until May 7 via email to Claire Colvin. The slate will be presented to the committee via email prior to the May meeting. Vote will take place in May.

First Year syllabus Update - Kerry Kincaon
At the November 2013 meeting we approved to support the implementation of a First Year Advising syllabus. A final version will be revealed next Friday, April 18. A college/department template has been created to be used to compliment the university’s syllabus and provide specifics about advising in your area.
- Students will receive the syllabus in their START folder, and it will be referred to in the plenary session at START. Colleges will deliver college specific information at START during either advising or the academic info session. May 30 is the due date to have an insert because Alaska START is that weekend.
- Colleges will be responsible for the cost of printing the template. The larger syllabus will be paid for the university.

Brett McFarlane: this is really unique and a great opportunity for OSU, as a research institution, to lead an
effort like this. I hope that it will be assessed after implementation and improved over the years.

Nina Nguyen: ASOSU FYE Symposium is set for April 10. There has been an exhausting effort to get the word out to students through listservs, blackboard, and classes.

MyDegrees 60 UD Block – Clay Torset
- This is a great tool. It makes it easier to clear degrees. However, the College of Forestry needs to be able to see what credits are used by degree and which are free/unrestricted credits. Would like the credits that are true electives to still show in the elective box. The MyDegrees Task Force group is now dormant and we would really like to see that group resurrected.
- Can we have two proposals: One for the 60 UD box and one for the resurrection of the MDTF to have quarterly meetings?
- Should there be an AAC subcommittee of? Should it be an agenda item at these meetings?

Brett Jeter: Moved to restructure/reform the MyDegrees Task Force and require a quarterly report to AAC. Clay: second Discussion called: Need to have representation from all colleges and representation from the programmers, IT, and Registrar at each meeting. Need to define what is the committee, its goals, timeline for meetings and desired outcomes. Who should be part of the discussion? Registrar, leadership from colleges, programmers

Kerry moved to amend the motion to: Recommend to Registrar to reconstitute the MyDegrees Task Force and require quarterly reports to the AAC. Vote on motion as amended. Passed unanimously.

AAC recommended to the registrar that the 60 UD credit block will reflect electives but not hold them hostage in the UD block. The elective block would still show the free electives.

Athlete Results – Kate Halischak
Kate shared Winter 2014 report for athletics. It was a pretty average quarter for the athletes. High number of students on warning this term, and they did get several emails about STAR initiative students. There are particular issues about retakes and adjustments to spring schedule, there are ramifications to eligibility. Advisors mentioned it can be a struggle to find a legitimate schedule of classes around practice schedules. It can be a challenge.

Louie: Would it be a good idea to bring in the Faculty Athletic Representative to AAC to hear these challenges?
Kerry: Is it possible to have official rosters available to advisors? Sometimes they are incongruent with the coding in Banner.
Kate: It can mean different things. I think that is a valid question to ask. Maybe inviting Kyle, Compliance Director, as well would be useful too.

Brett Jeter spoke with Kent Kuo because there have been questions about the Portal. It is still active and there is a new version they could update to this summer. Want to hear from campus users about the use rate. It was suggested OSU take down the "Online Services" log-in to force the use of MyOSU. Summer transition is the recommended idea. Making this a topic for the May meeting was suggested.

ASOSU is willing to endorse changes that support efficiency, ease for students, and move us forward.

Time ran short and the chair suggested that next meeting groups will meet again.

Group 2: Continuing Advisor Retreat Planning (content/timing)

Group 3: Transfer Student Issues (website connection)

Group 4: Issues regarding S/U Process

Chair adjourned the meeting at 3:00 PM.
1. **Introductions**

2. **Potential changes to Change of Registration Petition** (15 min) – Kira Hughes
   Copy of proposal was sent out in minutes. Change (1) adding line for advisor to make comment and address concerns. Would be a highly recommended area, but not required. (2) More lengthy section for international student requiring that student have conversation with international advisor and sign off. Suggested that student should see academic advisor first before seeing international advisor. Discussion regarding concerns of advisors and head advisors stamping or not adding appropriate information for the committee. Entire group was supportive of adding international advisor signature but group had concerns regarding who should approve/disapprove on the advisor/head advisor side.

3. **Fall 2012 Academic Performance of Student Athletes (10 min)** – Kate Halischak
   - Kate will send out additional information regarding how many years/terms athletes have to complete their degrees. Kate gave out stats on athlete academic performance.
   - ALSO: Question/concern about athletes trying to adjust schedules first week of classes and not being able to drop to add if it takes them below 12. Can there be a delay on when this block gets enforced?
   - Kate noted that students have this 12 credit block throughout the entire term. Rebecca said that the registrar can override this temporarily as class schedules are being changed.

4. **Technology across the Curriculum (TAC) (20 min)** – Lynn Greenough
   Looking at better support throughout the university issues dealing with academic integrity, cultural issues, standards, etc. Developing training materials that are multiple modalities for faculty to help with this. There will also be linkable blackboard items as well which will be rolling out mid-March. Implementing “safe assign” in Blackboard that will help catch plagiarism. It is already available in Blackboard. This will help with uniformity across campus. There is a “draft” mode that students can use to see matching text to make sure they have properly cited text. Using “safe assign” is entirely optional for instructors.

5. **NACADA Award Nominations (due in March)** (10 min) – Carey Hilbert
   Discussed forwarding university award winners to national. Carey, Claire, Cori will be nominating committee and Kerry agreed to be a “consultant.” New advisor, advising administrator, academic advisor, faculty advisor. New advisor is 3 years or less. Also other positions like university advising administrator. Committee will put out a call on C10 list for this.

6. **Seeking clarification in language for AR 12 (maximum Withdrawals)** – Susie Brubaker-Cole & Rebecca Mathern
   Susie noted that footnote #3 is confusing and not necessarily what was intended. Proposal from Rebecca is to implement this as written. Basically forgetting what happened as far as “W’s” prior to fall term of 2012. Clay mentioned making sure it is clear that each class counts and not necessarily “course” so it is clear to students. Summer session is also an issue here due to notation of 7th week etc. due to summer session. Rebecca will put together a “housecleaned” version of this to send out to everyone before it is sent to the faculty senate for cleaning.

**AR 12. Withdrawal from Individual Courses**
Any student may withdraw from a maximum of 121 individual OSU courses throughout their
undergraduate career\textsuperscript{2} at OSU. Any student may petition for an exception from this limitation if the justification for withdrawal is clearly associated with circumstances beyond the student's control. Withdrawal from a course with a W grade begins after the tenth day of classes and continues through the end of the seventh week of classes. After the seventh week of classes, students are expected to complete the program attempted and will receive letter grades (A, B, C, D, F, I, S, U, P, N) for all courses in which enrolled unless they officially withdraw from the university. Procedures for withdrawal from individual courses are outlined in the term Schedule of Classes.

Footnotes:
\begin{itemize}
\item[1] Complete withdrawal from the university, as defined in AR 13, is not included in the maximum of 12 individual OSU courses.
\item[2] This regulation applies to undergraduate, postbaccalaureate, and nondegree undergraduate students.
\item[3] Effective for all students enrolling fall term 2012 or beyond.
\end{itemize}

7. Announcements and Info Sharing
Faculty version of Beaver Job Net coming out so you won’t have to sign in as a student. Also search engine push will be coming out. 2/20 virtual career fair. 2/6 non-profit career fair 2/27 career fair 2/28 engineering career fair.

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Academic year 2012-13

January 9, 2013
February 13, 2013
March 13, 2013
April 10, 2013
May 8, 2013
June 12, 2013
Faculty Senate

February 13, 2013
Minutes

Attendees: Dawn Marie Gaid, Clay Torset, Rebekah Lancelin, Brett Jeter, Jeff Malone, Louie Bottaro, Kerry Kincanon, Dave Craig, Jeffrey Ruder, Tracy Bentley-Townlin, Doug Cochran, Bobbi Meyer, Claire Colvin, Carey Hilbert, Roberto Casarez, Cynthia Cox, Kate Halischak, Amas Aduviri, Nicole Kent, Diane McGinnis, Rebecca Mathern

Agenda:

1. **Introductions**

2. **Bereavement Guidelines** – Tracy Bentley-Townlin

   - Vote on moving it to Faculty Senate?
     - Guideline needs approval first by AAC, then it will be presented to the Executive Committee, and finally Faculty Senate.
     - Recommendations from AAC:
       - Add examples of "documentation of the death or funeral services" in the student section.
       - Add language to the student section which indicates that resuming courses mid-way through a term may not be possible. That should be addressed with the advisor(s).
       - Tracy and the committee will work on these changes and bring it back for a vote at a future meeting.

   Action: Jeff Ruder moved to approve the policy pending inclusion of the above recommendations. Kerry Kincanon seconded and the motion was approved unanimously.

3. **NACADA Award Nominees** – Claire Colvin

   The sub-committee met to consider nominations and will put forward:

   - Kevin Ahern for Outstanding Faculty Advisor
   - Kerry Thomas for Outstanding New Advisor

4. **OSU-Cascades Campus New Degrees and Majors Update** – Dianna McGinnis

   Professional advising is now offered for all undergraduate majors. Dianna McGinnis (full time), Diane Pritchard (full time), Stephanie Beamer (part time), and Kristen Coleman (part time) are the advisors and students are assigned by major. The current advisor/student ratio is 1:300.

   New degrees/programs being offered at Cascades:

   - Exercise & Sport Science, applied option
   - Social Science with an option in Community Leadership & Development
   - Sustainability Double Degree
   - Accounting (starting F 13)
   - Computer Science with option in Mobile Web & Software Development (starting F 13)
   - Masters in Fine Arts (starting F 13)

   The best point of contact for students changing majors AND changing to the OSU-Cascades campus is OSU-Cascades Enrollment Services Office.
5. **Campus updates & info sharing**
   - Rebecca Mathern – Residency policy has been approved and will move forward.
   - Rebecca Mathern – Double degree/double major conversation will continue at the Curriculum Council meeting on Friday 2/15, 1:00 PM, Kidder 128.
   - Doug Cochran – Career Fairs are 2/27 & 2/28. There is also a virtual Career Fair on 2/20 (for students who can’t attend in person).
   - Amas Aduviri – Oscar Montemayor left CAMP last fall. Greg Contreras has been hired to fill the role.
   - Bobbi Meyer’s last meeting is today. Education is currently hiring a new head advisor.
   - PHHS has posted a position for Head Advisor for the School of Social & Behavioral Health.
   - Forestry will have an advising position open in two weeks.
   - Engineering will have an advising position open soon.

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*Academic year 2013 meetings:*
March 13, 2013
April 10, 2013
May 8, 2013
June 12, 2013
March 13, 2013, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

March 13, 2013 Minutes

Attendees: Gus Bedwell, Tracy Bentley-Townlin, Louie Bottaro, Doug Cochran, Greg Contreras, Cynthia Cox, Rick DeBellis, Cori Hall, Carey Hilbert, Nancy Holman, Nicole Kent, Rebekah Lancelin, Jeff Malone, Megan O’Quinn, Mickey Reynolds, Jeff Ruder, Keith Schloeman, Clay Torset, Kris Winter

Agenda:

1. **ALEKS math placement test & plans for the second pilot (Keith Schloeman)**
   Students take an initial online placement test which correlates to math placement. ALEKS also includes self-paced learning modules which students can complete in an effort to better prepare for their math course or to retest for placement into a higher course. Students have access to the learning modules for six weeks (from the point they first access it).

   From summer/fall 2012 pilot with off-site START attendees: Success rates of students who placed with ALEKS were similar to those who placed with the old MPT. About 240 students took the placement exam, and only about 10 ended up taking the re-test option.

   Second-round pilot for summer/fall 2013: ALEKS will be used with off-site START programs again this year. The change for this year will be that retesting can take place at any point (rather than only during CONNECT week). This will allow students to change their registration earlier in the summer.

   Goal is full implementation (off-site and on-campus) for summer/fall 2014 STARTs

2. **Student Assistance/Care Teams updates (Kris Winter)**
   In addition to her role in New Student Programs, Kris is now Director of Student Care. We can contact Kris when we have concerns about a student and aren’t sure what committee to direct them to.

   Kris provided the latest Resource & Referral folders. If you’d like additional folders, you can invite Kris to a staff meeting to share the information with your group. PDFs of the material are also on the Dean of Student Life’s website (http://oregonstate.edu/deanofstudents/faculty/resources).

3. **Admissions update of new Admits/Application stats for fall 2014 (Mickey Reynolds)**
   Total applications (vs. fall 2012 applications)
   - In-state freshmen up 10% in applications
   - In-state transfer up 3%
   - Non-resident freshmen up 17%
   - Non-resident transfer up 4%

   Those who have paid ATD (these numbers are likely to increase significantly after financial aid offers go out)
   - In state freshmen up 17% in deposits
   - In-state transfers are down 57% (there are still a lot of transfer apps to process so this will change a lot)
   - Non-resident freshmen up 26%
   - Non-resident transfer down 29% (there are still a lot of transfer apps to process so this will change a lot)
4. **Announcements & Updates:**

   Cynthia Cox – Corvallis Young Professions will be hosting their May event on campus (May 28th at the Alumni Center). Graduating seniors are encouraged to attend to begin building their network in Corvallis. Cynthia will send an announcement that we can share with our students.

   Gus Bedwell – The OSU Student Veteran’s Work Group is trying to help students and advisors with military transcripts (block credits, articulation, etc.). Kerry Thomas, Michelle McAllaster, Quinn Hale, and Gus Bedwell will be offering a training on military transcripts twice in April (April 15th, 10-11am and April 16th, 2-3pm @ MU Journey Room). FAQ is also listed on the [Veterans Services website](http://oregonstate.edu/dept/senate/agendas/aac/min/2013/0313/index.html).

   Gus Bedwell – OSU is now on the list of institutions allowing military students to utilize tuition-assistance benefits. Unfortunately, this may not be available this year due to the national budget situation.

   Carey Hilbert – PHHS has re-opened their search for a Head Advisor.

   Jeff Malone – Spring term advising Town Hall on Thursday 3/21, 8:30 – 10am at Kelley 1001.

   Doug Cochran - Spring Career Fair on April 23rd – all majors on this date.

   Nicole Kent – Engineering is hiring for an advisor in the School of Civil & Construction Engineering.

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**Academic year 2013 meetings:**

April 10, 2013
May 8, 2013
June 12, 2013
Attendees: Leslee Mayers, Urjita Parekh, Jeff Malone, Kerry Kincanon, Louie Bottaro, Brett Jeter, Tom Watts, Rebekah Lancelin, Marjorie Coffey, Kate Halischak, Doug Cochran, Carol Leder, Carey Hilbert, Nicole Kent, Roberto Casarez, Cynthia Cox, Claire Colvin, Dawn Marie Gaid, Susie Brubaker-Cole, Tracy Bentley-Townlin, Clay Torset, Dianna McGinnis, Sheila Roberts, Allyson Dean, Jeff Ruder

Agenda:

1. **First-Year Experience implementation plan** (Susie Brubaker-Cole)
   - Principle 1: Ensure that we are setting high expectations for academic engagement for all of our students.
   - Principle 2: We will provide appropriate support and encouragement to the full spectrum of students that come to OSU. Students will have an intentional connection with people to guide them.
   - Principle 3: We do this in a way that is integrated, is collaborative, and has coherence.
   - Implementation plan will begin in the next 18 months, with the long-term goal of full implementation by Fall 2015.

   Items from the full FYE report that are not reflected in this document are still part of the long-term plan, but may not be rolled out immediately (e.g. baccalaureate college).

   - First Year Experience implementation plan

2. Additional Revisions to Bereavement Guidelines – request from EC (Tracy Bentley-Townlin)
   - Changes from previous meeting are:
     - Title (added students)0410
     - If an absence is needed (rather than assuming an absence is needed)
     - Emphasis on the point that accommodations are at the discretion of the instructor and dependent on the nature of the course.

   Amendments:
   - Modify language to be more inclusive of eCampus students (e.g. Upon your return to OSU rather than Upon your return to campus).
   - Recommendation to amend this statement, “If you are absent, upon your return to OSU, please arrange to meet with your instructor(s) and advisor(s) to discuss options and strategies for catching up with missed academic work and for completing the term successfully if possible.

   The Bereavement Guidelines will be posted on the Registrar’s website.
   Susie Brubaker-Cole moves to accept Bereavement Guidelines with the two amendments listed above. Clay Torset seconded the motion. Motion passes unanimously, and AAC approves.

3. **Continue to alpha section WR 121 courses?** (Ann Leen and Sara Jameson - School of Writing, Literature and Film)
   - The department is currently offering some sections of WR 121 without alpha sectioning each term. Many comments came in support of the alpha-sectioning with a few non-alpha-sectioned offerings each quarter.
Exam for waiver is really only designed for transfer students with coursework (from another institution) that doesn’t match up with WR 121. It is NOT designed for students who want to “get out of” taking WR 121.

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5. **Winter Student Athlete Academic Performance Report** (Kate Halischak)

6. **Summer Session and University Withdrawal** (Tom Watts)
New language will be posted on the Registrar’s website to indicate that a withdrawal from the University will be managed the same way in all terms, including summer. Drop and withdrawal deadlines for summer sessions will not change, but students who withdraw from ALL their summer courses (regardless of session) will be considered as having withdrawn from the University for the term. There will still be an opportunity for students to petition the 12 W limit.

7. **Waitlisting Issue** (Clay Torset)
Should the AAC convene a sub-group to draft “best practices” for wait-listing (encouraging the use of the electronic waitlists rather than other methods)? Clay will chair the committee. Claire Colvin will participate, and Amy Flint will be invited as well.

8. Nominations for 2014-15 AAC Chair will be in May, with election at June meeting.
Voting members of AAC are eligible for nomination. Voting members are:
- CAS - Brett Jeter
- CEOAS - Cori Hall
- COB - Carol Leder
- COED - Allyson Dean
- COE - Brett McFarlane
- COF - Clay Torset
- PHHS - Carey Hilbert
- CLA - Louie Bottaro
- COP - Jeff Ruder
- COS - Claire Colvin
- Cascades - Dianna McGinnis
- UHC - Rebekah Lancelin
- UESP - Kerry Kincanon
Academic Success & Engagement - Susie Brubaker-Cole
International Programs - Nick Fleury
Enrollment Management - Kate Peterson
ISS – Sandy Tsuneyoshi
Extended Campus – Urjita Parekh

Announcements and Updates
1. Kate Halischak: Policy on scholarship funding (and terms funded) for student athletes will be coming to advisors. This will be helpful in course planning.
2. Doug Cochran: One day Career Fair on Tuesday, April 23rd. Help is needed to get students signed up for the speed mock-interviews. These are general interview practice, and applicable to all majors.
3. Louie Bottaro: Foreign Language is offering a new Spanish course for summer. SPAN 117 and 217 will be 12-credit, 8-week courses offered in summer, and will cover all of first-year and second-year Spanish.
4. Leslee Mayers: Hired 26 START leaders this year. Leslee will be sending their profiles soon so we can make our selections for summer.
5. Clay Torset: Open position in Forestry closes Sunday
6. Urjita Parekh: New hires in eCampus are Brandi Howell, Theresa Harper, and Amy Riley.
7. Brett Jeter: Dr. Penny Diebel has been appointed as Assistant Dean of Academic Programs in
the College of Agricultural Sciences.

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Academic year 2013 meetings:
May 8, 2013
June 12, 2013
In attendance: Tracy Bentley-Townlin (DAS), Roberto Casarez (Trio), Doug Cochran (Career Services), Clare Creighton (ASC), Kate Halischak (Athletics), Cori Hall (CEOAS), Whitney Jones (Science), Kerry Kincanon (UESP), Rebekah Lancelin (UHC), Jeff Malone (ASE), Brett McFarlane (COE), Diana McGinnis (Cascades), Andrea Nelson (DHHS), Janet Nishihara (EOP), Urjita Rarelch (Ecampus), Brenda Sallee (COB), Tristen Shay (CLA), Alison Todd (Guest), Clay Torset (FOR)

Agenda:

1. **Introductions**

2. **First Year Skill Requirement Update** – Kerry Kincanon & Vicki Tolar Burton
   Received update on first year skills completion rate for the skills category after the first year of "required" status, particularly WR 121/COMM/MTH. This was put into place without a penalty to students in year one. Vicki thinks the two things responsible for the high compliance rate were advisors and the large number of comm sections. The group agreed that, due to high compliance, we should keep enforcement voluntary.

   Questions:
   - Were these the same students or different students in the non-compliance (not sure)
   - Suggestion to rerun in July to pick up DPP transfer classes (good suggestion)
   - Have most students completed the WR II requirement by the end of year 2? (yes and no).

   Vicki also gave us a reminder on the BAC CORE playlist.

   Clay moved that we recommend no enforced penalty for first-year skills courses, motion seconded from Tristen, motion passed unanimously.

   COMM is heavy with INTO winter/spring terms, so they are looking to frontload students into the fall sections. A recommendation was made to put students into H-Z into COMM 111 for fall. The group agreed this should work for most majors. There will still be even percentages on 114/218. Won't be in formal communications, but encourage students to get in there.

3. **Updates from EOP** – Janet Nishihara
   EOP now has FAQ available on the web with statistics as well. EOP first year retention is 93%; comparator cohort is 81%. Six-year graduation rate is 58%, comparator is 48%. If advisors have students that need their services, send them over during START on Day 2 as there is capacity. Should be space for math-only students as well.

4. **Announcements and Updates**
   - Cori Hall – They are updating the web to include the undergraduate components of the degree. There will be a required C- or above for all of the upper division coursework. Major GPA needs to be a 2.0. Wilkinson 104 will be the new advising office in August.
   - The 4 C's is gone and ready for the new one.
   - Bookstore move will be the first weekend of August.
   - Andrea – Athletic training major is being discontinued in the fall. Anyone coming in the fall can still apply and continue through the program. Turning into a masters level program under a 3/2 model.
PHHS – Two new positions, one replacement in exercise science and nutrition and one new in first-year advising.
- Director of Disability Access Services position is open (end of June), along with Director of Student Conduct (closes soon).
- New advisor position in CLA advising digital communications/arts.
- Career advisor position opening up this summer.
- New positions for first-year academic advisors in engineering will be posting soon.

5. **ELECTION**
   Claire Colvin was unanimously voted in as chair elect.
January 11, 2012

Academic Advising Council

AGENDA
1. Introductions – 5 min.
2. Change in Standing Rules – 10 min.
5. Campus Updates – 20 min.
6. Announcements and Information Sharing – 5 min.

ATTENDEES: Brett Jeter, Dawn Marie Gaid, Carol Leder, Gene Newburgh, Nicole Kent, Clay Torset, Carey Hilbert, Louie Bottaro, Tristan Shay, Angela Austin Haney, Claire Colvin, Diane Raschio, Rebeka Lancelin, Kerry Kincanon, Susie Brubaker-Cole, Sandy Tsuneyoshi, Tracy Bentley-Townlin, Urjita Parekh, Kate Halischak, Amas Aduviri, Marilyn Stewart, David Craig, Kent Kuo, Marian More, Leslee Mayers

MINUTES:

1. **Introductions – 5 minutes**
   Welcome Claire Colvin (COS) and Dawn Marie Gaid (CEOAS)!

2. **Change in Standing Rules – Gene Newburgh (10 min.)** The new College of Earth, Ocean & Atmospheric Sciences (CEOAS) needs to be added as a voting member to AAC; and the name of "HHS" changed to College of Public Health & Human Sciences in the AAC Standing Rules. This motion was made, seconded with no discussion following, and tabled for vote until the February meeting to comply with Standing Rules.

3. **Issues of Concern for Group Review & Discussion – Clay Torset (15 min.)**
   a. **Discussion of additional clarification of co-reqs in on-line catalogue – Claire Colvin**
   College of Science proposed adding some type of additional and more prominent clarification to courses which can be done concurrently with the pre-req. (ex. BI 211-213 series with CH 121/122, etc.). Students often don't catch the * asterisk and legend explaining that it is at the bottom of the catalogue page. Registrars was also consulted to determine feasibility of proposed change(s). Three possible ideas were brought forward and, after discussion, it was voted on and agreed to add verbiage in the course description: "*Pre-req may be taken simultaneously" to the appropriate courses. Registrars will be working on this addition.

   b. Kent Kuo informed us that next month Joanne Sorte would return to AAC to discuss the work the Academic Regulations Committee has been doing on refining the current "Withdrawal" policy. The ARC would like input from AAC. Any changes to this policy will have campus-wide effects (Registrar's, Advisors, Faculty and students). Some of the challenges the ARC is facing are in identifying software that can be used, determining the parameters, and most importantly, what will be the definition of "Satisfactory Academic Progress" (if that is the model), and what are the consequences if a student is not meeting that?

   c. Susie Brubaker-Cole suggested getting updates from the University Council on Student Engagement & Experience and their current work regarding the transfer student experience.
4. **Academic Performance Summary for Student Athletes – fall 2011 – Kate Halischak (10 min)**

Kate passed around the summary from fall term showing performance across all sports. An impressive 49% of all athletes (504 active) had a 3.0 or higher GPA. She noted that Honors College and Education had been added to the summary. It was also noted that the tragic death of football player Fred Thompson during finals week deeply affected the athletes. While some are still in the process of making up final exams, most had completed them. A memorial was being held in the LaSells Stewart Center on Thursday, January 12 at 3:00 PM.

CEOAS requested to be added to the next athletics report.

5. **Campus Updates**

   a. Carey Hilbert announced that CPHHS currently has an open Advising position.
   b. Carol Leder announced COB had just filled their two openings: in addition to advising, Fred Polinder will handle exchange programs and web management, and Carlie Ness will organize orientation programs and recruitment.
   c. Kate Halischak announced a symposium "Holistic Academic Counseling" sponsored by the Council on Academic Counseling. It will be Thursday, February 2, 8:00 AM-3:30 PM in the MU. Hunter Boylin will be keynote speaker, and it is free, but registration is required. [http://oregonstate.edu/cac/symposium](http://oregonstate.edu/cac/symposium)
   d. Gene Newburgh noted that a flyer had been sent to advisors for Education Double Degree information sessions and requested Advisors to please refer any double degree Ed student to the sessions if they have not yet met with an Advisor. Education DD will be instituting an orientation process similar to COB's. Also, CoED has moved back to their previous location, but Ed Hall is now called Furman Hall.
   e. Nicole Kent indicated College of Engineering has a new advisor: Amy Vincent
   f. David Craig went over the multiple residences hall relocations of student groups and of UHS:
      - UHC is moving from McNary to West
      - Football students in Finley will move to Bloss
      - ROTC will move from Finley to Sackett
      - Finley floors 6 & 7 are being renovated, floors 4 & 5 will be used for academic conference housing and visiting scholars, and floors 2 & 3 will be available for upper level and transfer students. These will all be single rooms, but less expensive than Halsell.
   g. Leslee Mayers gave some CONNECT week (Sept. 17-21) updates as it will be different from past years:
      - Move-in day will be Tuesday & Wednesday
      - Tuesday will be International Student Orientation & Advising
      - Wednesday will be both 1st year and transfer student advising for new students
      - University Day will also be on Tuesday (of Connect week)
      - Thursday will be "College Day" and colleges will be able to have follow-up advising sessions, welcoming events, etc. Lunch will likely need to be provided by colleges
      - Convocation will be at 3:30 Thursday
      - It is unclear at this time what will be scheduled on Friday
      - There will be no Day of Caring scheduled during CONNECT week

6. **Announcements and information Sharing – 5 min.**

   a. Sandy Tsuneyoshi mentioned that the Cross Cultural Mentors program is in need of both faculty and student mentors.
   b. Clay Torset inquired as to what other units experienced a surge of new winter admits – Forestry, PHHS and COB seemed to double or triple their average new enrollment for the term.
   c. Brett Jeter announced an upcoming conference Ag Sci will be sponsoring. He is interested in finding students who would like to participate in a round table discussion on "Hunger in Oregon". Contact Brett to have that information forwarded. The website should be live ~January 19th.
   d. Career Services is beginning a Career Counseling Support group weekly, from 3:00-4:30 PM in the Career Services Office. Students are asked to commit to all four sessions for the greatest benefit (Feb. 7, 14, 21 & 28). They should contact Marian Moore in Career Services if they would like to participate
   e. Last but not least, Kent Kuo gave some updates from the Registrar's. New Waitlisting processes will be implemented in spring 2012 for fall priority registration. New features will include:
      - The ability for students to WL duplicate sessions of the same course (or recitation) at different times and time-conflicting courses.
      - Students will be notified automatically by email (to their ONID account) that they have 24 hours to make any necessary adjustments to be rolled into the class (drop alternate
If students do not make the necessary adjustments in the allotted time, they will be removed from the waitlist entirely, and would have to re-register/WL.

UO recently moved to this model with success. The biggest drawback is that short waitlist will move the process along, but then units will not be able to gauge the demand for courses that currently have long waitlists.

Kate Halischak asked if there had been progress on NCAA compliance for athletes in MyDegrees. There has been some, but there a few challenges still needing to be resolved. There would be no changes to the current practice of the system not allowing student athletes to drop courses if would bring them below 12 credits.

There was some very technical talk about "Metadatacube" and "COGNOS" that was in a foreign language for this note taker.

**Reception honoring Mary Ann Matzke Thursday, Jan. 12, 2:00-4:00 pm. in MU 109**

Meeting Adjourned at 2:50 PM.

**Upcoming Meetings:**
- February 8, 2012
- March 14, 2012
- April 11, 2012
- May 9, 2012
- June 13, 2012

*AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the East Willamette Conference Room on the 3rd floor of The Valley Library.*
AGENDA
1. Introductions – 5 min.
2. Change in Standing Rules – Call to Vote – Gene Newburgh – 5 min.
5. Discussion about mid-term evaluation and interventions for students at risk – 15 min.
8. Campus Updates – 20 min.
9. Announcements and information Sharing – 5 min.

Attendees: Paul Dorres, Dawn Marie Gaid, Carol Leder, Gene Newburgh, Nicole Kent, Clay Torset, Carey Hilbert, Tristan Shay, Angela Austin Haney, Claire Colvin, Diane Raschio, Rebeka Lancelin, Kerry Kincanon, Tracy Bentley-Townlin, Urjita Parekh, Tracy Bentley-Townlin, Kate Halischak, Amas Aduviri, Urmila Mali, Kent Kuo, Noah Buckley, Marian More, Leslee Mayers

Guests: Joan Oakes (E-campus), Rachel Weber (ISAS), Jim Day (EM), Keith Schloeman (Math)

MINUTES:

1. Introductions – 5 minutes

2. Change in Standing Rules – Call to Vote – Gene Newburgh
   This item was presented last meeting and held for vote today. It was moved to add the College of Earth, Ocean, & Atmospheric Sciences (CEOAS) as a voting member to AAC and to change the name for the College of Public Health and Human Sciences (PHHS). There was no discussion and both items were unanimously approved.

3. The Pilot Math Placement Exam (MPT) for 2012 – Keith Schloeman
   The off-campus START’s (AK, HI, CA) will pilot an on-line math placement test (ALEKS) that would be taken prior to orientation date. This will comprise ~300 incoming students. The pilot assessment is being funded (cost is $25.00 per student) but some of these fees may be made up in increased off-site START fees. PSU and University of AZ are currently using this program with success. ALEKS is an adaptive (not multiple-choice) assessment that covers a range of algebra to pre-calculus material and provides learning modules for students whose ability may be below the expected level. A calculator is embedded into the program for certain questions. Students will be placed into appropriate math levels based on scores, but the cut scores have not yet been determined (these are harder to determine with an adaptive test). Highest level of Math skills that can be tested through this tool would be MTH 252.

   If a student places below MTH 111, s/he would have the option to work on the learning modules and could arrange to retest during CONNECT. This retest would be a different test and have to be proctored. There is a question of whether a student would be charged directly to retest. If s/he retests at a higher level, the student will be allowed to move up. The MTH dept. will need to hold back a certain number of seats in MTH classes to be able to accommodate students who would choose this option. The student would be referred back to his/her advisor, as often other courses might be affected by this change of registration.
If a student initially places at MTH 111 or higher, they do not have the option to retest, but can use the learning modules.

Use of learning modules will be tracked, as will retest scores. Placement according to scores will be “highly, highly encouraged” but there will not be any registration blocks if someone chooses to take a higher math level.

On a side note, the MTH 103/111 hybrid course offered in fall proved to be successful. Students who originally scored between 14-16 typically were able to move up to MTH 111 and succeed.

4. **International Student Advising & Services (ISAS) Scholarships – Rachael Weber**

Changes to the ISAS scholarships implemented this year should begin to have a greater affect in the next academic year. The International Services Scholarship for continuing F1 & J1 Visa students is aimed at helping with the retention of students who otherwise may not be able to fully finance the remainder of their education at OSU. It is a partial scholarship requiring that a student be fully admitted to OSU and has completed a minimum of three terms here. Undergrads must have a minimum 2.5 GPA and graduate students must have a 3.0. A student cannot already be receiving tuition remission (work study, GTA, etc.), but it can be combined with other scholarships.

5. **Discussion about Mid-term Evaluation and Interventions for Students at Risk**

(At the request of Kate Hunter-Zaworski, Faculty Senate president) The request was to look at ways to identify and intervene with academically at-risk students before their first term grades post. Topics to address would include:

- how can we identify these students;
- which courses should be identified as "high-risk courses";
- what could/should an intervention look like;
- determining what issues underlie why students become at-risk;
- determining what resources would be necessary; and
- who would be responsible for such intervention?

Prior to the AAC meeting, several emails and documents were circulated, informing recipients of current efforts and groups working on this issue, and several attachments have been included that address these efforts in detail.

Briefly, there is a campus wide effort to look into developing such an intervention program. Several faculty and administrators were spending three days at a NACADA institute this week to begin forming a framework for a pilot early alert/intervention program. This would be an intrusive model targeted at 1st year students initially. Nicole Kent and Dennis Bennett are leading a sub-committee that is looking at what support services would be necessary. Currently, the Care Team has made a form available on-line (secured log-in) (or view as a PDF) for faculty or advisors to use if they become concerned about a student (this can extend beyond academic issues).

Other discussion:

- How would students be made accountable to use recommended resources, or what incentives would there be to use them that had value to the students?
- What is the implementation feasibility at the individual unit level (would this be a centralized effort or college effort)?
- There is a need to collect information from different departments/units on what they might currently be utilizing and how it is being implemented.

It was agreed that AAC would read the materials that had been distributed and discuss this issue at the next meeting.

6. **Call to Action – Correcting Student records – Gene Newburgh**

AAC was asked to vote (accept/reject) on a letter to be sent to the Faculty Senate Executive Committee regarding errors in the application of AR 20 (course repeat policy) due to improper coding in many students’ records. AAC was given the original draft and a revised draft. The errors encountered stem from repeated course work: when the same course is taken at OSU and at another institution; the timing of receiving the transcripts from the other institution; differential credit allocation between the institutions for the same course, and not having a centralized unit processing all transcripts (currently this is divided between Admissions and Registrar's depending on when the transcripts are received). Gene provided an example of a transferred MTH LDT course. The course wasn't recognized as MTH 111 in the transfer articulation, so the student took MTH 111 at OSU. Much later, the LDT course was determined to be equivalent to MTH 111, and the student lost 5 credits of the transferred course and
was suddenly short credits for graduation.

It was determined that the number of students affected by the coding error was roughly in the hundreds (not thousands). Amy Flint and Noah Buckley from Registrar's said that any records identified to date had been corrected and accounted for ~600 instances (some students had multiple errors). Admissions was aware of this problem and is currently drafting procedural policies that address prioritizing issues in the error reports and timely resolution (within one week) when they are found.

Questions posed to Amy and Noah:

- Have students currently listed as grads for winter/spring had changes in MyDegrees?
  - Registrars: possibly, and notification to these students is on their “to-do” list.
  - Request: Could notification be sent to Advisors first, as soon as possible?
  - Registrar’s: Yes
- Is June 1, 2012 a feasible deadline for these errors to be resolved?
  - Registrars: it seems quite feasible, since this already being addressed.
- Will you ever know if all the errors have been identified?
  - Registrars: with the new policies in place, the goal is “yes”. Should Advisors find any errors, please send them directly to Noah or Amy.

A motion was made to forward the letter to the AAC liaison to Faculty Senate Executive Committee (Janet Nishihara). Discussion followed about the need to consolidate the process in one office. The motion carried.

7. Request for Volunteers – BANNER-supported Early Alerts – Jim Day

As part of the campus-wide efforts to develop an "Early Alert" system, Jim Day presented information on the new Early Alerts functionality available with Banner Relationship Management (BRM). OSU owns this software now, and it is in the process of implementing BRM over the next few months. He provided a link to a webinar from Sunguard on the software: as well as to a condensed PowerPoint.

The software is able to do more specific tracking of student data and can be configured to do what is needed by the user group, and customized to its needs. When asked who would do the initial work to configure the program, Jim indicated this could be a resource issue that would need to be resolved. He requested volunteers from advisors and units involved in the Early Alert team to attend a training on the system to look at the program and how it could be used, and determine if it can meet our needs. Thirty seats are available for the training on March 7 from 1:15-3:30. Room capacity and availability are an issue, so if more are interested, it is not known at this time if it can be delivered to a wider audience.

Attachments:

- UCSEE Initiative for Student Engagement – Early Alert Sub-Committee Final Report, March 1 2, 2010
- Early Alert Pilot Initiatives – Academic Care Team Report, June 1, 2011

8. Campus Updates

- Information on Summer Session has been sent out.
- Nicole Kent announced a new position in Engineering would soon be posted for "Student Success Specialist".
- Rachel Weber announced a "Program Analyst/Core Office Support Specialist" position in International Programs (closes Feb. 15).
- On Feb 15 all International offices in Snell and Kerr will close and begin moving to Heckert Lodge. They should reopen on February 20 and all be under one roof.
- Career Fairs – February 22 will be the University Career Fair, and February 23 will be the Engineering Career Fair. Career Services now has an on-line calendar for students to schedule their own appointments with a counselor.
Academic Advising Council

1:30-3:00 PM
East Willamette Seminar Room – 3rd Floor Valley Library
March 14, 2012

Minutes

Agenda
1. Introductions – 2 minutes
2. Demonstration of new Wait-List Process – Amy Flint – 30 minutes
   a. Pre-requisite enforcement
   b. Automation of the new Academic Standing rules
   c. Duplicate Credit clean-up Update
3. Minors and credit sharing policies across the Colleges – Brett Jeter – 30 minutes
4. UCSEE Sub-Committee Academic Support Services – Nicole Kent – 10 minutes
5. Teaching Evaluations and MyDegrees access – Brett Jeter – 10 minutes
6. Catalog Copy for Academic Advising – Clay Torset – 3 minutes
7. Campus Updates – 3 minutes
8. Announcements & Information Sharing – 2 minutes

Attendees: Brett Jeter, Dawn Marie Gaid, Carol Leder, Gene Newburgh, Nicole Kent, Clay Torset, Carey Hilbert, Louie Bottaro, Claire Colvin, Diane Raschio, Rebeka Lancelin, Kerry Kincanor, Susie Brubaker-Cole, Rick Debellis, Urjita Parekh, Kate Halischak, Amas Aduviri, Urmila Mali, Amy Flint, Mickey Reynolds
Guests: Andrea Nelson (PHHS)

1. Introductions – 2 minutes

   • Registrar’s- Amy Flint – 30 minutes
     a. Demonstration of new Wait-List Process

Changes to both the Waitlist (WL) process and the pre-requisite enforcement will be in place during spring term for fall 2012 Priority Registration. The look and process of "regular" Registration will not be different. The following changes that will be introduced include:

- Only a lecture OR lab/recitation will indicate if a WL is available. Departments will determine which they want to have the designation. Martin Main will work with depts. To implement this change;
- Enforced Pre- Requisites MUST BE MET at time of Waitlisting.
- Time Conflicts will NOT be enforced when Waitlisting.
- Registration for duplicate labs, courses will NOT be enforced when Waitlisting. Students will be allowed to register for an open lecture or lab/recitation, but also WL a "preferred" section if it is available. If a student is in a lecture with a require lab/recitation, and has also WL’d a preferred lab/recitation, it will be necessary for the student to SIMULTANEOUSLY add the preferred course while dropping the section not desired.
- Student’s will NOT be automatically enrolled from WL into class

If a student is eligible to be moved from the WL to being enrolled in the class, s/he will receive an email from Registrar’s. The email will indicate the student has 24 hours to take care of any conflicts (time, duplicate sections) to REGISTER for the desired course. If conflicts are not taken care of and the student does not register in that time frame, the student will be DROPPED entirely from the WL and would have to begin the WL process all over again.
b. Pre-requisite enforcement
At the end of spring term students who do not pass a course (F, W, U) that is a prerequisite for a fall enrolled class will automatically be dropped from the course. The student will be notified by email. Reports for pre-reqs being met will only be run one time, so if a student later provides proof of completion, s/he would have to reregister for the class. Reports will recognize if a prerequisite override has been entered for a student and not remove the student from the course. Depts. & Advisors will be notified if a student has removed from a course. At the end of Winter Term 2012, this report will be done manually, but action will not be taken unless the department requests it.

c. Automation of the new Academic Standing rules
Last year (Winter 2011) a change to the academic standing rules was implemented (requiring 24 attempted hours before a student could be placed on probation). Registrar’s has been struggling since then to get this rule change to function as part of our automated processes. It is so unique that Banner’s basic functionality wouldn’t accommodate it. For the last year Registrars has been manually reporting system altered so that it will automatically apply the correct rule. This will free them from manually auditing and changing the records.

d. Duplicate Credit clean-up Update
Mickey Reynolds noted that an email had been sent to Advisors with the names of students who had been affected by the error found in MyDegrees regarding duplication of Transfer credits. Notice had also been sent to the students, but in looking at what was sent, the message was very vague and confusing. It was asked that it be reviewed and changes made that students could understand exactly what happened and what they needed to do. Admissions will be running weekly updated reports and the Registrars will run an end of term report. Currently this process is manual and labor intensive – it will hopefully be automated winter 2013. Admissions and Registrars will have quarterly meeting to make sure there is consistency in the processing of transcripts.

3. Minors and credit sharing policies across the Colleges – Brett Jeter – 30 minutes
The question was raised as to whether the earning of a minor when a major shares multiple courses with it is a concern – for example: students who are required to complete the General Chem and Organic Chem series would only need 1 more upper division course to complete the minor. In some majors, students can add multiple minors by simply taking an additional course or two. Does this meet the intent of having a minor? Members of AAC felt that the content and breadth of the minor was there, and it assisted students in building their resume. AAC did not seem to be concerned about the limited number of credits a student might need to take to get that additional academic recognition.

- UCSEE Sub-Committee Academic Support Services – Nicole Kent – 10 minutes
Nicole provided an update on the work of this subcommittee, which was created to assess the existing landscape of services offered by OSU. This was undertaken as part of the early alert and retention efforts. Once the group has compiled a complete list, they will look for areas that are lacking and make recommendations to UCSEE. To this extent, Nicole asked for input on support service programs on campus (that are not credit bearing) for the sub-committee to contact regarding a survey tool.

- Teaching Evaluations and MyDegrees access – Brett Jeter – 10 minutes
In week nine of this term, a hold was put on student's registration stating they needed to complete a Teaching Evaluation. Since this was during the time students were still registering for spring classes, it locked students out of MyDegrees (access to PIN's and plans) and transcripts. When notified of the problem, Registrar's promptly removed the hold. The Teaching Evaluation hold will be in place beginning the Monday of finals week. This will prevent student access to grades, registration and transcripts until evaluations are completed for each class. Students can complete or decline to complete the evaluations and move through the process. An email will be sent to students reminding them which evaluations remain to be completed. Once completed, the hold will be lifted within 24 hours - usually much sooner (this is a manual process).
Certain courses will not be included in the evaluation hold ("X0X" or "donut courses", for example).

During this time of transition in the Registrar's, it was asked who to contact regarding problems. Amy Flint indicated that it depended on the problem, so Amy, Tom Watts or Nancy Laurence could be contacted.

- Catalog Copy for Academic Advising – Clay Torset – 3 minutes
Clay sent a copy of the current statement regarding Academic Advising from the Catalogue and requested input from advisors. All suggestions should be sent to him via email by 3:00 the following day. The final draft was sent to advisors.
• **Campus Updates – 3 minutes**

There is an opening in Agricultural Education for an OS2 position that will be primarily advisor support.

Amy asked if people wanted the back side of the Change of Academic Program form to still list college and dept. codes. They are changing rapidly and out of date every time they get printed. It was agreed that this information could be accessible on-line.

Dawn Marie noted that "Environmental Sciences" has been incorrectly written as (Science) and has to go through a Cat II to get it changed, which subsequently means it will have a new code number. The major will become 657 and the minor 758.

• **Announcements & Information Sharing – 2 minutes**

Carol Leder announced two open advisor positions in CoB. These will be for the DHE and Graphic Design majors that will become part of CoB July 1.

Kate Halischak asked if there was a way to have current term enrolled courses highlighted in a different color than future term registered courses. Another request was to have the course credits listed next to the class in the Registrar's Checklist view. These will be looked into.

*AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the East Willamette Conference Room on the 3rd floor of the Valley Library.*
Academic Advising Council

1:30-3:00 PM
East Willamette Seminar Room – 3rd Floor Valley Library
May 9, 2012
Minutes

Agenda
1. Introductions – 2 minutes
2. Hybrid Courses – Susie Brubaker-Cole – 15 minutes
3. Academic Success Center – Clare Creighton – 15 minutes
4. First-Year Student Academic Standing Intervention Pilot – Susie-Brubaker-Cole – 10 minutes
5. Academic Standing Committee – Karen Hanson, Chair & Nancy Laurence, Ex-Officio Registrar Representative – 25 minutes
6. Nominations for AAC Chair – Carey Hilbert – 5 minutes
7. Campus Updates – 10 minutes
8. Announcements & Info Sharing – 10 minutes

Attendees: Brett Jeter, Cory Hall, Carol Leder, Bobbi Hutcheson, Nicole Kent, Clay Torset, Carey Hilbert, Louie Bottaro, Claire Colvin, Diane Raschio, Rebekah Lancelin, Kerry Kincanon, Susie Brubaker-Cole, Nick Fleury, Mary Beth Trevino, Rick DeBellis, Sandy Tsuneyoshi, Gus Bedwell, Urmila Parekh, Moira Dempsey, Clare Creighton, Kate Halischak, Sheila Roberts, Amy Flint, Nancy Laurence, Leslee Mayers

Guests: Cub Khan (CTL), Cynthia Cox (Int'l Programs)

Agenda

1. **Introductions** – 5 minutes

2. **Hybrid Courses** – Susie Brubaker-Cole – 15 minutes

   **Fall Quarter Hybrid Courses: Designators in the Online Course Listing and Advising Approaches**

   Guest Cub Khan, Center for Teaching and Learning Instructional Design specialist, is currently leading faculty learning communities, and is in the process of redesigning existing campus courses into hybrid courses.

   Hybrid courses blend online components and face-to-face meetings. A substantial portion of the course learning activity is delivered online; face-face meeting time is reduced by at least 40% compared to traditional on-campus course. A hybrid course is considered a Corvallis or Cascades campus course.

   As part of a pilot project under CTL, there are currently two designated hybrid courses being offered this term (there may be others that are being taught in this mode but not identified as such or under the CTL pilot program) – PSY 202 and ENGR 213. In fall term we will see about six offered under this pilot program.

   Cub distinguishes hybrid from regular campus class enhanced with Blackboard usage. Pilot program aim is for 50% reduction in class meeting time. Example – A TR class that meets 2:00-3:20 would meet just T from 2:00-3:20. (Registrar's is interested in the pilot program from a space usage perspective).

   Cub notes that most of the online components to date have been asynchronous.

   Starting fall term, hybrid courses will be more visible in online SOC-type designator will be "hybrid". Time column will show required onsite class meeting and "TBA hybrid" to reflect that there will be in-class and virtual class obligations.
These courses will follow Corvallis campus tuition structure, not Ecampus fee structure.

Question – how will courses not under the pilot get the catalog designation?

Susie thinks that the scheduling process will now incorporate a "hybrid" box that units can check when scheduling their courses. Susie stressed that the workload is the same between hybrid and on-site courses.

K. Becker Blease is doing an assessment to compare her spring hybrid class and her spring on-site version of PSY 202.

3. Academic Success Center – Clare Creighton – 15 minutes

a. ALS 116 – Academic Success

Clare provided a summary and assessment data reflecting term grades prior to, during and one-term post student's taking ALS 116. The handout highlights what happens in classes and topics that are covered in the course. Also discusses tips for referring students to the class. Moira clarified the process for suspended students and this course recommendation on learning contract. The Academic Success Center (ASC) follows up on the learning contract – if ALS 116 is listed and the student is not enrolled, Janine Kobel from the ASC will contact the student explaining how to enroll or how to seek out Academic Coaching if that is a better fit. The ASC is not the "enforcer" of the learning contract.

Question about CAP International students – Is this a good class for these students to take, and, if so, when? Clare recommends that it be saved for once they are fully-admitted and not bridging between Language Learning classes and academic classes. Students really should have at least a term under their belt before taking ALS 116 to have the proper context for the class.

Question from Clare – do we need more sections? Current sections are filling. Is there demand that is not on the ASC radar screen? Suggestion from Louie that cap be set at 18 and then raised during week 1 to accommodate advising conversations and referrals that happen that week.

Question from Clare – do you want a handout for students? Yes.

b. Academic Coaching - Moira Dempsey

- Coaching for Academic Success
- What Does a Coaching Appointment Look Like?

Moira provided a brochure with info on academic coaching. Highlights: It is a peer-led program; students like that the coaches are peers and "in the thick of it" as they are; coaches have extensive training prior and professional development on-going. The most benefit from coaching comes from multiple visits and the expectation is that the students who come for coaching will drive the conversation. Coaches do not "tutor," but they are versed in learning strategies for Math, Physics, and Chemistry.

The coaching program is expanding, so there will be coaches (and supplemental instruction) in the new Student Success Center (no, the ASC is not moving!). Data collected shows a positive increase in GPA as a result of participating in coaching. Currently there are enough coaches to meet demand, and there will be coaches available in the summer.

Moira question – are the Inform-10 messages okay? (suggestion: include a message in an attachment as well).

Question – can non-traditional students request an older coach? Yes, but students should self-identify this when they call. Distance coaching is available.

Coaching positions are available for fall.

4. First-Year Student Academic Standing Intervention Pilot – Susie-Brubaker-Cole – 10 minutes

Five colleges (Engr, CLA, Ag Sciences, COB, PHHS) are participating in a pilot intervention program for first-year students who fall into academic standing difficulty. History – Moira and Cary Green co-chaired UCSEE subcommittee that looked at early alert and launched a centralized early alert pilot. Students did not really respond. The group that conducted the early pilot reflected and concluded that there first needs to be a more effective intervention for first-year students who end up on warning/probation.

Colleges will have a "case manager" that will contact students on warning/probation – the communication will be more consistent, supportive and specific – and depending on student's response
(or non-response, which will trigger more intrusive contact), specific action will be encouraged. They will also receive a flow chart that outlines the paths from AW to AP to Suspension, and how to interrupt that trajectory. Warning students will develop an "academic success plan". Holds will be used for students on probation. Probation students will get an "academic success contract". More info is forthcoming – including a formal info session in the fall. Susie noted that there is a group looking at language in academic standing communiques across campus – outcome is consistency and minimizing confusion. This feeds into the next agenda item.

5. **Academic Standing Committee – Karen Hanson, Chair & Nancy Laurence, Ex-Officio Registrar Representative** – 25 minutes
Scheduling an Academic Standing Committee (ASC) appeal – It was clarified that the spring deadline for scheduling a hearing time is Tuesday of week one. Overflow is reserved for students who meet the deadline, as needed.

The turnaround time during spring term is always of concern, since students don't find out until at least Thursday of break (IF they are reading onid. email & checking grades). Then they still have to meet with an advisor, get letters written, etc. While there are no anticipated changes for next year, there is recognition that the turnaround for spring is an issue. Advisors noted inherent challenges and a variety of suggestions were made about spring term (ranging from not having appeals to simply not suspending students… or having a two week spring break, which was well received). The short term solution is to make it clearer to students that putting all the pieces in place to appeal for spring term is very challenging.

Nancy shared two documents summarizing data on reinstatements by college: one showing the number approved or denied and the means (ARC petition, 2-year Absence, 24 cr. etc.); the second showing number of students on AW, AP, or Reinstatement and the percentage currently enrolled or not.

Karen discussed what makes a compelling petition and reviewed the criteria on the appeal form. She described the committee process for teasing out the student’s situation based on the letter and the in-person appeal. Karen urges the advisors to screen the potential appeal packet. Discussed what constitutes extraordinary circumstances. The key is that the ASC has to be convinced that the student will be successful in order to reinstate them.

6. **Nominations for AAC Chair – Carey Hilbert** – 5 minutes
Nominations will be confirmed at the May meeting (voting will occur at June meeting).
- Brett Jeter was nominated – declined
- Brett McFarlane – accepted

Since the meeting was running over, it was requested that voting members please review voting membership and forward nominations to Carey by email. A request was made to see who had held the position in the past; a list of past chairs will be sent to the listserve.

7. **Campus Updates & Announcements & Information Sharing** – 10 minutes
Due to lack of time, Clay requested these be emailed to him, and he would collate and send out.

**Academic Year 2011-12**

The last meeting of the year will be on June 13, 2012. We will be selecting a Chair-elect for next year.

*AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the East Willamette Conference Room on the 3rd floor of the Valley Library.*
Agenda
1. Introductions – 2 minutes
2. Baccalaureate Core Playlist – Jeff Malone – 20 minutes
3. Enrollment Plan Update – Kate Peterson & Noah Buckley – 30 minutes
4. Election of AAC Chair-Elect – Carey Hilbert – 10 minutes
5. Farewell to Gene Newburgh
6. Campus Updates – 10 minutes
7. Announcements & Information Sharing – 10 minutes

Attendees: Cory Hall, Carol Leder, Bobbi Hutcheson, Gene Newburgh, Melanie Jones, Nicole Kent, Clay Torset, Claire Colvin, Diane Raschio, Rebekah Lancelin, Kerry Kincanon, Susie Brubaker-Cole, Mary Beth Trevino, Rick DeBellis, Janet Nishihara, Gus Bedwell, Urjita Parekh, Tristen Shay, Sheila Roberts, Amy Flint, Leslee Meyers, Kate Peterson, Tracy Bentley-Townlin, David Craig, Noah Buckley
Guests: Cynthia Cox (Int'l Programs), Jeff Malone (UESP), Vicki Tolar Burton (English)

Agenda
1. **Introductions** – 5 minutes

2. **Baccalaureate Core Playlist** – Jeff Malone – 20 minutes

   *Introduction of this project which is in the draft stage.*

   Jeff Malone and Vicki Tolar Burton presented progress on the creation of a Baccalaureate Core (Bacc Core) "Playlist." The idea rose out of an ad hoc committee, which found that students had difficulty seeing the Bacc Core as coherent, instead, approaching it as a random checklist of courses. It is hoped that the playlist will help students claim and shape the Bacc Core as meaningful to their future. Jeff researched the availability courses by contacting departments across campus. Jeff and Vicki worked to create themed lists to organize the Bacc Core in a way that will encourage students to take ownership. An example course listing by themes included "Go Global – Pacific Rim" and "Heal the World/Social Justice." A website is currently being created which will have the themed lists and information for students, faculty, and staff. Vicki requested help from advisors for the FAQs page. She asked that advisors share questions and/or responses to her or Jeff for inclusion on the website. Rick DeBellis asked about inclusions for DPP students on the website and Urjita Parekh asked about presenting the information to Ecampus students and making sure to note which courses are online. Rick suggested that a future down-the-road plan would be to include a student’s chosen theme in MyDegrees.

3. **Enrollment Plan Update** – Kate Peterson & Noah Buckley – 30 minutes Kate Peterson reported on the charge that OSU enrollment increases 1-2% annual growth over the next five years. She reported that initial numbers show up and down trends in all areas, making it difficult to pinpoint specific trends. For example, overall acceptance rate is down from two years ago but up from last year. New incoming students from out-of-state are down but in-state numbers increased. Transfer student numbers are down for in-state and remained flat for out-of-state. There remains adequate on-campus housing for all incoming students.

   Noah Buckley reported that the rate of applications from high achievers rose 7-11% but the yield remains the same, which means there is more work to do to increase acceptance rates among that
Kate reported that there are a record number of financial aid applications, already surpassing the numbers from the last two years. She stated that the three admissions initiatives (diversity, high achieving, and out-of-state students) are also the initiatives at most schools throughout the country, so we are all competing for the same students. Kate thanked the advisors for their work.

4. Election of AAC Chair-Elect – Clay Torset – 10 minutes
One nomination was accepted for next year's chair-elect, Brett McFarlane, who was voted for and approved unanimously.

5. Farewell to Gene Newburgh
Clay formally wished Gene hearty and sincere congratulations on 36 years of service at OSU. After a round of applause, it was announced that PHHS would be hosting a party for Gene on June 26, at 3:30 PM in the Hawthorne Room of Milam Hall.

6. Campus Updates & Announcements & Information Sharing – 10 minutes
Carol Leder shared upcoming changes to the College of Business. She stated the College of Business name will stay the same and they will absorb the majors of Graphic Design and Design & Human Environment beginning July 1, 2012. Two additional advisors have been hired to support these majors. The advisors will initially be in Milam Hall until the new Austin Hall will be completed in Fall of 2014 at which point all the College of Business advisors will be under one roof. DHE, Graphic Design and the remaining College of Business majors will attend START orientations together and, if students in these majors are lost during START days, they can be directed to Bexell Hall for advising.

Claire Colvin reminded the group that General Science/Pre-pharmacy majors will be advised by College of Science advisors during START as opposed to previous years in which they were advised by the College of Pharmacy. Students in Earth, Ocean, and Atmospheric Sciences will be in the same START academic presentation as majors within the College of Science.

7. Announcements & Information Sharing – 10 minutes
- Amy Flint shared progress on commencement activities. She reported the diplomas are ready to go and no late additions will be allowed at this point. Rick DeBellis shared there will be shuttle service from the MU Quad to Truax for graduates; a map is currently being made. He stated overflow areas for those in the audience would be held in the Alumni Center and Arnold Dining Center. He stated there would be a pre-screening area at 30th and Washington Avenue and people will be required to have tickets. He added traffic and parking will be tight and to add to the traffic a baseball game is scheduled at Goss Stadium also Sunday at 12:30.
- Amy Flint reported students’ “Academic Profile” in the portal is up and running and showing accurate information.
- Susie Brubaker-Cole shared information on the first-year task force that has been charged with submitting a comprehensive and integrated plan for the first-year experience to Sabah Randhawa by the end of Fall 2012.
- Dave Craig announced that there is an expectation that all first-year students will live-in the residence halls by 2013. There will be some allowances for exceptions to this rule. Susie Brubaker-Cole reiterated that this is a positive change in that research shows retention rates are better for students who live on campus during their first-year in college.
- Kerry Kincanon publically acknowledged and expressed gratitude to Amy Flint for clearing students to register during the California START sessions. There was an issue with PINs and priority registration access that was resolved thanks to Amy’s assistance.
- Urjita Parekh stated that Ecampus is now offering the Double Degree in computer science for postbacc students. This degree is only available to students who have a bachelor’s degree not in computer science. The courses must be taken via Ecampus and she wanted us to be reminded of the different fee structure that students will face with Ecampus courses and that Ecampus courses do not offer a tuition plateau, as do on-campus courses.

AAC meets during the regular academic year on the 2nd Wednesday from October to June from 1:30-3:00 in the East Willamette Conference Room on the 3rd floor of the Valley Library.
1. **Introductions** (< 5 min.)

2. **Update on Career Services** – Marian Moore
   - SIGI3 – free online career assessment tool (replacing the Discover program). Access through Beaverjobnet.
   - New Career Services brochures are available upon request.
   - Career Services is open to collaborate with advisors – contact them with suggestions.
   - We can request Career Services presentations/workshops online.
   - Career Fairs are coming up – please share this with your students.
   - Online career counseling is now available for students.
   - Advisors are welcome to share topics/posts for the Career Services blog.
   - Fall Career Seminar schedule was distributed.

3. **ODS (Operational Data Store) and EDW (Enterprise Data Warehouse)** – Diana Lindsley
   *ODS, EDW & Cognos (reporting tool) will take the place of the existing data warehouse and BI Query. There are four modules in the ODS. Our project team will be converting the existing reports to the new ODS. We would like to talk with advisors to discuss their usage of the existing reports and their needs going forward.*

   We need to identify the "canned" reports we are currently using in Data Warehouse. ECS will convert those to the new product. If you have a lot of your own queries/reports, you are on your own to recreate them (with little support from ECS). Submit your list of reports to Diana via email: Diana.lindsley@oregonstate.edu; 541-737-5981; [http://oregonstate.edu/is/projects/ods-edw](http://oregonstate.edu/is/projects/ods-edw) (project site)

   Training sessions for the new system are being developed and will be publicized as soon as they are ready.

4. **Transfer Admissions**
   a. **MTH & WR requirement** – Carey Hilbert (PHHS Advising) & Mickey Reynolds (Admissions)
      *Problems occurred during START with transfer students who don’t have the minimum requirements (number of credits, specific courses like WR 121 and MTH 111).*

      Mickey indicated that undergrads are admitted in three categories:
      - First Year Early Admits (HS seniors with 3.00 or higher, 15 subject requirements, and test scores)
      - Transfers (HS grads with 36+ college credits at 2.25 minimum GPA, MTH 111 & WR 121 with C- or higher)
      - First Year < 36 Credits (HS grads with some college work, but less than 36 credit hours). These students are admitted based on HS GPA and subject requirements, the 2.25 college GPA, but NOT the WR or MTH requirements that transfers have.

      Students admitted as < 36 often have over 36 credits by the time they get here (making them look like transfers), but may not have the WR and MTH courses.

      The DPP population is an additional challenge. Admission requirements for them are the same as transfer students except the MTH course.
Admissions Office’s Short-term solution:  
Addition to Letter-of-Admission and website: "Any courses taken prior to enrollment at OSU should include WR 121 & MTH 111 with C- or higher."

Long-term solution is still being discussed. Noah Buckley, Admissions Director, is currently in talks with OSU community and DPP partners.

Exceptions to WR 121 admission requirement are AP English, IB English, CLEP English. Exceptions to MTH 111 admission requirement are IB & AP Calc. Having stats complete might qualify a student for an exception. MTH 105 is sometimes used as an exception.

We can email Mickey a list of degree programs to which students should not be admitted without MTH 111. She can take that forward in additional conversations on this topic.

b. **Student Conduct Reports** – Claire Colvin

What do we think about requiring transfer students to submit student conduct reports as part of the admission process? Example is a student who was banned from a previous institution, was admitted to OSU (presumably without disclosing that information), and is now using an extraordinary amount of resources on our campus.

Mickey mentions that students who have been suspended from their previous institution (if it’s indicated on the transcript) are not admitted to OSU.

A suggestion was made to have Dan Schwab share his perspective.

5. **Academic Performance of Student Athletes** – Kate Halischak

Kate is working with Athletics to develop a policy that will make athletics financial aid more transparent for the student and their advisor (i.e. planning for their remaining terms).

See handout for **Spring ‘12 Academic Performance Report**.

6. **For Discussion: AR 12 "Withdrawal from Individual Courses"** – Susie Brubaker-Cole

A.R. 12: Any student may withdraw from a maximum of 121 individual OSU courses throughout their undergraduate career at OSU. Any student may petition for an exception from this limitation if the justification for withdrawal is clearly associated with circumstances beyond the student’s control. Withdrawal from a course with a W grade begins after the tenth day of classes and continues through the end of the seventh week of classes. After the seventh week of classes, students are expected to complete the program attempted and will receive letter grades (A, B, C, D, F, I, S, U, P, N) for all courses in which enrolled unless they officially withdraw from the university. Procedures for withdrawal from individual courses are outlined in the term Schedule of Classes.

Is there interest in pursuing this topic? Susie will get data on the number of students with >3 repeats/Ws in a single course over the last few years. That will help inform further discussion.

7. **Updates, Announcements & Information**

- Ally Dean: Sophomore focus groups (for the first-year experience task force) are happening October 15 and October 23 from 5:30-7:30 PM in Milam 215
- Cori Hall: Dave Dickson & Stacy Moore are new to CEOAS.
- Kate Halischak: They have moved to their new Student Success Center, 3rd floor. Open house TBA!
Academic Advising Council

November 14, 2012
Minutes

Attendees: Gary Beach, Louie Bottaro, Susie Brubaker-Cole, Noah Buckley, Doug Cochran, Marjorie Coffey, Rick DeBellis, Nick Fleury, Kate Halischak, Cori Hall, Carey Hilbert, Brett Jeter, Nicole Kent, Kerry Kincanon, Rebekah Lancelin, Carol Leder, Urmila Mali, Jeff Malone, Rebecca Mathern, Leslee Mayers, Urjita Parekh, Diane Raschio, Jeff Ruder, Lisa Undem

Agenda:

1. **Policy in Curricular Handbook re: Frequency of Academic Advising*** – Gary Beach
   Email questions to AAC with Agenda
   To be discussed:
   
   From Gary Beach – As part of my review of the various policies and procedures contain in the Curriculum Handbook, the one related to "academic advising" dates back to 1997. Here are the questions I would like the AAC to consider (see the policy along with my suggested changes):

   - Is the current policy still current as written?
   - Are wording changes needed to make the policy current with existing practices?
   - Is the policy no longer valid or necessary and, as such, can the policy be deleted from the list of policies and procedures?
   - If it’s still valid, where else should it be listed (aside from the Curriculum Handbook)?

   It seems to me that the title of this policy is a misnomer. "Academic Advising" is much too broad a header. Academic Advising could include a multiplicity of topics. This policy, as written, actually refers to an "Academic Advising Frequency" minimum.

   Any substantive changes to the policies contained in the Curriculum Handbook now need to be submitted to the Curriculum Council for final approval. This step would take place following any recommended modifications to the existing policy on the part of the Undergraduate Education Council & AAC.

   This is the only reference to Academic Advising in the Curriculum Handbook. Should it be moved to the Registration Information Handbook (since it doesn’t fit the definition of curriculum)? Possibly reframe all that information as a student academic handbook? A sub-committee will look at writing this up.
   Volunteers are Jeff Malone, Louie Bottaro, and Claire Colvin.

2. **AR 25** – Rebecca Mathern, Registrar’s (AR 25 covers Academic Requirements for Institutional Baccalaureate Degrees)

   Rebecca has observed a significant number of students requesting exceptions to the academic residency policy (especially the requirement to have completed 45 of the last 60 credits at OSU). Many of these seem very reasonable. Rebecca suggests that we explore some alternatives/changes to the policy, and has been investigating policies at other institutions.
   
   UO requires 45 of the last 60.
   PSU requires 45 of the last 60 OR 145 credits total.

   This policy is more problematic for Ecampus students. Some of the classes required for their degree aren't offered online, so an Ecampus student can’t complete the requirement at OSU. An example is Environmental Science, where 25 required credits are not offered online by OSU.
There is a different (higher) residency requirement for double degree programs (e.g., international degree).

Rebecca will work on a proposal and bring something back to AAC. Eventually, the issue will need to go to Faculty Senate for final approval. If the policy is changed, it's important that we include some language to accommodate partner programs.

3. **Language in Error messages at Registration** – Claire Colvin
   Error messages are difficult to understand. Claire is working with Nancy Laurence to get the wording updated and clarified. If we come across errors with confusing language, we can direct them to Claire.

Rebecca Mathern mentioned the possibility of putting error definitions on the Registrar's website.

4. **Academic Standing Intervention Pilot** – Susie Brubaker-Cole
   Five colleges are participating in the pilot (Business, PHHS, Ag, CLA, and Engineering). Focus group is first-year freshman only.
   - [Proposed First Year Academic Probation Procedures for Pilot Project](#)
   - [Proposed First Year Academic Warning Procedures for Pilot Project](#)

   Goal: to see more first-year students recover earlier from academic difficulty. Mechanism: get students in to see an advisor, and streamline the communication to students about their standing.

   In-depth assessment will be conducted throughout the pilot, and will be shared at a campus forum at the end of the pilot.

   How can advisors best work with support units to ensure that students respond to advisor *without* inundating the student with too much communication?
   - A list of students being targeted in the program should be sent out to the support units so that they can be aware of the situation and be ready to "nudge" students toward advising, if necessary. The intent is *NOT* that additional communication to the student be generated by the support service.

5. **Food in Culture & Social Justice Certificate** – Cari Maes
   This is a new program ([Graduate Minor & Undergrad certificate](#)) available in the School of Language, Culture and Society. Cari Maes is the coordinator (Waldo 118, 541-737-7812). It is an interdisciplinary program with core credits in Language, Culture and Society, but electives can be outside that school.

6. **Quick Briefing on how AFROTC Works & What They Need to Know with Respect to Advising.** – LtCol AFROTC Det 685 Lisa Undem (see handout)
   
   Note that these are requirements for Air Force ROTC students. Requirements may differ for students in Navy or Army ROTC programs.

7. **Announcements and Updates**
   - ASOSU undergrad student on AAC – recommendations?
   - Janet Nishihara is our Faculty Senate Executive Committee representative
   - [DPP Summit](#) will be March 5
   - Registration issues with LBCC can be sent to Rick DeBellis

**Future Meetings for Academic Year 2012-13**

- December 12, 2012
- January 9, 2013
- February 13, 2013
- March 13, 2013
- April 10, 2013
- May 8, 2013
- June 12, 2013
Attendees: Gus Bedwell, Tracy Bentley-Townlin, Susie Brubaker-Cole, Roberto Casarez, Doug Cochran, Marjorie Coffey, Claire Colvin, David Craig, Nick Fleury, Dawn Marie Gaid, Kate Halischak, Carey Hilbert, Brett Jeter, Nicole Kent, Carol Leder, Jeff Malone, Rebecca Mathern, Leslee Mayers, Dianna McGinnis, Bobbi Meyer, Janet Nishihara, Joan Oakes, Jeff Ruder, Tristen Shay, Marilyn Stewart, Clay Torset, MaryBeth Trevino

Agenda:

1. **Introductions**

2. **Registrar’s Update** – Rebecca Mathern
   a. **Update on AR 25: Academic Residency** We can contact Laura in the Registrar’s Office when there are unique residency-related situations. She’s working on creating a tool for advisors to use. She’ll introduce it at the Town Hall meeting and may come and train during a future AAC meeting.
      - Rebecca shared that 88% of our graduates had at least 50% of their coursework complete at OSU.
   b. **General Updates** Three activities are happening in the next 9-12 months. One is doing data clean-up on students who cancelled graduation. They’ll also move the frozen degree audits for graduated students out of MyDegrees (into NOLIJ). The student will still have access to MyDegrees, and their full educational record will still appear there.

      Secondly, Enterprise Computing Services is developing a DW model for MyDegrees. That will enable us to run DW reports from MyDegrees within the next year.

      Third is moving ahead with the creation of educational plans in MyDegrees. Registrar’s Office would prefer that Head Advisors approve the plans before they are posted. If we already have templates, they can be sent to the Registrar for this use. Goal is to complete this by summer 2013.

   c. **Annual Course Schedule** Considering turning off the MyDegrees feature which displays the terms in which classes are offered (since it’s often inaccurate). Rebecca and Susie will take the issue to the University Executive Council.

3. **Religious Accommodation policy** – Tracy Bentley-Townlin Policy was formulated by committee and Tristen Shay was the advising representative. The policy existed previously, but this is a clarification. It is not intended to endorse or prohibit religious activity. The policy has been shared with the campus religious council so that it can be disseminated to religious leaders in the Corvallis community.

4. **Bereavement & Funeral policy Discussion** – Tracy Bentley-Townlin
   - [Existing grief and funeral guidelines at other universities](#)
   - [Lessons of Loss: Meaning-Making in Bereaved College Students](#)
   - [Grieving: 22 to 30 Percent of All College Students](#)

There is not currently a policy in place. Tracy would like to explore how the university can work with students experiencing the death of a loved one. Discussion took place and Tracy will move ahead with formulating a committee to consider this and put forward guidelines and resources (rather than a strict
5. **Discussion – How useful/successful is MyDegrees for the majority of students?** – Susie Brubaker-Cole
   - Susie and Nancy Laurence are collecting information about student’s experience using MyDegrees.
   - We get a lot of positive feedback from students overall. They appreciate having the tool. What-If scenarios are used a lot.
   - Challenge is the repeat processing and college/major GPA for majors in Business in Engineering.
   - Could there be more connectedness between the Student View and the Registration Check-List?
   - Challenge for transfer students – they get a lot of errors on their transfer courses.
   - No carriage returns in the note section – makes it kind of messy for the student and the advisor to create notes.
   - It’s nice to be able to see what’s happening in terms of exceptions, etc., (from the perspective of a Head Advisor).
   - There are still many students who don’t know about MyDegrees. We need to do a better job with publicity.
   - Advisors need to do a better job adding notes to MyDegrees. Since we aren’t all utilizing notes, it creates confusion when a student changes majors.

**Announcements**

1. Free English & Study Skills for International Students. INTO is offering this for full-time OSU International Students. This is a free service. Contact MaryBeth Trevino with questions (information is attached).

2. Nominations for START Leaders, U-Engage Leaders, and RAs are being accepted. Contact Ruth Sterner or Leslee Mayers for information.

*AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 p.m. in the East Willamette Conference Room on the 3rd floor of The Valley Library.*

**Academic Year 2012-13**

January 9, 2013
February 13, 2013
March 13, 2013
April 10, 2013
May 8, 2013
June 12, 2013
January 12, 2011, Academic Advising Council, Faculty Senate, Oregon State University

In Attendance: Bret Jeter, Brenda Sallee, Gene Newburgh, Brett McFarlane, Carey Hilbert, Louie Bottaro, Mary Ann Matzke, Claire Colvin, Dianna Raschio (via phone), Rebekah Lancelin (chair), Kerry Kincaon, Clay Torset, Susie Brubaker-Cole, Renee Stowell, Kent Kuo (for Kate Peterson), Sandy Tsuneyoshi, Earlean Wilson-Huey, Rick DeBellis, Mary Prindiville, Moira Dempsey, Kate Halischak, Sheila Roberts, David Craig, Tracy Bentley-Townlin, M. Reynolds, Anne Lapour, Leslee Mayers, Candy Pierson-Charlton

Guests: Mamta Accapadi, (Dean of Student Life), Vicki Tolar Burton (Academic Affairs – Baccalaureate Core Committee)

Agenda

1:30 Introductions

1:35 NACADA Award AAC Subcommittee

(Brenda Sallee, Earlean Wilson-Huey, and Carey Hilbert) has reviewed the nominations for the NACADA advisor (primary role) to be forwarded as the OSU nomination.

Brenda Sallee – Dan Smith, Senior Instructor in Food Science and Technology nomination has been forwarded to NACADA for recognition. Brenda reported that there were no other nominations for the other categories recognized by NACADA.

1:40 Kent Kuo – Academic Regulations

Academic Regulation #20 – Repeated Courses

Kent reported that the Academic Regulations Committee has reviewed feedback and made further revisions to the proposed changes.

Degrees with Distinction –

Any student graduating with 90 or more OSU credits with a 3.5+ GPA will be considered for Degrees with Distinction. The student’s degree or institutional policy would limit the number of S/U credits completed.

Mary Ann Matzke asked if the 90 minimum credit count would be determined at the close of Winter term? Kent responded that he will check on when this is to be calculated.

Academic Regulation #20 – Repeated Courses

Kent asked if there is a problem with the current policy. The Academic Regulations Committee believes that there is a problem. Kent asked if the Academic Advising Council perceives if there is an issue with an inconsistent policy with multiple repeat policies implemented by the various colleges.

Brenda Sallee replied that this is similar to petitions for substitutions which are not recognized by the new college if a student changes degree programs. That advisors are explicit with students that this is a College level policy verses the OSU policy for GPA calculation or acceptance of transfer courses to fulfill degree requirements.

Kent Kuo reported that a change would establish a policy for 3, 4th and more repeats would become OSU policy.
Mary Ann Matzke asked if the major GPA minimum be waived by the college granting degree. Otherwise, a student who repeats a course three or more times since the grade would not count in major or institution GPA, then the student would never graduate.

Kent Kuo asked how many times a student can repeat a single course. We find this acceptable if the following conditions would apply – the recommendation from the Academic Advising Council.

That a student would gain no additional benefits of credits earned or in GPA calculation. The department could use subsequent attempts to clearing the course requirement. However the credits would not be earned. Thus the department would need to waive the minimum major GPA requirement and/or credits for the major.

Mary Ann Matzke asked if this will be a problem with MyDegrees and consistency across the campus? Kent Kuo replied that it comes back to the policy. The major GPA would be manually calculated by the advisor rather than MyDegrees.

Gene Newburgh asked if the university policy supersedes any college-level policy? Kent Kuo stated that there is enough flexibility in the Academic Regulations for interpretation and implementation at the college level.

Brenda Sallee explained that this will affect the College of Business and she estimated that 10% will need to be done manually. Then there would be a transition period with students having different rules. This may be confusing for students.

Kent Kuo said that changes to the Academic Regulations can have an effect for six years on students.

Mary Ann Matzke – What is your suggestion to the Academic Regulations Committee so that the colleges could waive major or departmental GPA or minimum credit requirements?

Kent Kuo feels that the interpretation of the Academic Regulations Committee will include leeway to recalculate College/major GPA, based up 3rd attempt with a higher grade.

Brenda Sallee was concerned that their college has been communicating that they would use the "most recent attempt" to the students and when this change would be implemented.

Carey Hilbert shared that being in a college that recently had lots of policy changes the importance of communication to the students. But once on the university policy then there would no longer be the need to do the manual GPA adjustment.

Gene Newburgh asked if it were possible to petition to accept 3rd grade so that the OSU GPA would be 2.0 but major GPA could be lower.

Mary Ann Matzke made the motion that the Academic Advising Council generally accepts the recommendations of the Academic Regulations Committee, but would like to discuss with the Academic Regulations Committee latitude for college and major GPA re-calculation using the 3rd or greater repeat. If there is disagreement, then it will be tabled. Louie Bottaro seconded the motion.

Kent Kuo will take this input back to the Academic Regulations Committee and, if there is further discussion, will bring back to the Academic Advising Council.

Approved by vote.

2:05 Dean of Student Life – Mamta Accapadi

Working towards compliance with the Higher Education Authorization Act that will provide clear communication of leave and withdraw from the University.

Involuntary withdrawal of students tends to be behavioral in nature when the student demonstrates a direct threat to themselves or others. This is the concern of the Student Care Team and the process parallels the Student Conduct process. Primary focus is on the care for the community.

The Student Welfare Team is involved in this process along with someone from the student’s academic college when meeting with the student. Their objective is to consider the student’s needs in a holistic nature.
When the student submits a petition to return to campus, the same members of the team would meet with the student again.

Kate Halischak asked how often this occurs.

Mamta Accapadi replied that it is very rare, that there have been three reviews in the past two years.

Earlene Wilson-Huey asked what if the student does not agree with the decision.

Mamta Accapadi replied that they may appeal the same way as a Student Conduct decision by bringing additional input, like medical information to Larry Roper, whose decision would be final.

Susie Brubaker-Cole asked what type of documentation is necessary when requesting re-entry.

Mamta Accapadi said that a minimum of 30 days before the term of entry, the student will submit a personal statement, reflection of their situation and documentary from mental or health providers. Then the student would meet with the Student Welfare Team to address their progress. That group would determine if the student ready to re-enter the University.

Carey Hilbert asked if there is a minimum amount of time.

Mamta Accapadi replied – No, because each student scenario is different and therefore not appropriate for a blanket policy.

Rick DeBellis asked if we setting them up for success with such a very tight turnaround time prior to either registration or start of classes. Considering they must get their books, etc., is one month enough time?

Mamta Accapadi explained that each student scenario is unique, and we are always in direct communication with student. That 30 days is the minimum.

Kate Halischak asked if W would show on the transcript. There would be no re-admission fee within four terms not including summer term. However, those with a balance on their student account would accrue interest on their student account.

Kent Kuo said that this is the same process for any student that does a complete withdrawal from the University with notification going to Financial Aid and University Housing and Dining Services.

Mamta Accapadi relayed that the Committee is looking out for the health of the campus community. It’s a similar policy just made more public. It is a very high bar to trigger this level of procedure with a student.

Mamta Accapadi mentioned that the goal is to be transparent on how we deal with students and their issues. More will be coming soon via campus mail. This will describe the process once the student is referred. Another goal was to demystify the work of the Student Care Team.

2:20 Susie Brubaker-Cole & Vicki Tolar Burton

The new 1st year math, speech, writing and 2nd year writing requirements resulting from the Bacc Core Review.

Vicki Tolar Burton presented the transitional Baccalaureate Core implementation plan which was approved last June which includes:

- Students need to complete their Writing I, a Speech, and a Math course during their first year. Then complete a Writing II during the second year. It was noticed that some students had not completed a Writing II course before attempting a WIC course.

These new guidelines will go into the catalog for next Fall 2011. Satisfactory completion is expected during the first 45 credits completed at OSU. It’s a credit count not the academic or calendar year to address the needs of our part-time students.

What happens if they don’t complete these expectations? For first couple of years, we rely on saying it’s a requirement, and to engage the advisors to help communicate these goals. But will take ramp-up time for access before enforcement.

The committee will look after one year the compliance rate of new students entering Fall 2011. After
the second year of review, we will determine if there needs to be an enforcement policy.

During this review there were discoveries made, for example, reviewing the OUS campuses and finding that OSU is the only campus giving credit for less than C- for WR 121. This has now gone through the Cat II and will become effective Summer 2011.

Susie Brubaker-Cole reported that course access is in great shape for the Writing classes. Actively working with English department and the Mathematics department. The number of Communication seats will continue for two more years to catch up with the backlog. The alpha sectioned Writing I courses will be out of sync with the COMM sections and there will be sections of COMM designated for 1st year students and other sections open to other students. The Provost is committed to providing access to these courses.

Mary Ann Matzke asked if a communication plan could be sent to advisors and the community college advisors as well.

Vicki Tolar Burton – Yes, it can.

Kerry Kincanon asked if there could be a First-Year cluster in MyDegrees.

Kent Kuo replied that he will check on a sub-block within the Baccalaureate core block.

Gene Newburgh expressed concern that, without adequate access into MTH 103 to move to 111, that MTH 103 becomes the limiting factor for student compliance of this new policy.

2:40 Carey Hilbert lead a discussion to determine if a policy should be created to prevent students who chronically "W" (withdraw) from individual terms and classes from doing so?

Carey Hilbert shared data of students that had an unusually large number of withdraws on their transcripts. Is this an abuse of the system, or is this the purpose of the W grade. At some point should this trigger mandatory advising? Or would the number of students prevent a mandatory advising intervention.

Kent Kuo shared that if a student lost Financial Aid and federal grants, then moved to alternative loans at a high %, then eventually the student could default. Is this doing the student any good? Putting a limit on withdraws would be an Academic Regulations Committee decision, by the way of a recommendation from Academic Advising Council to the Academic Regulations Committee. There may be far reaching consequences and requests for exceptions, much as the same for the max "S" credits.

Kent Kuo asked if we change the Academic Regulations to catch the exceptional cases? How wide spread of a concern is this to limit individual course withdraws or limit the number of times a student can withdraw from OSU.

Bret McFarlane was concerned if a student can go two years without seeing an advisor.

Cary Hilbert mentioned that other students do see their advisors but then withdraw at end of term.

Gene Newburgh was concerned that some students may not be adequately prepared for academic success at OSU and this will be more common as more students enroll. Increasing access issues for those classes, and the debt issue for the students. There should be checks and balances. Could there be a system to catch more than three withdraws to flag the student for additional advising support?

David Craig asked how Academic Regulations supports a top-tier institution. If our Academic Regulations allow this type of non-progress, then should the student be out if they haven’t broken the rules?

Mary Ann Matzke shared a faculty member concern that brought this issue forward. A student was in the class for the 8th time, which was demoralizing for faculty. There needs to be intervention by the Student Care Team, hopefully with a hold, to deal with these types of situations. Faculty don’t like to flunk the students over and over.

Mary Prindiville shared that private funding will allow a student to continue to withdraw and that mental health issues are one more scenario that affects the withdraw rate.
David Craig mentioned that the downturn in the job market or no motivation to graduate are other reasons or those who withdraw out of classes in an effort for a higher GPA.

Kent Kuo asked if the Academic Advising Council will ask the Academic Regulations Committee to consider some form of academic progress in the Academic Regulations.

Louie Bottaro asked how many students we are talking about. We don’t want to disadvantage part-time, DPP, and E-campus students.

Kent Kuo said that there are no rules that would prevent a student from registering for these high demand courses. It is reasonable to require the student to see an advisor, but then the student could still register for the classes.

Kerry Kincanon asked, since there is a maximum of 36 Satisfactory graded credits for degree completion, would a limit of 36 withdraw credits address the access issue? Kent Kuo replied that something like this would be a manual process.

Kerry Kincanon asked about limiting the number of course repeats, and that the University of California limits to three in total. Kent Kuo stated that he has never seen a withdraw model like what OSU uses – to allow a withdraw at the end of the 7th week. The University of California commitment date is much earlier in the term. This is the most forgiving set of policies he has encountered. Fresh Start and retroactive change of registration provides the student every benefit of the doubt.

Brent McFarlane asked if we can define the problem – its access and all the late withdraws.

Rick DeBellis – could student not register for a repeated class until open registration? Kent Kuo replied that would be very difficult due to programming changes and would be at least a year to develop.

Gene Newburgh asked if there are best practices out there. Appears to be two types of withdraws, the medical withdraw and the withdraw by choice.

Carey Hilbert said there are legitimate reasons for withdraw. Withdrawing so that they are not academically suspended and this pattern occurs over and over. I’m willing to work on this advising issue as well.

Dan Couch, Carey Hilbert, Brenda Sallee, Tracy Bentley-Townlin and Gene Newburgh will work on this.

Kerry Kuo asked the sub-group to bring back some observations and recommendations to the Academic Advising Council for discussion.

Tracy Bentley-Townlin asked for a data pull. Kent Kuo replied that they will do their best to pull data.

**AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the Willamette Seminar Room-East in Valley Library.**

**2010-2011 AAC Meeting Schedule**

- February 9
- March 9
- April 13
- May 11
- June 8
October 12, 2011, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

October 12, 2011
1:30-3:00 PM
Minutes

ATTENDEES: Brett Jeter, Carol Leder, Bobbi Hutcheson, Nicole Kent, Clay Torset, Carey Hilbert, Louie Bottaro, Mary Ann Matzke, Diane Raschio, Rebekah Lancelin, Kerry Kincanon, Tracy Bentley-Townlin, Kate Halischak, Oscar Montemayor, Nancy Laurence, Marian Moore, Leslee Mayers

Agenda
1. Introductions – 5 minutes
2. Academic Regulations Committee – Joanne Sorte – 30 minutes
3. Campus Updates – 20 minutes
4. Announcements and information Sharing – 5 minutes

Minutes

1. Introductions

2. Academic Regulations Committee – Joanne Sorte, member
   Joanne first read the charge of the Academic Regulations Committee:
   The Academic Regulations Committee studies the effect of current and proposed policies and regulations and recommends changes to improve the evaluation of scholastic performance of students. It recommends policy on (1) evaluation and acceptance of students for admission, (2) determination of resident status of students, (3) development of standards for academic performance and procedures for deviation from such standards, (4) evaluation and reporting of student academic performance, and (5) establishing procedures for review and appeal of academic requirements. The Committee consists of five faculty members, at least three of whom must be Teaching Faculty, three Students, and the Registrar, ex-officio, non-voting.
   Restated, these responsibilities fall under the general categories of determining if and how current AR’s interface with Ecampus student population; trying to understand the context in which an AR was written and its intent; identifying processes that need updating, clarification, or change; and making recommendations to the Registrar.

   Current issues under consideration by the committee revolve around Non-Degree Seeking Students (NDSS), including maximum allowable credits under that designation, differential and in-state tuition and fees, and identification (currently there are multiple types of non-degree that all have the same classification); the assignment of “Y” grades; the number of “W’s” a student can accumulate; and the use of the term "correspondence" course.

   Other concerns brought up by AAC members:
   - Whether there was any criterion to be admitted as a NDSS, and if a student was denied admission to OSU, should that person be allowed to enroll as a NDSS? Additionally, campus services are being used by these students and drawing time and resources from admitted, degree-seeking students.
   - Limiting the number of credits that could be taken by a NDSS.
   - Registration dates for Ecampus NDSS vs. campus NDSS.
   - Small group of students classified as NDSS but technically are not, but we lack another classification.

3. Information Sharing
Mary Ann distributed a draft of a form for students who want to declare a subsequent Credential or Certificate submitted by Registrar's. The form contained both a "pre-approval/declaration" and a verification of completion section. It was determined that the form needed revision, and perhaps two separate forms were needed.

The goal of the form is in line with efforts to more accurately identify NDSS, Post-Bacc Degree Seeking, and credential/certificate/minor/2nd option seeking students.

Nancy Laurence presented Guidelines for Petitioning for Late Application to Graduate. Currently these requests are not handled consistently by the Registrar's Office. The guidelines provide valid reasons for why a petition would be approved after the deadline had passed as well those reasons that would not meet approval. The Guidelines for Completing the Petition for Late Application to Graduate would provide students and advisors detailed steps to complete the petition process. MyDegrees audits should clearly indicate that the student is at 100% completion with the current term's courses. Head Advisors of the College would be asked to provide supporting approval signature and date. If approved by the Head Advisor, the petition would be approved. If an Advisor did not support the petition (student would not be at 100%) the Advisor would not approve/sign the petition.

4. **Announcements**
   - Carol Leder announced that THREE Academic Advising positions will be opening in the College of Business.
   - Kate Halischak noted that Lindy Brown in Athletic Advising had taken a position in the Corvallis Library, creating an opening which will be filled by Katrina Grubert (currently in COB).
   - Nicole Kent announced an "S/U Happy Hour" at McMenamins at 5:15 on Friday, November 11.

1. **Online Catalog and Co-requisite Visibility** – M. Matzke brought forward a concern from her college with the way that courses with co-requisites are displayed in the online schedule of classes. She shared the example of BI 212, which has an introductory Chemistry class as a prerequisite or a co-requisite. The online schedule of classes lists the Chemistry class options as a prerequisite in the catalog description and in the restrictions column followed by an asterisk (*). This asterisk points to a legend at the bottom of the page, where the * is explained with the following text: "Prereq may be taken prior to or simultaneously with this course". Brock McLeod, chief advisor, has gone to the Registrar with a request to make this clearer. Kent Kuo, University Registrar, is willing to explore this, but he wants guidance from the AAC on the language. It was noted that changes to the framework of the online schedule of classes would require service from the Business Solutions Group (BSG) and thus incur expense. AAC members expressed hesitation that textual change would make a significant difference in students’ understanding of prereqs and co-reqs, but some possible changes were suggested:
   - Move the legend to the top of the page
   - Include specific comments about the prereq/co-req in the "Comments" column
   - Add more text to make the catalog description more specific. In instances where the class can be a prereq or co-req, forgo the asterisk and list it in the catalog text as such.

   Regarding this last idea, B. Jeter questioned whether the change would necessitate BSG intervention since that text is actually pulled from the catalog and L. Bulling manages those updates. M. Matzke was going to take these ideas back to B. McLeod and K. Kuo for consideration.

2. **High Achieving Student Initiative Workgroup** – K. Peterson, D. Arp, and J. Day (members of this workgroup) visited the AAC to share an Engagement Plan for increasing our yield of high achieving students (defined as students with a 3.75+ high school GPA). K. Peterson reported that in assessing the metrics in our Enrollment Management Plan, OSU was meeting most targets, but it was determined that we needed to do a better job of bringing in high achieving students. For our fall 2011 class, our profile was 36% high achieving. President Ray wants to move quickly to increase of the number of high achievers who actually enroll at OSU. The eventual goal by 2025 is that our class is 50% high achievers. A workgroup was commissioned to research the issue and develop an Engagement Plan. Peterson, Arp, and Day, shared a handout that includes an executive summary (page 1), select examples of College and Departmental engagement with high achievers (page 2), our profile in comparison to other land grant universities (page 3), and a list of five "strategic imperatives" relative to this effort (page 4).

D. Arp shared insight from the work group’s findings and also what the University Honors College (UHC) learned from surveying its accepted students who have chosen not to attend OSU. He noted that high achievers tend to prefer print recruiting materials to web. They value high contact and unique academic opportunities. They value connection to the departments and colleges. He noted that the UHC survey revealed that many high achievers who chose not to attend OSU did not have good experiences interacting with the colleges. He promoted examples of best practices from page 2 of the handout and encouraged faculty/advisor availability when students come to visit campus.

Feedback and comments were solicited from AAC members. Questions and comments included:
M. Matzke expressed concern that colleges and departments need help to make this happen. Staffing levels are largely inadequate to allocate FTE to these tasks, and colleges may not have local expertise in developing marketing/communication plans of this nature.

Many members noted the challenges with getting accurate information and asked if there was some way centrally to identify targeted students and feed that information (or at least their ID numbers) to the colleges. B. McFarlane suggested that OSU employ a Customer Relation Management (CRM) plan – a top-down effort that strategizes and tracks communication to high achieving students. K. Peterson noted that Banner has a Relationship Management function that may be useful.

G. Newburgh suggested greater involvement from alumni in this outreach. C. Leder asked if current UHC students might be used as part of the recruiting efforts.

C. Torset suggested creating a reward system for faculty who actively engage in high touch recruiting on top of research and teaching responsibilities.

C. Torset also asked if there were initiatives to recruit and attract high achieving transfer students. K. Peterson answered affirmatively and cited University Council on Student Experience and Engagement initiatives focusing on transfer students.

M. Matzke inquired if our financial offers/incentives were competitive with what other schools offer high achievers. D. Arp noted that their research indicated that money matters, but the exact dollar amount that students get offered is less important than that they received an offer and they "felt loved" 

K. Peterson closed by noting that representatives from this work group would be engaging individually with each college. She asked that the colleges provide ideas for data needs to help facilitate outreach to high achievers and was hopeful that we would work together to help OSU improve on "closing the deal" with our high achieving admits.

3. **Campus Updates** – L. Mayers provided an update from Student Life regarding the Student Life team’s interactions with students. Their current practice is to follow up any face-to-face student interaction with an e-mail to that student summarizing the conversation. If the conversation is academic in nature, the student's advisor gets copied on that e-mail (the specific advisor, if known; the College Head Advisor, if not). Mayers requested that, if advisors are referring students to the Dean of Student Life for any reason, we give them a heads up by going to the Outlook Global List and using the "SL OnCall Team" e-mail or by calling 7-8748. This prompted a conversation amongst the group about having a clearer definition of the current approach and philosophy of the Dean of Student Life Office. M. Accapadi and T. Bentley-Townlin will be invited to present at an upcoming AAC meeting.

Mayers also announced that New Student Programs and Family Outreach recently initiated recruiting for the START and U-Engage peer leaders. One e-mail has been sent already, and recruiting will be ramped up at the start of winter term.

4. **Announcements and Information Sharing** –

- M. Matzke announced that her retirement celebration will be Thursday, January 12 in MU 109. Originally scheduled for 3:00-5:00 p.m., it has been moved to 2:00-4:00 to accommodate those who need to attend the January Faculty Senate meeting.
- M. Moore from Career Services reminded advisors that the Nonprofit and Volunteering Expo will be held on Wednesday, January 25 from 1:00-4:00 p.m. in the MU Ballroom.
- C. Torset announced that he would soon be ordering more OSU college-specific window stickers for Forestry and invited other advisors to join in on that order if they need stickers for their colleges.
- L. Bottaro announced that Tristen Shay has been hired as Assistant Head Advisor for the College of Liberal Arts.
- C. Leder shared that the College of Business completed interviews for its two open advisor positions this week and should have the positions filled very soon.

Meeting Adjourned at 3:05 PM.

**Upcoming Meetings:**
- January 11, 2012
- February 8, 2012
- March 14, 2012
- April 11, 2012
- May 9, 2012
June 13, 2012

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the East Willamette Conference Room on the 3rd floor of the Valley Library.
Academic Advising Council

October 13, 2010

Agenda

1. Introductions - 5 minutes
2. Kate Halischak - Athlete Quarterly Update - 10 minutes
3. Rebekah Lancelin - NACADA Awards - 15 minutes
4. Announcement & Information Sharing - 30 minutes
   - Anne Lapour - Career Services
   - Connie Atchley - Enterprise Computing Services
5. Mary Ann Matzke & Kent Kuo - Advisor Privacy Notes - 30 minutes

Attendees: Brett Jeter, Brenda Sallee, Tamara Stafford, Brett McFarlane, Clay Torset, Melanie Jones, Rebekah Lancelin, Polly Jeneva, Kerry Kincanon, Mary Ann Matzke, Kate Halischak, Dianna Raschio, Anne Lapour, Renee Stowell, Joan Oakes, Kent Kuo, Leslee Mayers, Earlean Wilson-Huey, Connie Atchley, Candace Pierson-Charlton, Michele Sandlin, Amas Aduviri, Janet Nishihara

Minutes

1. Introductions
2. Kate Halischak - Athlete Update -
   Handed out the Academic Performance Summary for Student Athletes from Spring term 2010.
   - 91 student athletes make OSU Honor Roll.
   - 255 student athletes had a term GPA of 3.0+ - an all time high.
   - 23 student athletes had a term GPA of 4.0.
   - 2 student athletes have maintained a perfect 4.0 while at OSU.
   - 40 student athletes on Academic Warning.
   - 7 student athletes on Probation.
   - No student athletes were academically suspended in the last academic year.
   - In-State compared with Out-of-State student athletes has been consistent to previous years.
   - Student athletes are enrolled in all the colleges across the campus.
   - The number of students on each team now appears on the academic performance summary.
   - Women's Volleyball and Cross Country battles for highest team GPA.
   - Football continues gradual academic progress upward with 103 team members.
   - Jon Reehoorn is the new Men's Golf coach from University of Idaho and will bring great things to the program.
   - Scott Rueck is the new Women's Basketball coach and is still building the team.
   - Women's Gymnastics team competed in the NCAA Finals and achieved a 3.22 team average GPA.
   - Appreciate the opportunity to share that 212 student athletes are participating in the nightly study program, at 7 pm Monday through Thursday nights on the 3rd and 4th floor of Reser Stadium.
   - Please let Kate know if additional data variables would be helpful to the advising community.

3. NACADA Awards - Rebekah Lancelin
   - March 6 is the typical application deadline.
   - One nomination for each category from each campus.
   - Regional NACADA application is similar format to the national awards.
   - Carol Leder in Business received a Certificate of Merit last year and was recognized with the OSU Dar Reese Excellence in Advising Award.
   - Brenda & Kerry shared insight to the nomination process that included: it takes a fair
amount of time, requires planning ahead, and setting up an internal deadline a month ahead of due date. The holiday break is a good time to put the packet together. This includes several letters of recommendation and an essay on the advising philosophy of the candidate. More work to nominate than the time expended by the campus committee that reviews the nominations. The nominating department puts the packet together, material to the subcommittee is abbreviated, and just a letter of support.
- At the NACADA conference, Kerry accepted for Carol and Brett McFarlane accepted for Janine Allen from Portland State University.
- Earlean Wilson-Huey and Brenda Sallee have volunteered for this subcommittee.
- Please contact Rebekah if you wish to be on the nomination review subcommittee.

4. Announcement & Information Sharing

- **Anne Lapour** overviewed the services that Career Services provides that may be helpful to new advisors. She also handed out copies of the new Career Services brochure that provide more comprehensive tips to students, provides guidelines and examples of resumes and cover letters.
  - More copies will be sent to the academic units.
  - Please encourage students to use Career Services early in their degree program.
  - Comprehensive approach to Career Services stresses Identity, Confidence, Adaptability and Network.
  - Please let us know how we can be helpful to your advisors. Career counselors can help with focusing students towards graduate or professional programs, considering alternatives to student redirected from pro-school programs, provide students a broadened view of academic options and career paths.
  - Beaver JobNet has been upgraded and is easier to use. ONID and password is required to access; please have Alumni contact Career Services for access.
  - Career Services has a new permanent part-time career counselor as well as a 0.5 FTE Peace Corps coordinator.
- **Brett McFarlane** stated that Engineering moved their Jobs page to Beaver JobNet and it was a very easy process and very helpful for their students.
- **Mary Ann** mentioned that Work Study positions are listed on Beaver JobNet.
- **Brenda** asked about resume reviews. Anne reported that they see a steady stream of students utilizing this service all term and especially busy around the career fair times. Students receive immediate feedback on resume and cover letters from the career services staff. No appointment is required.

**Connie Atchley** - Enterprise Computing - introduced Jill Swenson, the new Project Manager who was unable to be present at the AAC meeting. She also introduced two new software initiatives: Luminus and Cognos.
- Luminus is a portal software product that will give users the choice regarding applications to be displayed that they actually use. Students will utilize the portal concept and love it. This is the highest priority task for Enterprise Computing to implement and the first release is scheduled to go live the Summer of 2011.
  - Kent Kuo commented that an outcome of this software will be one defined place where advising tools could be utilized. That Version #5 - the next step ahead is the way one can define communities. This will use the social networking pieces and congregate them together and will allow interaction among students as well as with the University. More information will be coming in the future as we near implementation. Portal software was on the top five lists from academic support units (enrollment management, financial aid, etc.) of products that we need to implement to move the campus community forward.
- Cognos - an IBM product is business intelligence software that is web delivered. The current software does not allow for updating of complex reports with future versions, so it is falling behind in its ability to meet campus information needs. Cognos is the lead product in business intelligence software and a partner of SunGard HE, so it has been purchased. This will be the second priority implementation after Luminus.
  - There will be a long implementation timeline to convert from Data Warehouse-GQL to Cognos to allow users time to convert as business continuous is a top priority. A web demo will be available later. It is a Microsoft looking tool that facilitates the use of information to make better decisions. This is an OUS initiative and hopefully all campuses will implement this software. Jill Swenson will be the lead for the Cognos project.
  - Connie reported that adding Jill as a project manager is a very good thing and will increase the capacity in business analysis. Enterprise Computing is moving from maintenance to analysis and design of information services to meet the needs of the campus.
Mary Ann asked about the Scholarship Management System (SMS). Connie overviewed that the SMS will allow for students to search for scholarships and then apply for them. It will allow students to answer questions that are specific to a given scholarship, apply for them, the system will process the scholarships and then award them to the students. This project was the top priority last year after reviewing a pilot by BSG. This was then redesigned by ECS. The roll-out will be a beta group in October, and then will be released more broadly in January for those who wish to participate alongside the beta group, awarding scholarships for the 2011-2012 academic year.

Renee Stowell asked if scholarships for study abroad will be searchable scholarship criteria. These have not yet been loaded into SMS, but "study abroad" isn't a searchable criteria. Renee reminded us that domestic students going abroad should see [http://oregonstate.edu/international/studyabroad/finances](http://oregonstate.edu/international/studyabroad/finances) or contact International Programs for scholarship information.

The SMS is not for graduate student fellowships or for scholarship directed at international students. Holly Pitts is the SMS project manager for the technical effort in ECS, Dan Crouch is the Project Manager for Enrollment Services.

**Other Announcements** - Renee spoke about International Student Volunteers (ISV), and similar organizations offering overseas experiences that haven't been approved at OSU. If a student wants to earn academic credit for an experience abroad that hasn't been approved, they must go through a petition or Directed Study option through International Programs. This ensures that the student has a sound academic plan and will be properly insured while abroad. ISV and other options may actually be more expensive for shorter stays abroad. Please encourage students to attend the First Steps meetings, M-F at noon and 4pm - no appointment is necessary. Any concerns about ISV credit policy, please forward concerns to Michele Justice.

5. **Advisor Privacy Notes:**
Mary Ann requested clarification as to what notes are private and what should be transferred to the receiving college when a student changes their major. Overall the need for some guidance for new and continuing advisors across campus was requested.

- Kent Kuo provided that nothing fundamentally changes with DegreeWorks because the privacy laws have not changed regardless of the format (paper vs. electronic notes). The decision to record notes online should not be determined by the system itself. These laws and rules apply to any medium where notes are kept by advisors. Common sense and wisdom of what is appropriate to say about a student in a note should be encouraged with an emphasis on factual statements and not individual assessments.
- A "private note" is one that is not **shared with anyone!** Once another person (advisor, staff person) has access to that note, (like a file in a centralized office filing cabinet), then it becomes part of the educational record and is subpoenaable and must comply with records retention requirements.
- A private note must be kept in an area where no other person has access to it.
- Kent mentioned that retention requirements changed a year ago and he will send the new policy out to the AAC list serve so that units may self-assess their files at the college-level.
- Kent reminded us to never record something that you would not want to appear on the front page of the newspaper.
- The drop down comments in DegreeWorks is a good first step to unify notes. But it is best to notate - "student stated that they feel depressed" rather than "advised student to see CAPS." Always go with what the student told you.

Brett McFarlane asked if private notes can be organized by student name, and they can, but if made available to another - like the Dean, then the notes become an educational record. Automatically assume that any notes entered into a system or database (that is accessible by others) would be considered part of a student's educational record.

- It is appropriate to provide a factual analysis of a situation - such as: difficult term may need to petition. As that is factual information. Never make an interpretation or generalization of the student or situation.
- Kent suggested that academic advisors would be the best people to creating the training on notes and recommends formulating a team to develop training for student notes and notes guidelines.

Kate Halischak asked what is included when a record is legally subpoenaed. Kent offered examples of how this can occur: when a student is involuntarily separated from OSU and the student perceives
discrimination; when a student petitions to review, alter, or delete part of their educational record that they perceive as false or misleading; and when that information can be used in a criminal and/or civil lawsuit. When this occurs, every document on that student will be sent to the Office of General Counsel, and subsequently released to the parties who subpoenaed the information or requested the information under the Public Information Act.

- Documents from outside agencies, such as a police record should not be retained. If one is received, destroy it rather than add it a student file. Otherwise it may be viewed as part of a student's educational record.
- Issues dealing with college-level professional code of conduct are best sent to the Student Conduct Office.

Earlean Wilson-Huey asked who will be able to see the notes in DegreeWorks - Kent answered that everyone who has advisor access will be able to see all notes. While it is true that you can click a box that makes that note available just to advisors, if an advisor prints out their copy of a degree audit, the notes available to the advisor will also print out with that degree audit.

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June 9, 2010, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

June 9, 2010
Minutes

Attendees: Rick DeBellis, Cary Green, Kate Halischak, Carey Hilbert, Polly Jeneva, Kerry Kincanon, Kent Kuo, Rebekah Lancelin, Mary Ann Matzke, Brett McFarlane, Gene Newburgh, Janet Nishihara, Candace Pierson-Charilton, Mary Prindiville, Dianna Raschio, Brenda Sallee, Marilyn Stewart, Renee Stowell, Clay Torset, Marybeth Trevino, Sandy Tsuneyoshi, Kris Winter

Agenda

1. Welcome and Introductions - The meeting was called to order at 1:30 by Chair, Brenda Sallee, and everyone introduced themselves.

2. Welcome and Introductions - Candy distributed information about INTO. Candy reported that her position has changed to more of an academic counseling role; she publically thanked Kate Halischak, Gene Newburgh, and Mary Prindiville for their guidance.

Two meetings were held for Pathways students to clarify entry to OSU. Pathways students who are taking classes this summer can go through START. All the students who are going home this summer need to be back by September 19 and attend the International orientation on September 20 and START on September 21. Candy shared the reported numbers of Pathways students and their chosen disciplines. Of the reported numbers, two-thirds of the Pathways students who started this year will complete the Pathways program. For those students who did not complete the program but have still passed some OSU classes, they can transfer into OSU. It is a seamless operation; they do not have to apply to OSU. The gateway course for Pathways students seems to be WR 121. Susan Meyers from the English department is the coordinator for the WR 121 classes. Candy noted that the course is rigorous for these students. However, the content and assessment for the course are the same for Pathways and non-Pathways students. INTO also offers bridge courses to help students; students who attend bridge courses do much better. There is a mix of INTO and OSU professors teaching courses for Pathways students. The selection of OSU faculty is based on their work with international students.

All graduate and undergraduate Pathways students take a language placement test which has reading, writing, and speaking components. If they achieve a low score on the placement test, they take 1-2 terms of academic English and transfer into the Pathways program. Students also take a math placement test. Candy commented that Pathways students are well-versed in the meaning of a GPA. Pathways students are required to earn a minimum GPA of 2.25, a C- or better in all Pathways courses, a minimum C in WR 121, COMM 111, and MTH, and a minimum of a C in Engineering, math, and chemistry courses. To transfer to OSU, Pathways students must complete 36 credit hours; they would have guaranteed sophomore status and should be able to graduate in four years if they follow the program.

Mary Ann Matzke reiterated for advisors who work with Pathways students and other International students the level of difficulty for International students to get accepted into medical school in the U.S.

Candy stated that some students are anxious to get done because of family pressure to return home. Pathways students are also required to be in campus housing for three terms. Transition issues Candy has seen with INTO students are time management, adjusting to so much freedom, and coming from systems where they do not have to go to class and take quizzes and their entire grade hinges on a final exam.

Candy will e-mail the group additional information and web links regarding INTO/OSU students.
3. **BEST & Sept Scholars Update - Mary Prindiville**

Mary Prindiville reported that Claire Creighton is the coordinator for September Scholars. There will be three cohorts of 20 students this summer. September Scholars are a defined group of students; they have already been identified and have been invited to attend. The format has changed, the students are going to be on campus for a 10-day session in September and it will end before CONNECT week begins. Claire will meet with the students during START as well. The summer groups will remain together for their ALS course in the Fall. Kerry Kincanon will talk to Claire to possibly do ALS course overrides for these 60 students so advisors do not have to do that during START. Students will be given course overrides based on their schedule of classes, not given capacity overrides.

The BEST program is now in its fifth year. There will be three sessions this summer and almost all sports will participate. One of the Saturdays in the program will be a service learning project day to help students create a sense of belonging and understanding in the community. Sandy Tsuneyoshi commented on the success of the program and how many students are on to graduate and professional schools and how the program impacted their lives. Kate Halischak reported that a number of students who were in the program are now going to be assisting with the program.

Contact Mary or Claire with any questions you may have about the programs.

4. **Discuss & Vote whether to endorse the new Bac Core Review Committee Final Report - Brenda Sallee**

Brenda led the discussion on the request for AAC to endorse the Final Report from the Bacc Core Review Committee. Polly Jeneva asked about the charge from the Executive Committee for the Academic Standing Committee to create consequences for students who fail to complete their first-year Bacc Core courses during their first-year. Discussion occurred about what consequences mean in regard to this and what they may be. Polly stated she would rather see something positive rather than punitive. Kent stated his belief that if the requirement goes into effect, there needs to be consequences for the students, adding, if it is not enforceable it is not useful.

Kent Kuo talked about course access to the first-year Bacc Core courses that would be required for students. WR 121 is well covered. The intent with COMM courses is to deal with the backlog. Kent stated the goal is to add 1500 more seats in COMM courses (111, 114, and 218) per year in each of the three years that will truly be for only first-year students. Once we get to the point where it is first-year only, we can create continuity. The challenge will be a date for implementation. Kent shared his conversation with the Chair of Speech Communication, Robert Iltis. He believes there are enough instructors to make this happen. An outstanding issue would be enough classroom space.

Brenda summarized the concerns of the group: the punitive nature of the three college course requirements, what office or group will monitor and check the students, enforcement of this requirement, and course access. The group also noted that students from Corvallis, Cascades, and E-campus do not have the same resources.

Mary Ann made a motion to endorse the report with noted reservations. AAC voted (with one abstention) to endorse (with reservations) the adoption of the Final Report by the Bacc Core committee. Brenda will summarize and send a letter to the President of the Faculty Senate.

5. **AAC Chair Elect Vote - Brenda Sallee (Rebekah Lancelin is 2010-11 Chair)**

Clay Torset - College of Forestry, Head Advisor
Carey Hilbert - College of HHS, Asst Head Advisor
Gary Green - College of Agric Sci, Assoc Dean/Head Advisor (withdrawn)
Brett McFarlane - College of Engr, Head Advisor (withdrawn)

Brenda distributed ballots to voting members.

6. **START Override Process & Math Placement - Mary Ann Matzke**

Mary Ann reported that College of Science advisors will be doing overrides during START. Students can walk in and wait for the override to be completed before they leave. Students will not be given capacity overrides. If a student has LDT transfer credits, he or she will have to go to the department to get an override. Professors for organic chemistry will want to see grades before an override is done. Mary Ann distributed override forms.

Mary Ann distributed information showing the correlation between math placement scores and the success rate in MTH 111, which does not seem to be predictive. Advisors still need to use other factors to guide students such as, math background, level of confidence, fear of math, etc. Students can only...
take the placement test for a score one time and they do not get their score until they come to campus. Students however, can take the practice tests multiple times.

MTH 111 instructors were giving students a test in the fourth week of classes to gauge their level of readiness for the course. That test will now be given in the second week to help those who don’t pass the opportunity to find an alternative course or to drop the class entirely.

Carey Hilbert stated that she still advises to the statistics of those students who fail MTH 111 who were not placed into the course. She stated that those numbers have been very effective when working with students.

7. **U-Engage 2010-Kris Winter**
   Kris Winter announced that Leslee Mayers will e-mail START agendas to the group. The U-Engage sections are capped at 25 students; each section is taught by a faculty member and peer leader. Five learning outcomes were developed that will be incorporated into each course topic. Capacity overrides will not be done. Each course is worth two graded credits. These courses can be searched under ALS 199 in the course catalog. Students will be given the U-Engage information at START. The courses will be talked about with students and parents at the opening session.

8. **Announcements**
   Brenda will send an e-mail to confirm with the group the meeting location for next year.

   After tabulating the votes, Brenda announced the new chair-elect for 2010-2011 will be Clay Torset.

   Cary Green thanked Brenda for her work as Chair for the past year. The group acknowledged and thanked Brenda.

   Gene Newburgh announced that the College of Education will be temporarily in Waldo Hall on the 4th floor beginning June 21.

   The meeting was adjourned at 3:03 pm by Chair Brenda Sallee.
May 12, 2010, Academic Advising Council, Faculty Senate, Oregon State University

May 12, 2010
Minutes

Attendees: Tracy Bentley–Townlin, Susie Brubaker–Cole, Rick DeBellis, Cary Green, Kate Halischak, Carey Hilbert, Polly Jeneva, Kerry Kincanon, Kent Kuo, Rebekah Lancelin, Mary Ann Matzke, Kim McAlexander, Gene Newburgh, Janet Nishihara, Candace Pierson-Charlton, Mary Prindiville, Dianna Raschio, Michele Sandlin, Brenda Sallee, Renee Stowell, Clay Torset, Sandy Tsuneyoshi

Agenda Items

- **Welcome and Introductions** – The meeting was called to order at 1:30 by Chair, Brenda Sallee, and everyone introduced themselves.

- **Appworx Demo – Admissions data – Jim Day & Gabriel Williams**

  Gabriel Williams gave a tutorial on Appworx which is used to garner academic reports. Appworx is accessed through a link in Banner. Appworx provides real-time data; whereas Data warehouse information is a day later. You can search in different areas – student, finance, or type in the search box and click enter. There is also a backlog area which will show jobs you currently submitted. There is a history area, as well, which will store every job for 500 days that you have run. If you want to resubmit a job you can search for that job and do it without having to save it. When the job you request finishes, you will be e-mailed the report. There are tutorials on Appworx as well as pdf tutorials. Carla Cogburn (previously Simonson) can help if you are having trouble with access.

  Clay requested a campus code be added for Report 3500. The codes used in Appworx are the same as Banner codes. Gabriel added that Appworx can give you a picture of enrollment for course access planning. Gabriel will send out notes to Brenda for AAC. Please contact Gabriel at any time with questions.

  Appworx Job Submission for OSU was also presented as a resource.

- **First Year Advising Task Force Report** – Kim McAlexander & Susie Brubaker–Cole – **Vote by members**

  Susie opened the discussion by stating that she and Kim McAlexander are seeking a vote to endorse or not to endorse the First Year Advising Task Force Report. The First Year Task Force initially wrote First-Year outcomes (listed on Appendix D of the report) which then guided the process. A subcommittee listed about 20 different modes of advising delivery which was then discussed in the larger group for advantages and disadvantages. The list was then narrowed down to two different advising models: centralized and split (or decentralized).

  The centralized advising model means that the college is centralized, so advising would take place in one main building. Decentralized advising within a college means that advising may take place in different buildings. The task was then to create a set of recommendations that provide flexibility, structure, and accountability so no one college is off the hook. Susie added that they do not have firm data to show one model is more successful than the other. The second condition considered was the budget climate. The task force was asked to produce a revenue neutral proposal. The opinion of the task force was that the solution that would bring about significant change would take considerable FTE to lower the advisor-to-student ratio and, for the moment, that is not possible. The third condition to consider was the rate of change and flux in colleges and departments.
There will be implementation teams to discuss the strengths and challenges and what mechanisms are needed to activate the plan and bring about change. The second implementation and recommendation plan would be to bring the plan forward to create change. That implementation team would be led by Susie and also have an Associate Dean from a different college, and at least two line advisors (not a specific type of advisor). The mechanisms that are potential areas to bring about change are listed on page 5 of the report.

When changing the advising structure and mode of delivery, we need to think about the people who are doing the advising, training, professional development, and technology. The point is to hold every college accountable to make changes. Page 4 of the report lists actions that can be taken by colleges that will help regardless of what model the college takes on. The advising survey is still being worked through the Institutional Review Board; once we have those surveys, the responses should help to inform us for actions that each college could take.

Kent Kuo asked if there is a likelihood of no matter which advising model is used if there will be a link of advisors and advisees that could be listed in DegreeWorks and how to know when a student will switch from one advisor to a different advisor. There was discussion about the difficulty of sustaining this over time. The benefit with having this information is the possibility to automate certain communications. Kent gave an example if there is a question about a graduation audit the student would be able to email the advisor quickly. The lead advisor in the department could be listed as the primary contact. Renee stated that it may be confusing for the student to see a different advisor name than who the student has been seeing for advising. Brenda pointed out in the College of Business, their 2500 students can see any of the five COB advisors. Polly pointed out that the task force report is focused on first-year students and some colleges will have the students switch advisors in their second year making it even more difficult to keep current the advisee to a specific advisor. Cary recommended a work group be put together to handle this issue.

Brenda called for a vote to endorse or not to endorse the report. MaryAnn moved to endorse the report; Gene Newburg seconded the vote. The motion passed unanimously to endorse the report. Susie will pass this along to the Faculty Senate.

- **Athletics Academic Performance Update – Kate Halischak**

  Kate Halischak distributed the Quarterly Report on academics of athletes. Kate noted that the team GPA of men's wrestling is low due to the NCAA championships held during finals week. There are 195 student athletes taking e-campus classes which come to 4.6 e-campus credits per student. The number of suspensions for the term is zero.

  Women's golf is going to be recognized for graduation rates in the top 10% in the nation. Discussion occurred to clarify the role of men's running and track. Kate confirmed that there is no men's track or cross country team at OSU; she stated that males can compete as individuals for running, but it is not a sponsored event. Currently there are eight men running.

- **Nominations of AAC Chair-Elect (see details below) – Brenda Sallee**

  Elections for the AAC Chair-Elect will take place in June, but nominations need to be submitted by May 26. People can be nominated or self-select. Gene Newburgh nominated Clay Torset. Cary Hilbert nominated Cary Green. Rick DeBellis nominated Brett McFarlane. Cary Green stated that, since his job requires wearing two hats, he may not have the time and energy to devote to the position. Gene moved to close the nominations and Cary seconded. Brenda asked that people email her before May 26 and she will confirm the nominations. Nominees are also able to decline the nomination.

  **Chair Selection**
  1. The Chair of the AAC will be a Head Advisor or designate from one of the academic colleges, UESP, or the Cascades Campus.
  2. Nominations, including self-nominations, must be made to the current Chair of the AAC no less than two weeks prior to the election meeting.
  3. The advisor with the largest number of AAC votes of those present at the last AAC meeting of the academic year will be selected.
  4. The position requires a four-year commitment: Year 1 – Secretary, Year 2 – Chair, Year 3 – Faculty Senate Curriculum Council liaison and Dar Reese Excellence in Advising Award selection, and Year 4 – representative to the Academic Affairs Council. In the event that the person cannot fulfill his or her duties, the chair shall appoint a replacement.

http://oregonstate.edu/dept/senate/committees/aac/min/2010/20100512.html
Announcements

Clay Torset recognized that Janet Nishihara is officially the Director of Educational Opportunities Program, after serving 2 years as Interim Director and being in that office for 29 years.

Carey Hilbert asked the group if anyone else is finding a preponderance of spring "graduates" not graduating until summer. Advisors agreed that they too are finding a number of students who have applied for spring, but are really graduating in the summer.

Renee Stowell reported that the International Programs website has changed. The URLs stay the same or users should be redirected. The International Degree and study abroad links have changed. Renee will forward the changes to the group.

Michele Sandlin announced that International Admissions is relocating to INTO staff. As of July 1 International Admissions will be in Heckart Lodge.

Carl Thomas is leaving OSU; his going away party will be on Tuesday, May 18 in the Registrar's Office.

The meeting was adjourned at 2:48 pm by Chair Brenda Sallee.

Scheduled Meetings
2009-2010

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the Willamette Room (West), 3rd floor, Valley Library, unless otherwise noted.

• June 9
March 10, 2010, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

March 10, 2010
Minutes

Attendees: David Craig, Moira Dempsey, Cary Green, Carey Hilbert, Kate Halischak, Polly Jeneva, Kerry Kincanon, Rebekah Lancelin, Anne Lapour, Susie Leslie, Mary Ann Matzke, Brett McFarlane, Gene Newburgh, Janet Nishihara, Joan Oakes, Candace Pierson-Charlton, Dianna Raschio, Sheila Roberts, Michele Sandlin, Brenda Sallee, Doug Severs, Renee Stowell, Clay Torset, Sandy Tsuneyoshi, Kris Winter

Agenda Items

- **Welcome and Introductions** – The meeting was called to order at 1:30 by Chair Brenda Sallee, and everyone introduced themselves.

- **New Financial Aid appeal**

  Doug Severs reported on the financial aid appeal process and the federal government guidelines. The Satisfactory Academic Progress Appeal form was distributed. Doug stated that the federal government wants to fund the first bachelor’s degree within a specific time frame. Therefore, the Financial Aid Office needs to know the remaining requirements for students; they need to know that the courses students are taking will speed up their graduation. For example, if a student has completed the plan but still can’t graduate, then the Financial Aid Office needs to know what happened. Doug stated that Financial Aid is excited to see DegreeWorks come on board which should help aid the planning process.

  The financial aid area on Student Online Services lists the student's percentage toward completion; it does not include current enrollment. A student can access his or her percentage at any time through Student Online Services. The percent changes every term and students can be automatically reinstated.

  Carey Hilbert asked for clarification on the appeal form, specifically what Financial Aid really needs to know (i.e. what the student has remaining, the student’s current program plan, etc.). Doug confirmed that a copy of their current program plan is sufficient enough. Brenda asked if a plan is acceptable, are there any situations in which a letter is needed. Doug stated that a plan is necessary and other information such as a letter is helpful for additional insight to help make a decision.

  Moira Dempsey expressed concern about the student signature portion on the appeal form, which states the student has met with their academic advisor to review their class schedule. Doug stated the student does not have to do that on the first appeal but it would help; Doug added the first appeal is a probation appeal.

  Kate Halischak stated that 15,000 students are receiving financial aid. The appeal form is for all students who don’t meet the current policy. Doug reported that warning letters are sent to students. If a student’s cumulative GPA is below a 2.0, their financial aid will be held. The GPA is evaluated at the end of spring term.

- **Current Student WebPage Portal – Renee Stowell.**

  Renee Stowell reported that the current student web pages of the OSU website will be revised. Whether it’s a portal or not has not yet been decided. Kent Kuo and Mamta Accapadi are investigating different options for the update.

  Renee will continue to take feedback on the portal issue or current student website. Sandy Tsuneyoshi stated that she spoke with a colleague from UCLA who spoke highly of portals, as they are convenient
for students and access to everything. Michele Sandlin works with a multimedia company in Portland who may be able to provide some feedback on web portals.

- **Duplication of Meetings sub-committee report – Clay Torset, Leslee Mayers, Gene Newburgh**

Clay Torset acknowledged the other members of the subcommittee, Leslee Mayers and Gene Newburgh, for their work. Clay distributed a revised meeting schedule. The goal was to reduce the number of meetings and still ensure communication flow where and when it needs to occur. The monthly Head Advisor/Enrollment Management meeting would become quarterly and would be focused on events.

It was decided that New Student Programs and Admissions would decide who was in charge of quarterly meetings. Leslee suggested a summer meeting would be later in the term, not on a Friday due to START dates. Meeting dates would be decided by New Student Programs and Admissions and they will send out the dates as soon as possible.

Mary Ann Matzke asked that someone take minutes at this meeting to keep communication going. Also, that the agenda be sent out ahead of time preferably two weeks in advance. Brenda pointed out that since Kent is not present we should make sure the revised schedule is acceptable to him. The group moved to vote on the revised schedule, Susie Leslie seconded the motion which carried unanimously. The motion passed. The group will be notified if Kent has any concerns about the new schedule.

- **Possibility of meeting once in summer – Clay Torset**

Clay proposed that AAC meet in the summer. The AAC meeting schedule was established during a time when professorial faculty were on nine-month appointments. September was proposed as the most logical time to add an additional meeting. The group discussed the pros and cons of an additional meeting and, if we were to add a meeting, the guidelines would need to be edited to represent the change. Susie Leslie stated that the Curriculum Council voted to be available to meet over the summer just in case rather than changing the guidelines.

Brett McFarlane stated that advisors already meet during the summer on access issues. Mary Ann Matzke pointed out that advisors are already doing more START sessions and more meetings, and advisors usually meet for a retreat during the summer giving a limited amount of time to meet for an additional meeting. It was noted that September is an extremely busy time, not making it the best time to meet. Polly Jeneva stated if there are reasons to meet, keep us in mind. Janet Nishihara reminded the group to not forget about the rest of the members and not restrict a summer meeting to just advisors. Renee added that if a summer meeting were to occur, to include herself and Marybeth Trevino on the meeting announcement as well. It was decided that if there is a need for a summer meeting one will be called.

- **Academic Warning/Probation Distinctions & Clarification – Kerry Kincanon & Kate Halischak**

**AW/PR**

- If a student has been here two terms, is sub 2.0, and has 18 or fewer graded GPA credits, he/she is coded as AW
- If a student has been here two terms, is sub 2.0, and has 18 or more graded GPA credits, he/she is coded as PR
- If a student has been here two terms, is sub 2.0, and was sub 2.0 both his/her first term and his/her second them, then he/she is coded as PR regardless of how many GPA hours he/she has earned

Kerry Kincanon stated that this issue originated for him last year and Kate saw this come to the surface recently with students who were in the BEST program, which begins in the summer. Two students were on warnings and two were on probation but all had the same credit load. Kate contacted Tom Watts from the Registrar’s Office who was stumped as well. Kerry spoke with Kent Kuo and the AW/PR distinctions listed above is how the Registrar’s Office is applying this to student records. This is a coding issue that predates Kent and is accurate based on the way the code is written. Kate was told by the Registrar’s Office that this is a generous interpretation of the policy. Kerry stated he would like this publicized to inform students.

Dave Craig pointed out that you can skip good standing and warning and go straight to probation according to this interpretation. Moira Dempsey asked if we know about the history of this. MaryAnn
Matzke stated it was meant to give the student who doesn’t take many credits an advantage. Kris Winter pointed out that this is good to know for the group working on the early alert system. Dianna Raschio stated she has students who are getting on probation who have 12 credits at the community college and then take one class at the university. Dave Craig stated that dual students with a strong community college transcript would be vulnerable to an academic suspension if they got an F in a university class even if they have a 3.5 GPA. Michele Sandlin confirmed this is a disadvantage to dual students. Mary Ann Matzke stated it is more to the advantage of the student; it’s not like a warning.

- **Announcements**
  - Waldo-Cummings student awards are coming up. Janet Nishihara, Chair for the Waldo Cummings Award Committee, said the process has been automated which helps save time and paper. Invitations to apply will go out to students with a 3.5 or higher GPA. Students have from March 24 to April 14 to submit their on-line application. Applications go directly to the committee member's e-mail. The Data Warehouse pull for the students will include college code, major code, and primary campus code which will be shared with the appropriate college advisor. The event is Wednesday, May 26 in the evening; dessert will be served in the MU Ballroom, preceded by a mixer in the MU Lounge. Students get two tickets, one for them, one for a faculty member of their choosing. Students also have the option to get two additional tickets for family members.
  - Candace Pierson-Charlton shared information about the Pathways Scholar Mentor Program and asked advisors to encourage their students to apply. The international students Candy works with want to meet and be better integrated. Candy heard back from participants and everyone wants to continue next term. Students are asked to commit to one hour a week for one-on-one conversation with their partner. Many students spent more than the minimum time with their partner because the experience was so rewarding.
  - Brenda requested that waitlists be run on the Fri/Sat/Sun nights before March 29. Lists for classes are printed early; this will ensure better accuracy.
  - Mary Ann reported that there were 25% more seats offered for MTH 252 spring term and the sections were filled. She reminded the group to encourage students to be on wait list so the math department can gauge demand for an additional section. CH 123/223 sections are full as well. There is no wait list for these courses but Chemistry will be dropping students who did not pass the prerequisite. These openings will be available during the middle of spring break. Students need to contact the chemistry department if they need a spot and they need to watch the web for openings.
  - Brenda updated the group on the position description language related to NCAA knowledge. Brenda stated that the update she received from Alex Parker was still vague and referred her to Human Resources who authored the language and has authority over revisions. Brenda will follow-up and get back to the group regarding next steps.
  - Kris Winter announced she is continuing to seek peer leaders for U-Engage sections next year. Please contact her with any student referrals you have.

The meeting was adjourned at 3:00 pm by Chair Brenda Sallee.

Scheduled Meetings
2009-2010

*AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the Willamette Room (West), 3rd floor, Valley Library, unless otherwise noted.*
February 10, 2010, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

February 10, 2010
Minutes

Attendees: John Bailey, Tracy Bentley-Townlin, Louie Bottaro, Susie Brubaker-Cole, Carey Green, Carey Hilbert, Kate Halischak, Sandy Jameson, Kerry Kincanon, Rebekah Lancelin, Anne Lapour, Susie Leslie, Leslee Meyers, Oscar Montemayor, Gene Newburgh, Peter Nguyen, Joan Oakes, Alex Parker, Candace Pierson-Charlton, Mary Prindiville, Mickey Reynolds, Brenda Sallee, Carla Simonson, Miranda Smith, Renee Stowell, Clay Torset, Marybeth Trevino

Agenda Items

- **Welcome and Introductions** - The meeting was called to order at 1:35 by Chair, Brenda Sallee, and everyone introduced themselves.

- **Alex Parker, the Compliance Officer for Athletics** - Academic requirements expected of Academic Advisors - NCAA

  "This position requires a clear and unambiguous commitment to compliance of all National Collegiate Athletic Association (NCAA) regulations for Division I (FBS) universities."

  Brenda asked for clarification on what the revised job description language means for advisors. Alex Parker reported that athletics recently completed NCAA certification in early November; they have been going through this process for 1.5 years. The main issue dealt with an operating principle in a self-study that will require institutions to have documents for those who work with athletes. The NCAA has imposed this on institutions. Alex stated 65 OSU employees have had to add this clause [listed above] in their position descriptions. Between December 29 and July 1 it is not required to be signed but starting July 1 it will be dictated by President Ray that everyone will have to sign this.

  Gene brought up concerns about athletics being responsible for how advisors sign it, stating that it was unprofessionally presented with a live link. Alex stated he had not seen the letter himself. The question was asked if there is a compromise of NCAA requirements and what others feel comfortable signing. Alex stated ultimately the expectations are to make advisors aware that NCAA rules exist and to not intentionally violate them; it's about awareness. For example, student athletes should be treated no different than the regular student. Clay asked if advisors will be getting the hard copy of the rules so we are aware of them. Since it is part of the advisor position description it will be part of our annual evaluation. Susie suggested a training and orientation for those affected by this change to better understand the parameters of issues that they need to look out for. It would relieve people of the burden of absorbing the binder of rules.

  Mickey Reynolds clarified that there were more than 65 people who had to sign the revised position description language, as staff from the Office of Admissions signed it as well. A question was posed inquiring why teaching faculty do not need to sign these. Alex stated this is something that HR is controlling and that HR has not yet said that faculty need to be involved. Alex added we are being dictated to by the National Association as to who should be involved. Alex confirmed that if your office has not been contacted you can assume for now that you do not have to sign. Advisors were asked to sign two things, the [revision to the position description](http://oregonstate.edu/dept/senate/committees/aac/min/2010/20100210.html) and the [December follow-up](http://oregonstate.edu/dept/senate/committees/aac/min/2010/20100210.html). Kim McAlexander stated she did not sign the statement until the text was changed. Alex reiterated that there is not an expectation to know all the rules, just be aware of them.

  ... NCAA regulations state that all employees working outside the Athletics Department who are involved or associated with student-athletes (SAs) **must be aware of** the University's unambiguous
commitment to comply with all NCAA regulations ...

vs.

"This position requires a clear and unambiguous commitment to compliance of all NCAA regulations for Division I (FBS) universities."

Suggested changes to this statement: "This position requires a clear and unambiguous commitment to compliance of all National Collegiate Athletic Association (NCAA) regulations for Division I (FBS) universities." are to take out the weblink and the word unambiguous. Alex reiterated that they are in the first year of cycle three and they are the guinea pigs adding that OSU Human Resources wrote this statement, not the NCAA which added to confusion. Alex stated this will be forwarded to NCAA. After consulting with Rich Holdren regarding the group's suggestions, Alex will follow up with AAC.

- Brenda - Update of Int'l CAP/Admissions mtg w/Engr and Bus.
In January and February Brenda Sallee and representatives from the College of Engineering and OSU Admissions met with colleagues from Int'l/INTO to discuss advising issues such as holds and math placement testing.

CAP students have holds put on until they attend special orientations; Marybeth Trevino's office (located in KERR A110) places those holds on for a reason. INTO student holds will be removed when needed. Marybeth reminded the group that if there is a hold on an INTO student there is supposed to be a hold. They are working with Admissions and New Student Programs to alert students that there are other things that students should do.

People jumping out of a pathway program should not be an issue any longer, they are in the program from beginning to end, and students now sign a contract. For those meeting with this group, further discussion will include: How do we do orientation for this special population? What happens if the students completely miss orientation?

- Susie Brubaker-Cole - Bacc Core Review Committee - Obtain feedback

John Bailey from the College of Forestry and Susie Brubaker-Cole shared updates from the Bacc Core Review Committee. Two years ago this committee began its review with the first year primarily spent gathering information and feedback. A year ago Phase 1 was completed with the report posted on the Faculty Senate website. John reported that the bottom line is that in 1988 the philosophy of the Bacc Core was ahead of its time. The structure of the Bacc Core is a nice progression, well-rounded, and very consistent with the cutting edge idea of how general education should be done. The bad news is the implementation and execution of the Bacc Core has strayed and has been characterized as, at worst, "a god awful checklist that students had to survive."

The committee has processed the feedback and taken a look at what needs to be changed. The committee will be focused on changing two basic parts: (1) change the culture of how the Bacc Core is implemented and (2) strategic changes. Ideally, there will be continual updates so an ad hoc group doesn't have to be formed every 10-20 years. There are five elements in Phase II to be tackled: (1) Comprehensive Learning Goals, (2) Transforming the Culture, (3) First-Year Linkages, (4) Experiential Learning and (5) Organizational Structure.

First-Year Linkages will require first-year students to complete the Skills requirements of the Bacc Core in their first year. Peter Nguyen asked how this will happen, for example COMM courses are typically filled with juniors and seniors. Susie responded that those courses will continue to have an increase in sections until the upper class backlog is resolved and that some sections already have been restricted to first-years which helped alleviate some of the backlog. Carey Hilbert asked what the expectations will be for transfer students. Susie responded that there is a separate committee looking at transfer student issues via the University Council on Student Engagement and Experience.

Gene Newburgh expressed concern about retention and the self-esteem of some students if (e.g. math) is forced on first-years who can't cope with the transition. Peter shared his experience with MTH 111 in which he earned A's in an EOP section but the regular pre-calculus section he initially registered for was "huge," creating an environment in which he did not do well. Mary Prindiville added that there has been supplemental instruction with MTH 111 that has helped with that issue.
Clay asked if the committee talked about the delivery method of these courses (e.g. Ecampus). John stated that there are bigger issues with Ecampus such as, do labs count? Clay stated that the success rate of first-year students in on-line classes is not very good.

Renee Stowell asked about the course designator and what parameters or measures there would be for Experiential Learning? John responded that the upfront work will be on existing courses with a syllabus and how it would fulfill those requirements or creating a new class with an EL prefix. Marybeth Trevino asked how can International Students would be able to satisfy Experiential Learning? For example, completing a domestic experience since their home country is not the United States. Susie stated there would be special consideration for International students on how to fulfill this; however, it could not be satisfied retroactively, as the purpose would be to plan learning outcomes in advance that would guide the learning during the experience and during post-experience reflection.

John stated he welcomes feedback and there will also be forums and focus groups for opportunities to provide comments through the first part of April. He encouraged the group to take a look at the details. The Bacc Core Review Committee will be making revisions through April and May at which point they will launch into phase three.

- Mickey Reynolds - Admissions - HHS 241 change w/military credit (see below)

Admissions reported that those who have been in the military and completed basic training will now be awarded credit for HHS 241. Students will need to submit their ACE transcript or DD214 to be awarded this credit. The new policy goes into effect February 1 but can be applied retroactively to students provided they show the appropriate paperwork. Tracy Bentley-Townlin added that OSU will be seeing an increase in students from the military beginning this summer and that 43% of returning veterans are not employed.

OSU is granting HHS 241 for military training. Here is the language regarding this:

Effectively February 1, 2010, Oregon State University will grant 1.00 credit for HHS 241 Lifetime Fitness Lab to Veterans. For HHS 241 credit to be granted, they will need to submit either the DD214 or ACE transcript. Credit will also be granted if one of these courses have been completed successfully: Physical Fitness, Physical Education, or Physical Conditioning from either the Naval Science Institute or the Community College of the Air Force. To receive credit from the Naval Science Institute or Community College of the Air Force, Oregon State University will need to receive a transcript from the institution. Please send all documents to Oregon State University, Office of Admissions, 104 Kerr Admin. Bldg., Corvallis, OR 97331.

- Announcements

Tracy Bentley-Townlin, who is on a veteran's work group, is looking into showing a webinar for advisors working with returning veterans. It seemed there was enough interest from advisors to bring the webinar to campus. Tracy and Mary shared that there are a number of resources from the State available to veteran's including a Women's Center at the Veteran's Administration in Portland.

Candy Pierson-Charlton thanked Brett McFarlane, Brenda Sallee, Tristin Shay, Ariella Wolf and Louie Bottaro for coming to INTO OSU last night and doing presentations for the students. Candy also thanked Gene Newberg for her wise council. Candy stated she would send the group an e-mail regarding the INTO/Mentor Pathway school program for conversation practice for the INTO students.

Oscar Montemayor reminded the group about the CAMP get together with advisors on February 25. He requested to please RSVP by February 16th.

Carey Green, who last month nominated Dan Smith for a NACADA advising award, announced that Dan's position description precludes him from being nominated for this award. Therefore, James Kiser from the College of Forestry, whose name was put forth last month, will be going forward with a nomination for the NACADA advising award.

The meeting was adjourned at 3:06 pm by Chair Brenda Sallee.

Scheduled Meetings
2009-2010

http://oregonstate.edu/dept/senate/committees/aac/min/2010/20100210.html[8/3/17, 1:00:53 PM]
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- March 10
- April 14
- May 12
- June 9
Jan 13, 2010, Academic Advising Council, Faculty Senate, Oregon State University

**Academic Advising Council**

**January 13, 2010**  
**Minutes**

**Attendees:** Amas Aduviri, Doug Cochran, Rick DeBellis, Cary Green, Carey Hilbert, Kate Halischak, Polly Jeneva, Kerry Kincanon, Kent Kuo, Rebekah Lancelin, Susie Leslie, Mary Ann Matzke, Leslee Mayers, Brett McFarlane, Gene Newburgh, Candace Pierson-Charlton, Mary Prindiville, Michele Sandlin, Carla Simonson, Marilyn Stewart, Renee Stowell, Clay Torset, Sandy Tsuneyoshi

**Agenda Items**

1. **Welcome and Introductions** - The meeting was called to order at 1:37 p.m. by past Chairperson Gene Newburgh and everyone introduced themselves.

   Gene repeatedly attempted to reach Dianna Raschio from Cascades campus on speaker phone. However, the attempt was unsuccessful. The West room location does not allow for outside phone access. AAC meetings may switch to the East room which allows for outside phone access.

2. **NACADA Awards subcommittee - Angela, Renee, Carey (15 min) - committee decisions of which advisors would be the OSU nominations for various advising awards**

   Carey Hilbert reported there were three nominees submitted for the NACADA advisor awards; Carol Leder, Dan Smith, and James Kiser. Carey noted that Jim Kiser from the College of Forestry won the Dar Reese Excellence in Advising award in 2009. The subcommittee put forth recommendations of Carol Leder from the College of Business and Dan Smith from the College of Agricultural Sciences to be submitted as nominations.

   With a motion on the floor, Gene asked for a second; Clay Torset seconded the motion. A unanimous vote was made to recommend Carol Leder and Dan Smith be submitted for the NACADA awards. Renee Stowell asked that announcements for these awards go out much earlier to the OSU community so more people have time to think about who they are nominating. An announcement will be made at the October AAC meeting at which point another ad hoc committee will be formed to solicit nominations.

3. **Kate Halischak - Athletics (5 min) - Quarterly report on student athlete grades**

   The quarterly report on student athlete academic performance was distributed by Kate Halischak. The report includes student athletes on active rosters, not fifth-year seniors whose eligibility has been exhausted. Excluding fifth-year seniors, there were 512 student athletes in fall 2009 with 78 on the honor roll and 16 in the University Honors College. There were 68 students on academic warning and 7 students on Academic Probation and nobody lost to Academic Suspension. The average GPA for the term has been lower than past terms. Kate explained that one reason for this might be the high percentage of first-term students. Also, in looking at the comparison to undergraduates not in athletics, their average GPA is also down. Student athletes are provided nighttime support through a study program in which 200 people are participating.

   Mary Ann Matzke inquired if athletes are still required to check-in with advisors. Kate responded that their athletic counselors see them regularly and encourage students to see their advisors. Candy Pierson-Charlton asked if freshman student attendance is monitored. Kate answered that comprehensively they are unable to do so but they rely on "class checkers" who are sometimes graduate students sent to classes; nighttime study facilitators provide a lot of information as well.

4. **Renee Stowell - Int'l Educ (10 min) - AAC support for new Current Student Website**
Renee Stowell began a discussion to garner feedback and support to revise the OSU website to include portals. A portal allows for information to be collected in a dynamic way. Portals display website information that is personalized so the person accessing it gets only the information they really need rather than searching through multiple weblinks. Renee passed out copies of webpages from other universities using portals to show the group what they look like. Renee added the possibility to enlist Provost and Executive Vice President Sabah Randhawa's assistance in this mandate and get support from AAC.

Kent Kuo stated that if money is not available that doesn't mean we should stop. Kent shared information about an open source program used by many institutions called U-Portal. However, if the preference was to acquire a product, then he recommended Lumnios which is build on U-Portal, so the technological infrastructure is the same. Kent stated that there are many opportunities on campus with open source systems that could be tapped into. Kent added we are behind our sister institutions and at some stage we need to start the momentum. Portland Community College, Portland State University, and Southern Oregon University have portals.

Mary Ann asked why this format of a website is better. Some benefits include that students would be able to obtain messages in one site and staff and faculty could send messages to one location instead of multiple places in the hopes that students will see it. A portal could include Banner, Datawarehouse, Blackboard, all in one place with one log-in. This would allow users to collect information needed and include dynamic resources and unique opportunities for academic and personal success. Kent stated the idea behind a portal is to make it a little more present. He provided an example that information on Student Academic Success and Engagement could be made to not be removable on student portals.

Carla Simonson stated if the group wanted to advocate for portals there would have to have a groundswell of support, which is where the discussion was left last time the topic of portals was discussed.

Gene asked if there was a motion to put forward to the group. Cary Green stated he was not in favor of supporting it at this time and would not be ready to vote until he was convinced.

Kent added that of the Student Affairs goals, number three is to have portals to allow services to be more readily visible to students. The Student Affairs directors support the implementation of portals as well. Cathy Walker from the Registrar’s Office and Enterprise Computing are supportive of having portals. Michele Sandlin stated there is data on retention and efficiencies of portals.

Renee confirmed she will send out links to the videos about portals and any research she may find to the AAC list. The issue will be tabled to the next meeting at which point further discussion can be had once the group has more information and a vote may be made regarding this initiative. Renee asked if anyone had questions they could contact her. Rick DeBellis encouraged the group to ask colleagues at the NACADA conference how portals have changed things for them.

5. **Sub-Committee on Meetings - Gene Newburgh - CHA recommendation for efficiency and duplication - review of "advising meetings" (15 minutes)**

Gene requested a subcommittee of AAC members to explore ways to increase efficiency and avoid duplication with the various academic advising meetings. Clay Torset and Leslee Mayers volunteered along with Gene for the committee. Clay will chair this subcommittee.

6. **Announcements (5 min)**

_Brenda - Several folks representing COB, COEngr, Admissions, INTO, Int'l Ed/CAP will be meeting this week to start discussing issues that have become apparent w/the influx of Int'l students. If you have issues you would like this group to be aware of, please send them to Brenda Sallee by Thursday afternoon (Jan. 14). The group will most likely provide an update at the Feb AAC mtg._

Kent announced that OSU has officially acquired Degree Works with the kick-off planned for February 22nd and training beginning the first week in March. Kent stated the process will begin with the past five years of the catalog and build it forward. Kent reported they would pick a college and roll it forward; when they are done with that college they will turn off CAP. They will complete this process college-by-college with the plan to be finished by Winter 2011. Kent added that equipment and licenses have been ordered and things are moving at a rapid pace. Kent thanked and acknowledged e-campus, particularly, Rick DeBellis and Alfonso Bradoch who funded the pre-admission Degree Works application. This program is akin to ATLAS, but it is the Sungard version.
Leslee stated that from the discussion at Friday's Head Advisor meeting they are exploring various options for changes to the academic presentations at START sessions. Options include presentations with or without parents and changing the time of the academic presentations. Leslee requested that we can share the ideas with staff but not to distribute this information widely, as it is still in draft form.

Carla asked the group if they received a sufficient answer to when incoming students are eligible to receive their ONID account. Carla reported that ONID credentials are created when students are admitted, not when they are enrolled; she added that they are looking at ways to get ONID credentials to students sooner. Carla asked the group to send her questions or concerns about student's access to ONID when the problems occur, so they can be looked at and addressed in the moment for a more accurate response. Leslee stated that Admissions is starting to ask incoming students to sign up for their ONID account before they get to OSU.

Doug Cochran announced winter term career development events including the university wide career fair on February 16 and Engineering career fair on February 17 and the 4th annual nonprofit volunteer expo on January 28 for which there is a waiting list. Doug reported that for the career fairs the employer representation is down a little bit but to still please encourage students to attend, connect, and network. There will be at least 100 employers present. Doug will send an electronic announcement of the upcoming events.

Meeting adjourned at 2:46 PM.

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2009-2010

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- March 10
- April 14
- May 12
- June 9
Attendees: Angela Austin Haney, Tracy Bentley-Townlin, Cary Green, Carey Hilbert, Polly Jeneva, Kerry Kincanon, Kent Kuo, Rebekah Lancelin, Anne Lapour, Susie Leslie, Mary Ann Matzke, Leslee Mayers, Brett McFarlane, Urmila Mali, Gene Newburgh, Peter Nguyen, Oakes, Candy Pierson-Charlton, Mary Prindiville, Brenda Sallee, Michele Sandlin, Renee Stowell, Clay Torset, Sandy Tsuneyoshi, Earlean Wilson-Huey

Agenda Items

1. Welcome and Introductions

2. Brenda Sallee - COB/AAC Chair - Vote on new non-voting member, thus change to AAC Guidelines Non-Voting Members list (Candy Pierson-Charlton, Student Services Coordinator, INTO OSU - works specifically w/at risk population)

   Brenda brought forth a request to update the AAC guidelines to add Candy Pierson-Charlton as a non-voting member per Candy's request. MaryAnn Matzke seconded the motion. Clay Torset suggested a representative from INTO be added rather than a specific person in the event Candy is absent. The decision to change the AAC guidelines to add a representative from INTO OSU was carried unanimously. The vote to add an INTO OSU Student Services representative as a non-voting member will go to the January Executive Committee meeting for final approval.

3. Kent Kuo - Registrar - Waitlisting revisited from Oct meeting

   Kent Kuo shared the motivating factors behind the decision driving the change in the waitlisting system; primarily, it is a system with flaws. The registration module is the most complex piece of code in the system and the waitlisting function has a lot of challenges in it. Waitlisting does not act the same way for the same type of function every single time which is frustrating for students, staff, and faculty. For example a student wants to waitlist two courses at the same time, the system will allow some students to register but not all. The inconsistencies remain and it is difficult if not impossible to find out why these discrepancies occur. Kent reported the plan to move away from local code to improve reliability and service which will in turn operate consistently; this will also allow programmers to be freed up during upgrade time. Another issue occurring due to local code is the on-line graduation system which is still working inconsistently. Kent stated if it doesn't get fixed, waitlisting will be removed entirely. Some departments are choosing not to do waitlisting (e.g. Chemistry) due to the inability to trust that the system will work for all students. Kent stated he believes the forthcoming change will be a better model for students, partially because it allows the student to make changes. Another advantage to changing the waitlist system is that it does support reserve seating (e.g. if a course has 5/25 seats on the waitlist and one of those reserved seating opens up it would go to the first person who meets the requirements).

   Kent went on to address the questions posed by Head Advisors (listed below):

   1. Some advisors missed the conversation from AAC. They were curious to know the benefits of the new waitlist system and what was motivating the change from the current system. Is it fixing one issue and making another more challenging?
   2. Will we be able to see a demo of the new system?
   3. Is the sense that the new system will work better in lecture/lab or lecture/recitation situations? For example, is it "smart" enough to bypass the student who is #1 on a lecture list but #9 for the chosen lab in favor of the student who is #2 on the lecture list but #1 on her chosen lab?
4. Situational question - a student is registering and puts himself on a waitlist. He continues to register and then signs up for another class which conflicts with the class he waitlisted. Will the new system recognize the time conflict and present a registration error?

5. I think this question may be have been asked and (perhaps?) answered at AAC, but for clarification - will the new system make waitlisted classes visible on the student's day and time schedule?

6. What kind of communication/education plan will be used to make students aware of the nuances of the new waitlist system? Some significant student training must occur.

7. What would it take to get the new system to register the student for the waitlisted class as it does now? If the system can check for time, and course load issues when the student gets on the WL, or gives them a warning about the pending issue, would that clear up some of the concerns you have with the present system?

#2 Can we see a demo in the system? Yes, but not until we move forward.

#3 We do think it will support lab/lecture better. It does allow to manually realign the waitlist. (e.g. synchronize if a student is number 7 on the list for a lab but number 2 on the list for a coordinating lecture). Polly asked who would monitor this. This issue has not been worked out yet. Kent added that Schedule 25 gets in the way of more flexible registration.

#4 Yes, you can have the new system recognize a conflict and present a registration error. You can have it say nothing, present a warning to the student, or present a fatal error. There can be different rules for waitlisting than the rules for registration. Clay asked, of the three levels of warning, is it system wide or CRN specific. Kent responded that it is system wide.

#5 The visibility of waitlisting will not show out of the box but it will be visible in the add/drop link.

#6 The Registrar’s Office communicates changes in a variety of modes including demos for advisors, on-line training videos, and announcements via e-mail and The Barometer.

#7 Kent reiterated that the changes to waitlisting entail an entirely different model. Kent reported he is not certain he would propagate it with additional functionality. Mary Ann Matzke asked when this will be implemented. Kent stressed his top priority is the online graduation application, with DegreeWorks being priority number two and waitlisting being third in line which would mean it would be implemented during summer for fall 2010 registration or during fall for winter 2011 registration.

Kent stated he was very thankful to advisors for talking to staff and faculty about this issue.

Here are some of the questions/responses from October Waitlist discussion.

**Question #1:** Is the wait list software a process or real-time application?

**Answer:** It is a process, but it is designed to wake up periodically (every five minutes) and check to see if seats are available and then work off the wait list.

**Thoughts:** We bandied the idea of having it wake up only on Fridays. That idea didn’t seem to be as useful as letting students know they have seven days to do something with their wait listed course(s). That allows for a more dynamic process of adjustments and opening of seats for other students.

**Suggestion:** Consider a model where the student has a seven-day window between Spring and Fall, and between Fall and Winter (which is sort of like waking the process up in a week); until the week before each term begins. At that stage (one week before each term) we can switch the window to 24 hours until the end of the 1st week of classes. The window between Winter and Spring, however, is too short for a week long wait. In that case, consider leaving the window at 24 hours.

**Question #2:** Can we apply the same rules in the wait list process as we do to registration (no check/warning/fatal)?
Answer: We can, but we may not want to in all cases.

Suggestion: Consider fatal flags be set on things like: pre-req checks, co-req checks, special approval etc. Provide warnings on other flags that are normally fatal like: time conflict and duplicate course check. Those will fatal at the time the student tries to move off of the wait list, but it gives them some room to be able to adjust their schedule to get a better day/time or to drop a filler course for something the student really wanted.

Question #3: Can we find a better way for the student and/or advisor to see which classes are enrolled and which ones are wait listed in self-service?

Answer: We will need to see if we can alter the style sheet or create a new one that allows for a better view of enrolled and wait listed courses. This is certainly possible.

Question #4: Does the system drop the student off the wait list if they exceed their window or does it just drop them down to the next highest number?

Answer: It drops them off the wait list entirely.

Question #5: Is there a way to still limit the number of courses a student can wait list?

Answer: Yes. It can limit the student to three wait listed courses.

Question #6: What does UC Davis do?

Answer: I know the UC Davis Registrar, Frank Wada, and I gave him a call. UC Davis uses a custom wait listing code. They are not on Banner v.8 yet, and they will have a lot to do for that transition to be realized. Frank said they are still studying baseline and doesn't know if they will move back to baseline on wait listing. Their process begins at the end of their second phase of priority registration. They allow up to 999 seats to be wait listed for any given section. They use a comment field to let the student know what number they are on the wait list. They also use a queuing system that moves the student off the wait list each night. If the student has an error, they won't push the student into the course. They don't, however, check for pre-reqs at UCD. Their wait list counts wait listed courses in the student's credit limits. So, if you can only have 19 units and four of those are a wait listed course this can impact the number of courses a student decides to wait list. They also don't provide a limit to the number of courses you can wait list but the prior issue of it counting in the total credit limits is likely why they don't need to do this. One significant weakness with their code is that it doesn't notify the student when they have been moved off the wait list and into the course.

4. Kent Kuo - Registrar - DegreeWorks update

Kent reported that the First Year Advising Task Force has presented a recommendation to Provost & Exec Vice President Sabah Randhawa to purchase DegreeWorks. Should the project go through, Kent will need to hire a project manager and an additional half time programmer to avoid interruptions in the Registrar's Office's regular campus services and functions.

Kent stated with better tools in place the better informed student who will in turn make better decisions. DegreeWorks would assist in projecting exactly how many seats are needed for courses and the possibility exists of automating the degree clearance process. This would mean moving away from the blue forms and the time saved on this alone would be tremendous.

5. Brenda Sallee - COB - NACADA national advisor award nominations for 2010

Academic Advising - Primary Role - Individuals whose primary role at the institution is the direct delivery of advising services to students.

Faculty Academic Advising - Individuals whose primary responsibility is teaching and who
spend a portion of their time providing academic advising services to students.

**Academic Advising Administrator** - Individuals who may provide direct academic advising services but whose primary responsibility is as an administrator or director of an academic advising program.

Brenda solicited nominations for the above NACADA awards. The deadline is March 1, 2010 but putting packets together is very time-intensive. Kerry Kincanon added that there is an additional award not listed for new advisors who have been advising for less than three years. Brenda nominated Carol Leder last year and was given an honorable mention. Kerry stated only one person can be put forth per award. Brett McFarlane suggested a forming a subcommittee with the goal of having one person nominated for each category every year which would help OSU get noticed.

An ad hoc subcommittee was created to solicit nominations and make recommendations for NACADA awards. Angela added that part of the subcommittee's work could be to garner excitement for the OSU Advising award. The subcommittee includes: Angela Austin Haney, Renee Stowell, and Carey Hilbert. Brett and Kerry will be consultants for the subcommittee. It was reiterated that there is a lot of work involved in creating the packets and it would be best to inform the person if their name is being put forth. The initial recommendation to the subcommittee will be a letter of intent no more than two pages long. Susie Leslie asked if instructors could be nominated or do they have to be tenured. Kerry responded that senior instructors could be nominated.

Kerry suggested that Carol Leder be nominated for the Academic Advising Primary Role award due to much of the packet work already completed from last year's nomination. Brenda moved that Carol be nominated for this award, Gene Newburgh seconded the motion. Mary Ann clarified that the ad hoc committee would bring back nominees to AAC to vote on them all at once.

6. **Tracy Bentley-Townlin - OSU Veteran's Advisory Committee**

Tracy reported on the work of the Veteran’s Advisory Committee. The VAC meets once per term and includes departments such as UHDS and CAPS. Tracy added there is a work group consisting of a smaller number of individuals looking at core access areas for Veteran’s (e.g. financial aid, EOP, e-campus) and any barriers that Veteran's may face in the system. The next initiative for the group is to conduct trainings or workshops for faculty and staff. There are 1,000 returning veterans coming from deployment in February 2010 and 2,700 coming to OSU in May. Tracy stated that 43% of the veterans are not employed. Tracy added at the Veterans Administration meeting in Salem she concluded that it would behoove OSU to be ahead of the game for those Veterans returning. Tracy requested an academic advisor be included on the work group and assist with trainings for staff and faculty.

The work group meets once every three weeks from 9:00-10:30 on Wednesdays with the next meeting scheduled for January 20th. Gus Bedwell is the Veterans Service Officer at OSU and Cathy Walker is now the Veterans Certifying Official for OSU. Tracy stated that 81% of vets receive their benefits expeditiously. Tracy reported that she remembered Business, Engineering and Ag Sciences being the most populated colleges at OSU for veterans.

7. **Announcements**

Michele Sandlin announced that the Advanced Tuition Deposit will now be required for every term, instead of solely for fall terms. Advanced Standings will be tied to Advanced Tuition Deposits. Details are still being worked out so Michele is unsure when the new policy will begin, but it will not be before summer 2010. Michele added they are trying to make catalog in January. Michele will get a timeline out as soon as she has one but the hope is that winter 2011 would be the first time the new policy would be implemented.

The OSU application fee is now only good for one year, per OUS rules. Therefore, the application fee and application are good for same academic year (i.e. Summer-Spring). If a student jumps from spring to summer it’s a new year so a new application fee would apply.

Mary Ann announced two new advisors in the College of Science: Dawn Marie Gaid will be advising for environmental science e-campus students and Cori Hall will be advising for pre-education, environmental science and biology students.
Brett reminded the group about registration for the NACADA Regional Conference in Seattle, January 25-27, 2010. There is also a unique opportunity to attend a special Technology Seminar presented by Eric Stoller, Academic Advisor in the College of Health and Human Sciences, on January 24 and 25 in Seattle.

Brenda announced she will not be in attendance at January's AAC meeting, and that Gene Newburgh would be chairing the meeting.

The meeting was adjourned at 2:47 PM by Chair Brenda Sallee

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2009-2010

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- January 13
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Attendees: Amas Aduviri, Paul Ashcraft, Connie Atchley, Angela Austin Haney, Tracy Bentley-Townlin, Amanda Champagne, Susie Brubaker-Cole, Moira Dempsey, Amy Flint, Cary Green, Carey Hilbert, Kate Halischak, Polly Jeneva, Rebekah Lancelin, Anne Lapour, Susie Leslie, Mary Ann Matzke, Brett McFarlane, Gene Newburgh, Kate Peterson, Sheila Roberts, Brenda Sallee, Michele Sandlin, Renee Stowell, Clay Torset, Marybeth Trevino

Agenda Items:

1. Welcome and Introductions - The meeting was called to order at 1:30 by Chairperson Brenda Sallee and everyone introduced themselves.

2. Amy Flint and Amanda Champagne—Registrar’s-- Demo of Online complete withdraw process

Amy Flint introduced an on-line university survey regarding students who wish to withdraw from all of their classes. When students withdraw from their courses a pop-up feature has been implemented before they drop their last class. Students will be required to answer the first question to confirm they are dropping. The student can then choose to respond to the remaining nine questions to garner more specific details on why the student would withdraw from OSU.

Students will be directed to the survey in a few different ways: through Registration in Student Online Services, through Personal Information in Online Services, and during weeks 8-10, if students are dropping their courses, the Registrar’s Office will direct them to the online survey. The Registrar’s Office will be processing these requests and running reports daily.

When taking the survey the student can choose to: answer the next question, finish the survey later, complete the survey, or remove survey from the list. Once the student clicks on "survey complete" the student cannot complete the survey again. This will be available to students beginning winter term 2010.

Marybeth Trevino stressed that International students should not be completing this form.

Cary Green commented on the applicability and hoops to go through to answering the survey. Discussions occurred around if the error message is strong enough and maybe create an anchor that takes them down to the error message. Other suggestions for changing the form were made and the group was reminded that they are working in baseline Banner which limits the ability to make a number of changes.

Polly Jeneva asked if a student was concerned about how they can come back, how that message could be included in this process. Susie Brubaker-Cole stated an automated e-mail could be created to include some friendly language welcoming them back.

Clay Torset commented that a statement about a student’s ability to return within a certain number of terms without having to reapply would be helpful to include.

Kate Halischak expressed concern that if the information the student supplies is linked to his or her record or anonymous dumping ground. If it is linked, a student may be reluctant to truthfully answer the questions. Amanda confirmed the information provided is linked with their record.

Connie Atchley commented that there are collection issues with students who go on MECOP, etc. Susie Leslie
added that one of the reasons for this new process is to “correct our cohort” and have more accurate data for the university. In the six things that can change a cohort, only the death of a student is one we have access to. Susie Leslie stated that with this information we can remove a student who is on military, mission, etc. When the student returns it won’t pull us down in the numbers; that will improve our statistics if we can clean up the cohort.

3. Susie Brubaker-Cole – Academic Success & Engagement — Updates: First-Year Advising Task Force and University Council of Student Engagement & Experience

First-Year Advising Task Force membership:
Susie Brubaker-Cole, Kim McAlexander, Mary Ann Matzke, Steve Kunert, Brett McFarlane, Brenda Sallee, Gene Newburgh, Rebekah Lancelin, Clay Torset, Cary Green, Nicole Kent, Kate Halischak, Kris Winter, Kerry Kincanon, Kate Peterson

Univ. Council of Student Engagement & Experience membership:
Dan Arp, Jim Lundy, Mary Ann Matzke, Anthony Wilcox, Anita Helle, Cary Green, Moira Dempsey, Mamta Accapadi, Brenda Sallee, Scott Reed, Robert Duncan, Kevin Ahern, John Bailey

Susie Brubaker-Cole provided an overview of the first-year advising task force. The task force is charged with two primary tasks, the first being recommending structural or other enhancements to first-year advising to enhance student success. The university recognizes the critical role that academic advising plays, especially in the first-year. The task force will look at advising at it exists, plans for the future, and what changes need to be made. The task force will also be exploring how advising can interface with an early warning system and with START/Connect. The second primary task is to recommend a degree audit system for purchase at OSU.

Kim McAlexander and Susie posed two questions to Provost & Executive Vice President Sabah Randhawa. Q1: Should we assume that any changes we make are budget neutral? A: Yes. Q2: Should we assume that there are funds available for a degree audit system? A: Yes.

The task force meetings will include a demonstration of the top runner for the degree audit system, followed by a shorter meeting of recommendations. On December 11 there will be a half-day retreat where outcomes for first-year advising will be developed.

The deadline for the final report is March 2010, with plans of implementation by Fall 2010.

The Task Force is also planning on consultation with different units on campus later in the year. Susie and Kim intend to make this process as transparent as possible and will send out updates to the campus.

Kate Peterson reported that Kent put together a memo that went out regarding the degree audit system. Nancy Lawrence spent a great deal of time reviewing updated specifications, functionality, and did cost analysis. Kate asked if Kent Kuo has commented on the difficulty about a timeline for implementation.

Kate Peterson reported that implementation could take approximately 6-9 months with full-time programmer, but it is impossible at this point to commit to a timeline. There is the possibility of someone from Seattle coming to help with this process who implemented a system at University of Alaska.

Susie reported on the Univ. Council of Student Engagement & Experience. The charge by the Provost is to examine issues and implement programs to improve the undergraduate experience. A number of advisors are represented on the committee. The agenda this year will play out through two different formats with the main focus of setting best practice outcomes for the first-year experience in regard to courses and orientation and how to operationalize those. Janine Trempy, Susie and UCSEE members from respective colleges will conduct “walk about” conversations with college leaders regarding this. The goal of the task force is to support the development of the local first-year experience within colleges but also to build a cohesive university-wide experience that grants student common experiences regardless of major. This combines the reality of common first-year experiences while respecting the need for very specific local programs at the college level.

Another goal of the committee is to advise of the construction of a first-year experience website which will help students to undertake successful first-year programs of study. The website is being built as a central campus website which will also serve as a portal for individual colleges/departments.

There will be three UCSEE subcommittees: 1) Undergraduate Research/Scholarship/Creativity, with the goal of having a central web presence; 2) Designing an early warning system to serve first-year students and 3) Identifying issues that our transfer students face with the goal of having a clear set of issues that affect
Susie reported that course access was looking up. She reported more seats in Literature and Arts courses; sections of WR 222, 121; and that science is looking good in chemistry, math, and, Biology courses. Thanks to the Provost for identifying funds for these courses.

4. Brenda Sallee –COB -- NACADA national advisor award nominations for 2010

**Academic Advising-Primary Role** — Individuals whose primary role at the institution is the direct delivery of advising services to students.

**Faculty Academic Advising** — Individuals whose primary responsibility is teaching and who spend a portion of their time providing academic advising services to students.

**Academic Advising Administrator** — Individuals who may provide direct academic advising services but whose primary responsibility is as an administrator or director of an academic advising program.

Brenda requested nominations for NACADA national advisor awards, which are due in March. It takes awhile for packets. More detail on NACADA website. Brett McFarlane commented that these are the national level awards and nominees for regional awards can also be submitted. A new program has been created for November 23rd for regional awards, nominations due November 23rd in each of the same categories as the national awards. Kerry Kincanon has been the lead for the regional awards.

Susie Leslie stated it is a tremendous honor and the nominations are well-put together. She encouraged the group to consider honoring our own advisors through nominations.

Brenda Sallee will ask for nominations at the next meeting or names can be sent anonymously.

**Announcements:**

Rachel Faber Machacha will be hosting a brown bag on Tuesday, November 17 at noon regarding a new program on Civilization and Sustainability study in Iceland.

Connie Atchley announced that Phil Brown’s last day is at the end of the month; he is retiring. Carla will still be attending the AAC meetings representing Enterprise Computing.

Monday, November 16th is the deadline for Seattle NACADA conference in January. Submissions can be made via the NACADA website.

The meeting was adjourned at 2:35 p.m. by Chair Brenda Sallee.

**Scheduled Meetings 2009-2010**

*AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the Willamette Rooms (East & West), 3rd floor, Valley Library, unless otherwise noted.*

- December 9
- January 13
- February 10
- March 10
- April 14
- May 12
- June 9

Agenda Items:

1. Welcome and Introductions

The meeting was called to order at 1:30 by Chair Brenda Sallee and everyone introduced themselves.

2. Larry Roper – discussion/explanation of 1 to 300 advising ratio goal

   follow up from Budget PPT in Spring, slide 7

Larry Roper reported that the slide in question was speaking about advising in the broader context. He stated the President’s talk last spring focused more on division structure and how faculty would realign themselves. With that said, there would ideally be some standard in advising within the academic structure. The 1 to 300 was used a guiding standard.

Susie Brubaker-Cole added that the 1 to 300 ratio came from looking at national best practices, specifically at the NACADA advising ratio guidelines. She stated it is a realistic potential look at what a decent student advisor ratio should be and that it seemed like a reasonable ratio in this context.

Susie then referred to the Strategic Alignment and Budget Reduction Implementation Plan for 2009-2011, specifically Task 5 in the document which referred to student success recommendations as follows:

- Oversee successful implementation of orientation and retention, academic support and summer bridge programs.
- Coordinate access to foundational academic courses and small course learning experience.
- Identify first-year advising outcomes to improve student success and coordinate implementation to ensure consistency across colleges.

Susie stated that Freshman advising is a critical experience for a student but one part of a larger agenda around student engagement. What does this mean in terms of implementation? Susie referred to Task 5 in the document regarding Implement Administrative System Guidelines – Senior Unit Leaders:

“The Associate Provost will co-chair a join administrative/Faculty Senate task force to:

- Create a plan for improving student retention through structural and other enhancements to first-year advising.
- Recommend adoption of a degree auditing system.
- Submit recommendations by March 1, 2010 for implementation for fall 2010.

Susie stated that the work is collaborative between Faculty Senate and the university administration, making for a shared purview. The plan will be to contact the different units to contribute to the committee. Susie stated it is important to note that the implementation for the 1 to 300 ratio will be deferred until the task force is completed.
Kent Kuo reported on the advising technology report which, at the time, was a snapshot of where we were. Some of the rules have changed since the report was published. Kent stated he worked with Jim Coakley from the College of Business and DegreeWorks to submit a report to Kate Peterson; therefore the project is back in her court. There will be a DegreeWorks webinar on October 15, 2009, which is initially for a limited group. Kent added the product is very good. He stated the analysis functional requirements are equal to that of DARS. He added there will be an upcoming second Webinar for those interested.

Larry Roper reported he looked at records in the advising system in Anchorage, Alaska and spoke to advisors and students who raved about DegreeWorks.

Kent added there are real potential strengths with DegreeWorks to fit a number of different scenarios (e.g. develop four-year student plans) and can operate with what currently exists.

Brett McFarlane asked what happened to Atlas.

Kent Kuo responded that the Legislature requires we provide it. Current utilization is about 5-6 people a month. Kent stated the program gets a lot more utilization at Portland State University and the University of Oregon because the product is tightly woven with DARS so it works well for them. The biggest challenge is at the Community College level with only one Community College having it up and running. Kent added the company is changing the financial conditions (i.e. raising their prices).

3. Valerie Rosenberg –INTO Update and Expectations

Valerie gave an overview on who the INTO students are and how many we have. Valerie also introduced Amy McGowan who will be the new Center Director for INTO OSU.

Amy reported since summer there were 200-300 language students. This Fall there are 18 new instructors and 340 new students. They were able to transfer students from the Portland airport to campus which was a new service. Currently there are 196 of those students living on campus making for 10% of the on-campus student population. She added that in West and Halsell Halls the INTO students are actively involved in Hall Council. In West 50% of the Hall Council are INTO students. She added all INTO students were assessed in English and a majority of the students tested well in English with most testing higher in Math than expected.

Academic English & Pathways students were involved in CONNECT week.

Academic English & Pathways students are registered in Banner. The only type of student you will not see in Banner is the General English student. There are two coordinators for Pathway students, Michael Whitbeck and Donna Shaw. The coordinators will work directly with Academic Advisors as needed.

Discussion and questions occurred regarding some INTO students who sought out advising in major departments. Valerie stated the students do have majors associated with Pathways but they should not be seeking advising from major advisors at this point. She added we want to facilitate the excitement of the student but not overburden advisors.

Susie Brubaker-Cole asked if there are independent INTO course sections. Amy stated room has been made available for INTO students in some classes and there are some independent INTO sections as well.

Gene Newburgh asked if the math placement test the INTO students take is the same one incoming students take. The answer is yes.

Earlean Wilson-Huey asked if INTO students would still have access to ELI services based on a professor telling a student he would not have access to ELI. The answer is yes, INTO students would still have access to ELI even after they become degree seeking students.

Amy McGowan invited people to come and visit the revised spaces in Heckart Lodge.

4. Kerry Kincanon—Transfer Orientations and Bend Campus Transfers Update

Kerry reported there was talk about an orientation for Cascades students who want to transfer to the OSU campus. A May orientation for Cascades students was suggested at the last Head Advisor/Enrollment Management meeting. During the summer there were eight vocal Cascades students who did not want to attend an orientation.

Kris Winter reported that in addition to the eight Cascades students there were approximately 160 DPP students who could also be served at a May orientation, although it will not to take a huge chunk out of our
numbers. Kris stated she believes a May date will honor the fact that Cascades and DPP students are OSU students. Kris stressed the need for a May date to hold an orientation, which will depend on the forthcoming priority registration schedule which will be provided by Kent.

Polly Jeneva suggested we may see the number of DPP students increase with a May date. Mickey Reynolds added these students have 10 terms to get here and it is difficult to determine when they will come to OSU.

5. Kate Halischak—Athletics—Changes to Athletic Scholarships

Kate Halischak reported that there are changes forthcoming to scholarships for student athletes. Scholarships are the single biggest expense for the Athletic Department, and this year half a million dollars is being spent on post-eligibility scholarships alone.

Kate stated that the plan is for students’ graduation to match their eligibility and fund one degree in one major. Kate asked for help from advisors, and she plans to meet with colleges to see how this can best happen.

Clay Torset asked if post eligibility status affects summer school and e-campus courses. Kate did not have a definitive answer and added there were 125 athletes in more than 600 credits of on-line classes. More than half of the athletes are out-of-state or international students, so summer school has been a great option for those students.


Kent acknowledged the challenge with wait lists and that it is a complex piece of code in a complex module of Banner. Sungard came out with a more robust version of wait listing. OSU’s rendition of wait listing does not allow for differentiation. The student struggles because they can’t get into the class immediately. The time they get on the wait list it does a check – will provide a warning alerting the student that this will cause a problem or it won’t and then let the student wait list. The drawback is how long you give student’s time to decide if they want to register. Kent posed the question to the group, how big a window should we have for students to register for a class when their number comes up to be added?

Mary Ann Matzke stated that a student should not be allowed to be on a wait list if the student had issues not allowing them to be in the class in the first place.

Clay asked if there was a way to visually show on a student’s Date & Time schedule what time the course is that they are waitlisted for. Kent stated he would look into it.

Peter Nguyen stated it is often difficult to check e-mail regularly. He gave an example of when he was in Vietnam and was only able to check e-mail three times over three months.

Kent reported that shoving students into classes creates problems. Today students don’t get any warning until the system tries to register them. Kent stated there are issues with prereqs, labs, linked courses, coreqs, etc. The problem is the system degrades the confidence that people have in the software and they don’t use it (e.g. Chemistry). Kent stated he is trying to move away from the modified code but we will always live with this confidence problem.

Mary Ann asked if batch e-mails could be sent out weekly to students letting them know to watch out for e-mails letting them know they are eligible to register. Kent stated he would look into this.

The AAC agreed that waitlist should be enforced as if it were registration.

Announcements:

Thanks to Gene Newburgh and AAC’s recommendation to the Critical Response Team last year, Rebecca Warner’s office sent out clearer guidelines for faculty regarding absences due to serious illness.

Brenda reminded the group that the remainder of the AAC meetings will be in Library.

Ann Lapour announced the upcoming career fair and reminded advisors to encourage their students to come to the fair.

Carey Hilbert stated they had not received any information on Beaver Open House to date. Mickey Reynolds
stated she will relay that information to Carl Thomas.

Dave Craig from UHDS introduced Linda Kasper the new Director of Residential Education.

The meeting was adjourned at 3:05 pm by Chair Brenda Sallee.

Scheduled Meetings
2009-2010

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the Willamette Rooms (East & West), 3rd floor, Valley Library, unless otherwise noted.

- October 14 - Education Hall 107
- November 11
- December 9
- January 13
- February 10
- March 10
- April 14
- May 12
- June 9
May 13, 2009, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

May 13, 2009
Minutes

Agenda

1. Introductions – 2 minutes
2. Anne Lapour – Career Center Trainings – 10 minutes
3. Peter Nguyen and Shayna Rogers – Gripefest Review – 30 minutes
4. Mamta Accapadi – New Dean of Student’s Thoughts – 15 minutes
5. Teppei Hayashi-IE3 Global Internship Updates – 10 minutes
6. Nominations of AAC Chair- Elect – 10 minutes
7. Announcements – 2 minutes

Attendees: Cary Green, Brenda Sallee, Gene Newburgh, Brett McFarlane, Clay Torset, LeeAnn Baker, Carey Hilbert, Polly Jeneva, Angela Austin Haney, Mary Ann Matzke, Kerry Kincanon, Susie Leslie, Kate Halischak, Michele Sandlin, Anne Lapour, Sandy Tsuneyoshi, Renee Stowell, Kent Kuo, Kris Winter, Leslee Mayers, Tracy Bentley-Townlin, David Craig, Peter Nguyen, Shayna Rogers, and Teppei Hayashi.

MINUTES:

2. Anne Lapour – Career Center Trainings

Last term a Career Development workshop was offered to students, and many staff/advisors wanted to actually attend too. Is there an interest in the career advising development piece? Do folks want training in this area? In light of the economy, we are seeing students thinking more critically about making right career decisions.

Ideas of things Career Services might be offering to advisors as far as professional development.

Comments:

- Brett—might need guidance as to when appropriate to refer to Career Services.
  - getting a component involved w/START
- Gene—Q: are these set up as workshops or what format? A: Depends on interest.
- Brenda—might need something on how to get students un-stuck in their career search process.

Get your ideas back to Anne. She’ll send out electronically

3. Peter Nguyen & Shayna Rogers – GripeFest Review from March 11, 09--ASOSU

Second year of event-- a place students can vocalize their thoughts. Although many gripes, focus today on Academic Advising. Students can either submit confidentially or verbalize in public.

GripeFest handout: note--no editing has been done, just raw data. After handing out the raw data from Advising/Instruction section of Gripefest, he went over some Questions & Suggestions for the group to consider, some are included below:

ASOSU Suggestions:

- Auditing student transcripts every year
- Training advisors on specific majors in colleges
- Making 4-year plan sheets for students
- Familiarizing advisors w/Bacc core requirements
- Train advisors more on the content and demand of department classes (e.g. updatable Google document for input of student feedback of classes).

Discussion:

- Are students aware they can run their own degree audits? Perhaps we should publicize more and make more accurate.
- Clarification – consistency of effectiveness is what is meant in ‘questions to consider’ part.
- Difficult to address last suggestion because hard to keep track as classes and instructors and TAs change. Each student is different too.
- Shayna—it’s best to just stick to the objective components of class (e.g. amount of work involved, type of work, etc).
- Kerry—might be best to advocate having syllabi more readily available to students (like COB website example).
- Gene—advising is a two-way street; can you emphasize this aspect next year at GripeFest? Students need to know they can engage advisors and be open about their needs, only way we will know.
- Clay—Q: are students using RateMyProfessor.com? A: Those that use it are very polarized. It didn’t come up at GripeFest.
- Gene—suggests ASOSU have a gathering of students to discuss various aspects of classes, information to share about classes/teachers.
- Polly—Q: do you have events to focus on what OSU does right? A: Yes, we’ve been thinking of this, and probably will do a separate event to focus on positive.
- Cary—Q: is there consensus on some of the individual statements since some of the broad comments are not helpful, e.g. what does ‘lack compassion’ mean? More detail is needed to be constructive.
- Gene—it might be helpful to focus on having the term teacher evaluations for classes being taken more seriously. Kent—OSU could look into an online version of teaching evaluations.

4. Matma Accapadi—New Dean of Student’s Thoughts
Coming to June meeting

5. Kris Winter –
FYI –U-Engage will have an academic theme (interest in that area), should be emailed to us in about a week.

- Looking for a convocation speaker about community service.
- Is everyone on same page – DPP students and summer admits, do we all have them come through START? All said Yes, except HHS.
- Problem is that when students check Student Online Services (SOS), it gives them registration date. It also says in red: “If fall term is first term of attendance, you will register during START.....” It doesn’t mention summer admit. Solution: include verbiage about summer admits on S.O.S.
- OSU Cascades—Admitted student to Cascades transferring to Corvallis, should they go through START? Group agrees they want these campus transfers to go to START.

6. Teppei Hayashi—IE3 Global Internship Updates
Teppei is an Advisor for IDEA. He is open to coming to your unit to present to students as well as meet one on one w/them.

IE3 Global Internship students at OSU Handout covers data on past participants to program/ back gives examples of types of internships and quick IE3 facts.

7. Nominations of AAC Chair–elect

Chair Selection

1. The Chair of the AAC will be a Head Advisor or designate from one of the academic colleges, UESP, or the Cascades Campus.
2. Nominations, including self-nominations, must be made to the current Chair of the AAC no less than two weeks prior to the election meeting.
3. The advisor with the largest number of AAC votes of those present at the last AAC meeting of the academic year will be selected.
4. The position requires a four-year commitment: Year 1 - Secretary, Year 2 - Chair, Year 3 - Faculty
Senate Curriculum Council liaison and Dar Reese Excellence in Advising Award selection, and Year 4 - representative to the Academic Affairs Council. In the event that the person cannot fulfill his or her duties, the chair shall appoint a replacement.

Changes approved by AAC on June 8, 2005 and Faculty Senate Executive Committee on November 17, 2005

Eligible: Brett McFarlane (declined), Clay Torset, Brett Jeter or Cary Green, Carey Hilbert, Dianna Raschio, Rebecca Lancelin.

Previously Held: Angela Austin Haney, Mary Ann Matzke, Gene Newburgh, Brenda Sallee, Polly Jeneva, Kerry Kincanon

Nominations:

- Cary Green (by Kris Winter), second by Susie Leslie
- Rebecca Lancelin (by Polly Jeneva), second by Cary Green
- Clay Torset (by Brett McFarlane), second by Carey Hilbert

Announcements:

- Q: Is this a good forum to write a letter to Faculty Senate to consider non tenure track/professional faculty? RE: Conversations about cuts. A: This already seems to be on their radar from what we know.
- Engineering Expo May 15.

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the President’s Conference Room.
Agenda

1. Introductions – 2 minutes
   1. Susie Brubaker-Cole & Rebecca Sanderson – BCSSE – 20 minutes
   4. Matt Pennington – ASOSU Internship Program – 10-20 minutes
   5. Gene Newburgh – Faculty Senate Updates – 5 min
   6. Announcements – 2 minutes

Attendees: Cary Green, Brenda Sallee, Gene Newburgh, Brett McFarlane, Clay Torset, Rebekah Lancelin, Carey Hilbert, Polly Jeneva, Angela Austin Haney, Mary Ann Matzke, Kerry Kincanon, Susie Leslie, Michele Sandlin, Dianna Raschio, Anne Lapour, Rick DeBellis, Amas Aduviri, Gustava Martinez-Padilla, Kent Kuo, Mike Daniels, Leslee Mayers, Tracy Bentley-Townlin, David Craig, Sara Phillips, Amy Flint, Peter Nguyen, and Matt Pennington.

MINUTES:

2. Susie Brubaker-Cole & Rebecca Sanderson – BCSSE (Beginning College Survey of Student Engagement) – see attachments: actual survey, sample advisor report, using advising report
BCSSE meant to work with NSSE (National Survey of Student Engagement).

Goals:

- To connect undergrads in need to resources to be successful.
- To create more intentional, proactive, preventative approaches.
- To determine a profile of the neediest students.

BCSSE will be given to students at new student START programs this summer. It provides information about what they think they will be doing in college.

Advisors can get Student Advising Report for individuals (see pdf attachment). Rebecca is looking for electronic way to distribute. Not a place to put it in Banner, want it to follow the student, be available to all advisors. Probably keep it live/accessible for about a year.

Regression analysis will hopefully reveal attributes of undergrads that associate w/attrition. Hope it will be a powerful tool for units on campus such as EOP and Advising.

Individual contact w/these students is most important.

Q: What is timeline for receipt of results?
A: 6 wks after we deliver info we get results (need to deliver data one as large batch)
Q: Would it be easier to put it on Web for Advisor? (still permission based)
A: Someone needs to look into it w/Kate Petersen
A: Kent – Web for Advisor is Banner, so if trouble loading in Banner, would still be a problem. Let Kate know about our functional desire, might be able to come up w/something more creative.

ACTION: Gene will write a letter to Kate Peterson w/this request.
Rebecca needs to know what units need access to this data. (Need to be able to inform students at front end of survey who will be able to see it. Needs to also get through IRB.)
Q: Who will use this data in an advising appointment? Not sure my advisors will.
A: Couple units raised hand. Most others said--not useful until we know correlations.
A: We won’t know, it may or not be predictive. Starting for fall 09 apps, we can get info on First Generation College student in Data Warehouse.
Q: How were some of the ethnic groups determined?
A: Not sure why they are set up that way, didn’t design it.

Changes are that those students going on a Study Abroad will:

- Be responsible to enroll in the OSU ‘ghost’ credits for their exchange on their own with an override provided by IDEA office. Credits will correspond to agreed upon amounts in each department.
- When enrolled in the study abroad courses credits, it will be labeled as one course with same prefix and CRN (OSUAB 388) until the actual course grades are received and articulated.

Pros:
- Will be able to track your programs in more accurate way. Cohort codes let you query in Data Warehouse (DW).
- Financial tier lets financial aid know cost of study abroad program approx.
- Will indicate start and end term of abroad.
- Puts responsibility on student to register (clear holds, etc.)
- Comment will still show on transcript after completion (study abroad)

Cons:
- If on semester school abroad, may need to register twice (each OSU term w/sp, e.g.)
- More cumbersome for advisors—doesn’t tell them where student is by looking at registration. Takes extra steps for advisor to determine. A standard query in DW would be helpful to help advisors find the info we need faster.

FYI: Banner: SGASADD or Student codes (in DW) will tell which OSUAB 388 they are on.
No changes being made w/IE3 internships.

4. Linda Anderson & Carrie Giese – Sexual Violence Response Training Summary — see What to do when a student reports a sexual assault to you…
Sexual Assault Support Services (SASS) part of Counseling & Psychological Services (CAPS).
Sexual violence is fairly common on college campuses. SASS provides support groups, answers to questions, other support to students.
Off hours, one can refer to Center Against Rape & Domestic Violence (CARDV) in Corvallis.

Highlight of attached PPT:
- ¼ women will be confronted w/sexual assault in college career.
- Steps of how to respond to someone in this situation are provided (slide 3) – rule #1 help them feel safe again. Ask person, “is this a safe place to talk, and are you feeling safe now?”
- Touch to someone in this situation can really affect their safe feeling. What used to be OK, may not be now that they had this event.
- Most need someone to listen and believe them, don’t need to solve and give advice.
- (slide 4) resources/referrals
- There is an hour training available via SASS for faculty/staff.
- DON’T ASK “WHY” questions (suggests blame of survivor)

5. Matt Pennington – ASOSU Internship Program - see Organizing for Social Change and ASOSU Organizing for Social Change – CLA/AHE
Matt is Chief of Staff of ASOSU
Program Structure attachment – lists the different courses offered in year via ASOSU Organizing for Social Change (OFSC) internships:

- CLA and AHE designators prefixes rather than ALS, effective fall 09
- OFSC I – fall, open to any student on campus, variable credit depends on hours in and out of class. Might see many START students this summer interested and asking about it.
- OFSC II — No scheduled meeting times, based on 30, 60, 90 hrs for 1, 2, 3 cr.
- OFSC III — Spring, all in-class work, 4 cr, one day wk 3 hrs.

Also, site supervised internships – credit from departments and work would be tailored to major/dept (e.g. FOR 410 or PS 410).

6. Gene Newburgh—Faculty Senate Updates

1. Insight Resume has been pulled from agenda, not voted on by FS
2. Yellow Alert – What was academic process to support students in this process? Paul Doescher will follow up w/ Rebecca Warner on this.
3. Most other issues will be budget related in future, and those will probably affect our AAC agendas too.
4. Voting/Non-voting issues (changes to AAC standing rule & guidelines) now in Committee on Committees.

7. Announcements:
April 29 – Spring Career Fair

April 20 – Networking & Dining Etiquette
May 5 – Career Exploration Workshop (multi-day), still openings contact Anne Lapour

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March 11, 2009

Agenda

1. Introductions – 2 minutes
2. Kate Peterson - Insight Resume Presentation – 30 minutes
3. Malcolm LeMay & Kim McAlexander – Electronic Photo Roster – 10 minutes
4. Rebekah Lancelin – AAC Membership Sub-Committee – 20 minutes
5. Alex Parker – Athletic Compliance – 15 minutes
7. Announcements – 2 minutes

Attendees: Cary Green, Brenda Sallee, Gene Newburgh, Brett McFarlane, Clay Torset, Rebekah Lancelin, Carey Hilbert, Kim McAlexander, Polly Jeneva, Nicole Kent, Mary Ann Matzke, Kerry Kincanon, Susie Leslie, Kate Halischak, Michele Sandlin, Anne Lapour, Rick DeBellis, Renee Stowell, Kent Kuo, Mike Daniels, Carla Simonson, Tracy Bentley-Townlin, David Craig, and Alex Parker.

MINUTES:

2. Kate Peterson - Insight Resume (IR) Presentation (see IR analysis and slides and Admissions criteria handouts/attachments)
All the information is in the handouts, but below are some ‘highlights’:

- The IR has been part of the admissions application for about 7 yrs. It is used for borderline students and rarely to deny (only if student would be “risk” to others, which was 1 student last year).
- Q: What are current admissions criteria? A: (see handout for details)
- The IRs are read for all applicants. Essays give insight to what services they might need on campus. Those who indicate a special need for campus services to assist with retention are noted. Referral process: 1) IR describes a catastrophic event, e.g. family trauma, 2) CAPS is called to read IR and asked what would be appropriate to provide to student, 3) Admissions informs student of resources.
- However, it was mentioned that all students get this resource booklet in materials. No specific follow-up is done at this time.

- Retention rate for borderline students is same as the non-borderline -- assumption that it is the services we recommend that makes them perform better.
- In general, if a student is not automatic admit, they must go to UAC (undergraduate admissions committee). Michele Sandlin says the “5% admissions criteria exception” amount is no longer used, and there is discussion of how exception limits will be dealt with now.

“Second review” is an in-house process to look at very borderline admits (this comes before UAC).

- Kate reports that OSU has tightened up on admissions criteria over the years.
- The State sliding scale of GPA to SAT score is no longer used by OUS, but UAC does consider this in their decisions as a factor.
- Majority of IRs are reviewed by Admissions, Student Affairs, and CSSA folks.
- If IR really helps w/retention, it is better to retain a student economically than not do this and not retain student (recruiting another student is more costly).
- IR is available in the Admissions portion of Banner, but one needs to go to the IR training first to get
clearance. Don’t want misuse of IR.

- Q: What is proposed change? A: How we talk about it...e.g. “additional admissions criteria” from current “piece of admissions requirements”.
- Kate says: Nationally folks are going away from SAT; it’s not a good predictor of student success. Mary Ann says it is needed in concert w/other factors.


The hope is to offer this system campus wide.

Two tracks:
1) Primary instructor - students could choose or deny their access to photo roster....
2) Advisors could go in to look at advisees in their college.

- ASOSU and Kent Kuo are involved in planning too.
- It would take about 18 months for Enterprise Computing to set up (2011?).
- Students would need to opt out of allowing advisors to view, and opt in for instructor to view.
- Idea is to keep pictures on file for up to a year after graduation.
- Ecampus would like availability for proctors to see photo too. Kent is leery, due to safety issues and MyCard set up. Students can post own pictures to MyCard.

Vote called to proceed on letter of support. Gene will draft letter. No opposition.

4. Rebekah Lancelin – AAC Membership Sub-Committee

Attachments: AAC Guidelines, AAC Standing Rules, AAC Voting

- This Sub-committee met 5 times and also spoke to all the folks affected by the changes in the new voting suggestions.
- Mike Daniels explained that all are still members and have a voice. Voting vs. Non became an equity issue. Past set up-- one service unit would have more votes than an entire college.

Discussion: Q: Any recommendations of how the larger units w/many members would go about deciding who gets to vote? A: Yes, discussion, but can be rotated, be just person who comes, highest level person could decide who would be the voter...Basically it’s flexible and determined by the position holding the vote.

- Kerry mentioned that Moira had had concerns about this but, after discussion, they have been alleviated.

Motion to accept new AAC Standing Rules & AAC Guidelines involving voting members. Mary Ann seconds.

Vote (old list can vote):
For-- unanimous
Opposed-- no opposition

Now the new Standing Rules and Guidelines go on to Committee on Committees and to Faculty Executive Committee (Guidelines just go to Executive Committee), then to Faculty Senate for a vote. Until then, AAC will be using old voting list.

5. Alex Parker – Athletic Compliance – NCAA AAC attachment

Athletic Dept is going through certification review process. Some review of NCAA criteria on processes in attachment. NCAA may limit Student Athlete’s (SA) ability to take non-traditional courses to 6 cr max/term (e.g. Ecampus).

6. Kent Kuo & Clay Torset – Override Policy

Issue was if Registrar should continue giving time overrides to students’ registration. Of 492 time conflicts, only 7 were overridden by the Registrar.

Council of Head Advisors agreed that Registrar’s should not be doing this; they should direct students to the department that offers the class to find out the process.

Next step is for head advisors to ask departments what process they want.

7. Announcements:

- Summer Session insert in Barometer today. Students will start asking questions.
- Free juggling show March 28/spring break on campus by OSU Juggling Club (web site for more info: http://jugglingconvention2009.blogspot.com/)
- College of Education will be moving to modular buildings this summer
- Gene Newburgh will send out announcement about Education and state updates, watch for if you are interested.

**AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the President’s Conference Room.**
February 11, 2009, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

February 11, 2009
Minutes

Agenda

1. Introductions – 3 minutes
   i. New Student Member – Peter Nguyen
2. Kate Halischak – Athlete Update – 10 minutes
3. Chris Bell & Valerie Rosenberg – INTO Academic Advising – 30 minutes
4. Kent Kuo & Mickey Reynolds – Transfer Articulated Repeats & OSU, Time Conflict Resolution, Graduation Application Online – 30 minutes
5. Rebekah Lancelin – AAC Membership Sub-Committee – 15 minutes
6. Announcements – 2 minutes

ATTENDEES: Wanda Crannell, Brenda Sallee, Gene Newburgh, Clay Torset, Rebekah Lancelin, Carey Hilbert, Louie Bottaro, Miranda Smith, Kerry Kincanon, Susie Leslie, Kate Halischak, Moira Dempsey, Doug Cochran, Anne Lapour, Victoria Nguyen, Renee Stowell, Kent Kuo, Nancy Laurence, Leslee Mayers, Carla Simonson, Butch Bleeker, Tracy Bentley-Townlin, Peter Nguyen, Michele Sandlin, Mickey Reynolds, Chris Bell, and Valerie Rosenberg

MINUTES:

2. Kate Halischak – Athlete Update -
Handed out data from last fall (see attached Athlete Summary Sheet). Some highlights:

- 467 participating athletes
- Football’s loss to Oregon devastated the players, many lost motivation in and out of classroom, hurt GPA.
- Highest women’s GPA: cross country; highest men’s: golf

Q: Is there anything we can do to help w/situations like the UO loss?
A: We were surprised by it, will be more prepared next time, but will keep folks updated

Let Kate know if you want a hard copy of the Spring Athlete practice schedule.

NCAA is only interested in data for those receiving NCAA aid $ when they first came to OSU.

3. Chris Bell & Valerie Rosenberg – INTO Academic Advising – Implementation Team (full time now)
See two handouts (INTO Summary and Undergrad Prep Course) – highlights below:

- Goal is to double amount of international students at OSU, to about 2,000 (to 10% of current enrollment).
- First students will enroll this summer and fall with their English language components.
- They indicate there is a lot of interest in US colleges; we are the first INTO partnership for US.
- This will be taking place of what ELI was, doing same things such as Intensive Language, quick programs for teachers, Conditional Admission.
- Students can start in the Pathway, then apply for admittance to OSU based on our traditional admission requirements. 50% of interest seems to be for direct admission. Some ready to start OSU right away
(direct admission) will enter fall 09.

- Courses in the Pathway contain some free electives and about 20-25 cr that will be required classes in the major.
- Some of these fall admits may be applying later than traditional students.
- Reed & Heckart Halls will be renovated for INTO use (classrooms and offices). Still working on how to deal with other capacity issues.
- Housing: INTO students will be mixed in w/all other students in Residence Halls.
- Staffing: INTO Center director will be INTO employee as will about 10-12 more. The academic side will be OSU employees and report to Chris and Valerie.

Q: Will we have a problem w/ space and housing?
A: We are aware this can be an issue, but are working w/UHDS and they feel they can handle the flux. Chris and Valerie are working w/head advisors to determine how to transition the students into the mainstream major-related activities and advising practices.

Q: how will INTO program handle the extra load to the academic program classes (where they will be mainstreamed in HHS or CH etc)?
A: INTO will supply departments with extra funds to pay for any needed extra sections to accommodate the extra INTO students. About 30% of the revenue gained from INTO tuition will go to other services these students need to use.

4. Kent Kuo & Mickey Reynolds – Transfer Articulated Repeats & OSU, Time Conflict Resolution, Graduation Application Online

Transfer Articulated Repeats—between Admissions and Registrars they are catching 90% of repeat issues. There is a small amount, particularly AP/IB credits that were slipping through. Registrar’s then rewrote report program and they feel they are catching the AP/IB issues now and are being counted as a student’s first take and student shouldn’t get duplicate credit for them. They are still working on other trailing issues such as PAC repeats.

Time Conflict Resolution—who should override the time conflicts for midterm, etc?

Last term the Registrars office gave some overrides but students said they did get approval from faculty already. But they didn’t really get approval, then faculty got mad when found out.

Proposal from Kent Kuo: beginning Fall 2009 the Registrar would not provide time overrides any longer, but between now and then advisors would try to come up w/common practice of how these will be only handled in depts.

Action: Kent and CHA will work to get a process in order for fall.

Graduation Application Online—the application is almost ready. We saw a demonstration of how it works. Seniors get access via their Student Online Services Student Records screen. Students will be able to apply, cancel and RSVP for Commencement all online. Once they make a few of our noted modifications, it should go live very soon. There are some standing issues with Int’l Degree/Honors College/DD Education students.

The new policy about the Graduation Application deadline will take effect Spring 2009. This means that the last day a student can apply for spring 2009 graduation is April 10th.

5. Rebekah Lancelin – AAC Membership Sub-Committee –

Gene read some thoughtful comments by Janet Nishihara and Moira Dempsey who are against the movement to limit voting members. We ran out of time, but it was unanimously voted to table the item to the March AAC meeting. They handed out information on AAC Standing Rules, AAC Guidelines, and a Membership/voting diagram. These will be discussed at the next meeting.

6. Announcements

Kate Halischak announced that Athletics is honoring business advisor, Jayne Andersen, at the Feb 27th Gymnastics meet (along w/a few faculty members). Please come to cheer on our fellow advisor. If you would like a free ticket, contact Kate by Feb. 20th.

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the President’s Conference Room.
Academic Advising Council

January 14, 2009

Minutes

Agenda

1. Introductions – 5 minutes
2. Doug Cochran – Career Services—Economic Impact on College Career Search and Career Fair – 20 minutes
3. Kate Peterson – Insight Resume, etc – 20 min.
4. Kent Kuo & Brenda Sallee – Withdraw Date and Pre-Req. Completion – 20 minutes
5. Rebekah Lancelin – AAC Membership Sub-committee – 15 minutes
6. Kate Halischak – Athletic Department Update --TABLED until FEB Mtg
7. Announcements – 5-10 minutes

ATTENDEES: Cary Green, Brenda Sallee, Brett McFarlane, Tamara Stafford, Clay Torset, Rebekah Lancelin, Carey Hilbert, Polly Jeneva, Kelly Kneecze, Mary Ann Matzke, Kerry Kincanon, Susie Leslie, Kate Halischak, Moira Dempsey, Doug Cochran, Adry Clark, Anne Lapour, Amas Aduviri, Urmila Mali, Rick DeBellis, Renee Stowell, Kent Kuo, Leslee Mayers, Carla Simonson, David Craig, Kate Peterson, and Tracy Bentley-Townlin.

MINUTES:

2. Doug Cochran/Adry Clark – Career Services—Economic impact (see attached PowerPoint) Adry presented some very timely and important information about the economy and its impact on students finding jobs. Below are only some highlights... to get a more comprehensive look at the content, view the PowerPoint. It is worth the time.

Economy

- Longest recession since WWII
- Expect unemployment to peak in 2010
- Obama project up to 4 million US jobs to be created in next yr, we need 7 million

Effect on Students

- Overall hiring is decreasing, particularly in our geographical area NW

Who is hiring?

- Global/large companies....Usually looking in fall.
- Large companies expecting Baby Boomers to retire. Many, however, are holding off on hiring...watching trends.
- Small, fast-growing companies. They are hiring but not doing normal recruiting expected, e.g. career fairs.

Sectors that are Hiring:

- Defense/Homeland Security
- Insurance companies
- Health (esp. Nursing)
Food production
Oil, Gas Utilities, (esp. energy related)

**Areas most in demand now:**
- Business, espec. accounting, some finance, logistics
- Engineering/IT
- Sustainability/environmental
- Services (sales/marketing): cut from 50% of hiring to 30%

**Competitive Climate Students dealing with:**
- Laid off experienced workers; some companies give incentives to hire this group
- Baby Boomers can't afford to retire
- No room for negotiations of salary or perks
- Some schools closer to industry or have more prestige may give more advantage

Companies are looking at internships and starting recent grads as Interns.

**To be competitive, students need more than a degree. What are employers looking for:**
- Initiative
- Building Relationship skills
- Analytic, evaluative skills
- Continuous learners
- Communication skills
- Ability to manage projects w/o direction
- Creating new knowledge
- Strong global understanding

**How to build resume/career:**
- Leadership activities
- Internships
- Summer and part-time jobs
- Professional organizations
- Networking through people in informational interviews or other settings

**Job Search**
- Focusing on smaller companies
- Need to be very eager and creative to stand out
- Network
- Need to be ProActive

**OSU Career Services—How are they preparing?**
- More comprehensive services
- Reaching out

**General reminder**, we cannot give employers lists of students who meet their criteria due to FERPA laws.

**3. Kate Peterson – Insight Resume (IR)**
Current use of IR is for borderline students. If IR continues to have positive impact, proposal was to use it for all admission cases. Admissions has been looking at data over years.

Kate’s question to AAC:
*What kind of information is important to include in the proposal for use of IR as an additional criteria for admissions?* (see hand out: “Why should OSU move to holistic admissions?”)
Fall 2007 Cohort data... influence of IR has reduced recently. Feeling is this is because OSU is doing better job of providing early student intervention.
Not been able to capture how it affects diversity groups on campus. Full data will be available in about a
Q: How would the IR affect a student who otherwise meets all other requirements?
--In effect it wouldn't change the criteria.
--For the most part, it will still have most impact on those needing intervention or borderline cases where
student isn't strong on paper. For example, the student’s high school doesn’t have strong curriculum, but this
student has done amazing things in the community.

Suggestions that proposal include information about cost for staffing? Cost/student?
About how successful the borderline students have been? where it has been used?
Kate believes having this IR in place would really help us work toward OSU's ethnicity goals.

Kate can come back next month to talk about mtg w/faculty senate.

4. Kent Kuo & Brenda Sallee – w/d date and prereq completion
Issue: Priority Registration used to start Week 8, but now w/new Priority Registration schedule, it starts Wk
7. Last day to w/d is end of Wk 7. This gives some students the opportunity to withdraw from a prerequisite
after they register for next term.

Three options for resolution:

- Registrar’s Office would administratively drop students if got an F or U or W or I/F (?) at end of term if
  that class was a prereq for a class they enrolled in for subsequent term. All Colleges must agree on
  this. Would be for Enforced Prereqs only.
- Registrar’s would, during that overlap week 7, each day search for those violators and remove them
  from the class they no longer have the prerequisites for.
- Change the w/d date to end of Wk 6 (requires Faculty Senate vote).
  Kent will ask staff to look at reformatting registration schedule to see if it can be moved back to Wk 8.
  (Carla says use extra space wisely)

Brett moved to vote to support Kent to talk to Executive Committee about Proposal A; Clay seconded motion

Vote results: In Favor: Unanimous; Opposed: none

5. Rebekah Lancelin—AAC membership sub-committee

- Handout – passed around org chart. Went from 26 to 20 voting members. Some common
  offices clumped together to get one vote.
- Next step to revise standing rules
- Some concerned about efficiency vs. votes, not necessarily related.

They will discuss more next month.

7. Announcements:
Kent Kuo: FYI, Faculty member had laptop stolen yesterday; had grades and ID# in computer. Kent will
notify students that this had occurred. Working w/OGC on process.
Probation/Warning/Suspension Update: Fall 08 numbers are higher percentage than last yr, but about same
as 2 yrs ago.

Doug Cochran: NonProfit Career Expo/Fair Jan. 22.

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President’s Conference Room. Next meeting: Feb. 11.
January 14, 2009, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

January 14, 2009
Minutes

Agenda

1. Introductions – 5 minutes
2. Janet Nishihara – Waldo Cummings Awards – SRA Committee
3. Rebekah Lancelin — AAC Membership subcommittee update
4. Alert System Letter — Gene Newburgh
5. AR 20—Kent Kuo & Gene Newburgh (Repeats)
6. Announcements – 5-10 minutes


MINUTES:

2. Janet Nishihara – Waldo Cummings Awards – SRA Committee
Student Recognition Awards (SRA) Committee will send an email out to eligible students (3.5 GPA) about April 1st. They use GPA to determine eligibility (3.5) as well as contributions and activities of students. Due April 14, submit online.

- May 20 is the Awards Event in the evening. Students can invite a faculty/staff member.
- Please encourage and reinforce students to apply.
- Janet said they would have list of who rec’d the email sent to the college advisors, too, so we could follow up. They also look for student volunteers on the awards committee, if you know of any, have them tell Student Involvement.

3. Rebekah Lancelin — AAC Membership subcommittee update
They are looking at some org charts and will be communicating w/those who may be non-voting before taking back to AAC.

4. Alert System Letter — Gene Newburgh
Gene passed out a draft letter to go to Faculty Senate Leadership regarding our suggestion to address the academic implications for students on Alert days.

- Rick D – suggested changing wording from Yellow Alert System to Emergency Alert
- Kent K — says Alert Notification System is proper wording, they want to avoid Emergency Alert (there are some legal implications).
- Cary – Can we define better what our request is to faculty senate (i.e. guidelines for faculty , how to educate faculty what guidelines are, notification in faculty syllabi of expectations related to the different alerts)
- Clay — suggested table this item to redraft and send out to AAC
- Mary Anne —should address to Faculty Senate Exec Committee (FSEC) instead of “leadership team”.
- Gene – will make suggested changes then send to us (email) after redraft then send to SFEC.

5. AR 20—Kent Kuo & Gene Newburgh (Repeats)
Some thought some parts were clearer, and other parts more confusing. Only about 120 people are the multiple W folks out of 20,000. Not enough to warrant the time to track.

Problem w/current policy—not time frame for repeats, hard to track for Kent’s office.

Unclear which grades constitute an attempt.

At end of term process, the latest grade is used in GPA; after this time period, Registrar’s office must find the multi- repeaters and process manually.

Clay – had student workers read through this. They were confused by “academic unit”. Kent will define it in footnote.

Carla – how does one know which classes are allowable repeats? The Catalog has some of the limits; all the repeat limitations will be there for next catalog. Kent will add info about where to find this.

Kerry—how does it work w/399’s for example and a student who wants to repeat for better grade, but it is same topic? Kent’s office would have no idea the difference between those that are OK to repeat for better grade. Student could petition if situation came up.

MaryAnn—if student took for s/u, then took for grade, that second attempt is last one that counts in OSU gpa. Right? Yes.

Kent – Students cannot take grade first, then s/u. 8-10 student/yr do this, and Kent’s office catches it and notifies student they can’t do it.

Janet – can we clarify in language that the student gets credit for the second attempt if first was an F? Kent will change first sentence to say “...academic record but only the second attempt will count...”

Clay – clarify, after student graduate, their record is frozen, so a repeat after graduation would not affect OSU undergrad gpa. Correct.

Mickey R—questions about how to line-out credits and grades when repeating classes off campus or the OSU take is the repeat.

MaryAnn—says there are AP credit recipients who get credit twice if they took class here too. They haven’t been able to catch those. Admissions and registrars will work together to find these situations better.

MaryAnn and Kent will give an update for January meeting agenda.

Gene – Motion to accept AR 20 w/ changes

Move to accept – MaryAnn; Kerry – seconds; No Discussion; 1 opposition; others accept

6. Announcements:

Carla – Banner updates 60-70% improvement in DW jobs

Next wk end of term will load and should be done by Wed AM, roll Thurs to DW. Watch for email.

MaryAnn – banner not producing degree audit pdf reports; talked to Martin Main about getting corrected. This is related to new Banner hardware update.

Brenda – review thoughts on issues w/ w/d day and phase I not coinciding now. Will be on Jan agenda (ideas: Kent can do electronic check of those who fail prereq or w/d; moving w/d day wk earlier.)

Rick – E-campus info session/advisory group, probably in January.

Academic Affairs moved to 500 Kerr from 110.

International Education student services (advising) moving to 110 Kerr in Jan.

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November 12, 2008 Minutes

Agenda

1. Introductions – 5 minutes
2. Todd Simmons, Ass’t. VP University Advancement – Yellow Alert – 15 minutes
3. Kent Kuo – AR 20 and 17 and On-line Grad Applications – 30 minutes
4. Sheila Roberts & Nancy Laurence – Late Withdrawals/ARC Committee – 15 minutes
5. Rebekah Lancelin – AAC Membership Sub-committee – 15 minutes
7. Announcements

ATTENDEES: Brett Jeter, Brenda Sallee, Brett McFarlane, Gene Newburgh, Clay Torset, LeeAnn Baker, Rebekah Lancelin, Polly Jeneva, Angela Austin Haney, Mary Ann Matzke, Kerry Kincanon, Susie Leslie, Kate Halischak, Moira Dempsey, Michele Sandlin, Doug Cochran, Rick DeBellis, Sheila Roberts, Renee Stowell, Kent Kuo, Mike Daniels, Leslee Mayers, Phil Brown, David Craig, Nancy Laurence, and Todd Simmons.

MINUTES:

2. Todd Simmons, Ass’t. VP University Advancement – Yellow Alert –

   The new Blackboard system will change how emergencies are communicated here at OSU. We can be less reliant on the Inform-lists for notices now. This new system is only for emergencies which impact safety, accessibility or have life/death significance for us. Lesser emergencies, like hazardous weather...they will tell folks w/ the alert system which will then tell them to look at other areas for details, such as the web.
   He feels confident that we now have reliable, robust system of notification.
   They will have subgroups established too so only some groups of folks can get messages as opposed to the entire database of contacts (e.g. one building that needs to be evacuated).
   There are about 26,000 people/contacts in system.
   A suggestion was to have faculty senate decide on guidelines for the faculty as to what students will be accountable for in an alert situation. Currently, many faculty will still hold students to attending class, even when an alert was made. Todd will bring this issue to his group and Gene will bring it up to faculty senate reps to discuss there.
   A closure at Cascades or Hatfield will be represented as a Yellow alert so everyone knows, but details are reflected elsewhere.
   Todd will work on getting definitions of the different alerts on the website when there is a clearer idea what these mean. Possibly after the discussion with his group and faculty senate has occurred.
   Question asked if there is a policy on how folks will be alerted that the emergency is over. Todd says it would depend on the situation and severity of it. He doesn't want to be bound by a policy at this time.

3. Kent Kuo – AR 20 and 17 and On-line Grad Applications – Updates

   AR 17: Registrar’s Office is working on a process for students who want extensions beyond the one year for an Incomplete. Their proposal is to allow them to petition one term extension at a time, for 3 consecutive terms. They can't petition for it to extend beyond their graduation term.
   AR25i: They will be adding a sentence to let students know they should apply for graduation 3 terms before their intended graduation term. Proposed deadline would be Friday Wk 2 of their grad term. Academic Regs Committee OK’d and will move onto a Faculty Senate vote.
   AR20: (Repeat Policy) ARC has made some suggestions as to how to start the process to clarify/simplify the wording and format. The ARC agrees there are some inconsistencies and room for improvement. AAC will get to see the draft when ready.

4. ‘Application to Graduate’ online is not ready yet due to programming issues. It will be located in the
Student Online Services area for each student. If their Banner info is inconsistent with what they are applying for, they still need to do a Change of Major/Minor Form. Note they suggest NOT calling it a ‘Grad Application’ because it could get confused with Graduate School application.

5. **Sheila Roberts & Nancy Laurence – Late Withdrawals/ARC Committee**
   - See **Handout: ARC Guidelines**.
   - ARC typically follows version 1, but that is different from the public guidelines (documented medical or family emergency). Should they be consistent? With which version of the guidelines?
   - Sheila asked for feedback from AAC.
   - MaryAnn: feels guidelines in version 1 are too lenient now.
   - Brett: Is there a way we can make the guidelines more transparent?
   - Clay: Suggested clarifying ‘continuous enrollment’ for the ‘You have 3 yrs to make request’ guideline. ARC is considering including verbage such as “other documented circumstances beyond students’ control.” Some students can’t w/d if a hold is on their account, but they have looked this up to verify.
   - If there are further comments, email Sheila Roberts.
   - Polly: we like the info included about “Approval signatures are advisory and do not guarantee approval by the committee”.

6. **Rebekah Lancelin – AAC Membership Sub-committee**
   - Committee met, no decisions made, each left w/ homework to look at more information and guidelines. They have collected emails of comments from AAC attendees, and other comments are welcome to be sent to Rebecca.

7. **Susie Leslie & LeeAnn Baker – Professional Development**
   - See **Attachment** of schedule for NACADA Webinars: first one is Nov 19 on Career Advising, 3:00-4:30, Wiegand 238 w/ Pilot Plant tour afterward.
   - Upcoming topics: mental health, advising technology, athlete advising, and more.
   - All sessions will be 3-4:30pm, but randomized days. Watch for announcements (c-10, OSU Today)
   - Dec. 9 is next: topic TBA
   - WOU, LBCC, Linfield also invited. Cascades will be invited too.

8. **Announcements**
   - Kate Halichak: if you get student athletes coming on Friday w/ many s/u (more than 2) contact Kate’s office or their advisor in Athletics. Ask if their Athlete counselor knows. Many can affect their eligibility (if they get Us).
   - Renee Stowell: Next week is International Education Wk (Nov 17th à). Important: Study abroad scholarship workshop Wed.

Doug Cochran: Good turnout at Dining & Ettiquette of faculty/employers, but 40 student no shows. Please communicate how important it is to follow through. Career Services may charge no show fee next time. Career services will give AAC an update on how economy is affecting job searches in Dec or Jan.

Susie Leslie: Winter and spring term there will be more WR 121 and Comm 111/114 sections offered to help the backlog. The WR 121 sections will not be alpha scheduled. Let students know as appropriate.

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the President’s Conference Room.
October 8, 2008 Minutes

Agenda

1. Introductions – 5 minutes
2. Susie Brubaker-Cole – Associate Provost for Academic Success & Engagement – 15 minutes
3. Lisa Hoogesteger – Interim Dean of Student Life – 20 minutes
5. Doug Cochran – Career Fair- 5 minutes
6. Paul Doescher – President-Elect, Faculty Senate – AAC committee membership –  25 minutes
7. Announcements  - 5 minutes

MINUTES:

Attendees:
Brett Jeter, Brenda Sallee, Clay Torset, Rebekah Lancelin, Carey Hilbert, Polly Jeneva, Angela Austin Haney, Mary Ann Matzke, Kerry Kincanon, Kate Halischak, Michele Sandlin, Doug Cochran, Janet Nishihara, Rick DeBellis, Renee Stowell, Kent Kuo, Mike Daniels, Lisa Hoogesteger, and David Craig. Guest: Susie Brubaker-Cole.

1. Introductions/Welcome:
New sign-in includes who are voting and non-voting members.

2. Susie Brubaker-Cole, Assoc. Provost for Academic Success & Engagement:
Hers is a new position at OSU; the focus is to advance the agenda for university success and engagement, as well as to assist Becky Johnson in her endeavors. Susie works with colleges and departments and works to coordinate several other campus units, such as the Center for Teaching & Learning, WIC program, DPD program, Academic Success Center, Academics for Student Athletics, SSS program, CAMP, and EOP. Some of the big issues this year on her plate are:

- Course access issues w/emphasis on courses for first-year students,
- Help develop U-Engage courses - hope is to allow all first-year students to have contact w/a faculty member. They want to come up w/learning outcomes and broad base of experiences for students in the class
- Explore opportunities to provide bridge-like experiences for students who need extra assistance when adjusting to campus/classes, and
- Work w/faculty on proposed revision of Baccalaureate Core.

Related more to Academic Advising, some issues Susie has interest in:

- Finding ways we can realistically engage w/students earlier when they are in trouble or about to be. Like early warning.
- Student Compass concept. Help students align their goals w/broad university outcomes/foundations of university education.

3. Lisa Hoogesteger, Interim Dean of Student Life:
The Office of the Dean of Student Life often deals with both Health & Wellness Issues as well as Crisis issues. Did you know there are several health/wellness teams on campus? (see handout). There is also a health & wellness workgroup to look at different ways to help students improve this aspect of their lives. Lisa’s office
works directly with:

- New Student Programs & Family Outreach (NSPFO)
- Career Services
- Disability Access Services
- Counseling & Psychological Services
- Student Conduct & Community Standards

Part of Lisa’s Office’s role is to help connect resources to the students—(examples of cases that came in this past week: freshman backpack stolen; homeless student discovered, is living out of car; students w/mental health issues; financial crises). Their office supports the process at the university that already exists, works w/student on the steps in the process but tries not to get in the middle.

Handouts: Healthy Campus Teams, Referral & Resources for Students in Distress.
Distressed and disruptive student presentation to be online soon.
New permanent opening expected to start in Jan 09. Stay tuned.
Q: Are students finding your office on their own or being referred?  A: Mostly referred.

4. Kent Kuo, AR 20 & 25 & 17 discussion:
AR 17: When an instructor is terminated, are they allowed to change a grade? Past practice has been to do this. However, Faculty Executive Committee (FEC) asked this not be allowed anymore. This modification can be built in to the online grade change system.

AR 25: He wants to change deadline for graduation applications. Currently very loose and can apply anytime. CHA group and Registrar came to agreement that end of week two (Friday 5 pm) of their grad term is new deadline. There is room for extending for extenuating circumstances.

VOTE: Unanimously, AAC passed to support.

AR 20: Kent says repeat process has too many interpretation loopholes now as written. Repeats take 20 hrs to exclude previous takes and include last take. They are 349 pgs long, with 2080 examples of where Registrar’s office must go back and reverse something that has been done. This stalls accurate computation of term and OSU GPAs, and is not good a use of resources.

- Can we clarify faculty intent and simplify wording? Once this is done, it can be coded into the program.
- Handout: various repeat examples
- Question to ask faculty senate—what do they want to do w/Y grades in the repeat process (it’s becoming the new ‘I’)?
- Is the faculty intent to allow students to repeat a class they originally got an S or U in? 117 students over last 10 yrs got through doing this.
- Starting this term (fall 08), Registrar’s Office will not allow this; when caught, student will be notified they have to take for a grade. Kent will talk w/faculty senate exec committee soon to get answers to some of the above questions about intent.
- Next AAC meeting: revisit 17 and 20 for updates

5. Doug Cochran, Career Fair:

- Replacement for career counselor position is down to 4 finalists. Advisors are invited to parts of interview sessions, tentatively: Oct 27, 28, 29, Nov 3, early afternoon. Stay tuned.
- Career Fair: Oct 21 (general), 22 (engineering). Tell students about week before and its activities.
- Handouts: 2008-09 Career Services brochures, Career Fair, Engineer Fair, and Beaver Career Days.
- AAC members are important to spread word of the events; they’ll listen to us.

6. Paul Doescher, President-Elect of Faculty Senate, AAC membership discussion:

Paul’s role is to stress the efficiency and viability of committees on campus. After looking at our committee composition, he had questions about whether our membership and operation is in alignment w/the standing rules of AAC.
Currently we have 28 voting members. There are 11 academic colleges, down to 8 when looking at undergrad
colleges only. In addition to these 8, there are 17 other offices represented. Why do all these vote?-- seems to offset the academic focus. Is this efficient? Can we look at the efficiency as new charge? Gene will assemble a group to look at this issue. Subcommittee will be: Gene Newburgh, AAC Chair, Carey Hilbert (HHS), MaryAnn Matzke (COS), Rebecca Lancellin (UHC), David Craig (UHDS-non-voting), Mike Daniels (ROTC).

Paul sees three major areas where our future input is needed: BACC core review, funding of academic units for access and quality of the academics provided for students, and economic downturn of our state and nation and its impact.

Michele Sandlin says Admissions does advise; they need to know AAC outcomes. MaryAnn Matzke says focus always been communication, not efficiency. No other venue for us all to get together.

Q: What is process for changing standing rules? A: From AAC to Committee on Committees, then goes to Executive Committee for review, then to full Faculty Senate.

Q: Is hope to free up time for others to serve on other committees? A: Yes, to some degree.

7. Announcements:

- Renee Stowell (IDEA): Study Abroad Fair, Oct. 9, in MU. Handout: Info meetings in fall.
- Michele Sandlin: Preview OSU event, expecting over 1200.
- Carey Hilbert- when will priority registration schedule be posted? Kent will look into it and get in touch w/us.

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00 in the President’s Conference Room.
ATTENDEES: Cary J. Green; Brett Jeter; Brett McFarlane; Clay Torset; Angela Austin Haney; Melanie Jones; Louie Bottaro; Kerry Kincanon; Susie Leslie; Renee Stowell; Kent Kuo; Brenda Sallee; Mary Ann Matzke; Rebekah Lancelin; Phil Brown; David Craig; Cindy Empey; Amas Aduviri; Janet Nishihara; Rick DeBellis; Lissa Perrone; Gene Newburgh

MINUTES:

*Welcome and Introductions* – The meeting was called to order at 1:35 by Chairperson Angela Austin Haney and everyone introduced themselves.

*Registrar’s Report: Kent Kuo*

“*Commencement preparation, graduation and grades* are the only subjects discussed in the Registrar’s Office at this time.” Kent reported that 2,065 students are walking and 4,586 degrees are projected to be awarded.

*Online Grades:* The Registrar is completing the design of the online grade changes and hopes to implement after testing this summer.

*A.M. Office closures:* Kent reported that the Registrar’s Office will be closed mornings until 10 am from June 20 through “early July.” Mary Ann asked if this included START days. Advisors added that they need Registrar contact access to reset GAPS and do change of majors during START. Kent will check into this and work with START contacts.

*Spring Commencement:* “Things are shaping up, even the weather!” The staff is on the second round of double-checking, soon to commence the third round. Kent thanked all for their dedication and patience regarding clearing up more diploma issues than were cleared in past years. On Thursday, they will do the “final wrapping” of the diplomas and facilities will pick them up. A 4 by 6 card system is being utilized to organize graduates in proper order, and there are processes in place to accommodate some changes and no shows.

*Processing Final Grades:* Grades are due on Monday and will be finalized by Wednesday at the latest.

*Phone System:* The Registrar’s Office new phone system for the call center will roll out upon the retirement of Patty Hughes who has manned it for almost 20 years. The alpha-menu shall disappear by the end of June. Staff is being cross-trained to fill in and 2 new OS IIs have been hired to replace Patty. They are Caitlyn Leslie and Megan Wright. In addition, an Analyst/Programmer is now being hired.

3. Admissions

*International Degree and Education Abroad (IDEA): Renee Stowell*

*Information:* Renee stated that everyone would be receiving packets with information on the International Degree, Study Abroad information and International Internship information. Samples were distributed.

*Newsletter:* Renee shared copies of “the International Programs Newsletter” called “Postcards from the Edge.”

*Program Choice:* 180 programs now exist around the world and there is a new search engine designed to narrow a student’s search. In addition, a student can attend a “First Steps” session offered every day at 12 noon and 4 pm, after which they can schedule a one-on-one meeting.
- **The International Degree**: It now has 75 students declared, down from 90-100 students a few years ago. Renee shared statistics of the numbers by college and gender. Anyone with questions should contact Renee. Renee passed out copies of the International Degree Passport Advising Guide which she uses to advise students.

- **Questions**: The question was asked if there are statistics about job placement after graduation as a result of having this experience. Renee shared that many of the students are in Biology with hopes of going on to medical school, and many are committed to research and seek graduate programs.

The question was asked why the numbers are down. Renee reported that the answer is puzzling. Attrition is stable but she is experiencing fewer first-time appointments. Some supposed that with economic times, opportunities were more limited or some students might need to graduate sooner and get a job. AAC members were encouraged to advertise this opportunity a bit more.

The question was asked if the benefits of an International Degree can be articulated. Renee responded that it was hard to tell if employers recognize the benefits of the degree and graduates are prepared to articulate the benefits. Renee has started a Face Book group to gather positive and supportive statements.

The question was asked why students now choose the opportunity. Renee replied that, for some, an international interest is predisposed, and others have language and plan to study overseas, so they might as well take advantage of the extra recognition.

Renee offered to come talk to any advising groups at any time.

- **Business Affairs Policy Change: Lissa Perrone**
  - **Current hold policy**: There are 2 types of holds:
    1. Transcript holds if debt amount is under $2,200.
    2. Registration Hold if debt is over $2,200.

  - **Policy Change**: Effective Winter Term 2009

The $2,200 debt can only be from the last 2 terms. All older debts must be paid. This policy change took input from all involved constituencies, including the students. Students recognize that they cover the unpaid fees of those students who default on fee payments. The rationale is that if older bills exist and a student drops out prior to degree completion, there is no motivation to pay. The committee decided, “There is no point in increasing fees next year to increase cash flow if students who already accepted services, paid their debts.”

The new policy will be announced in the Barometer in notices to students, etc. Business advisors will work with students and some exceptions will be made.

- **The question was asked if the Registration Holds that occur in the 4th week affected s/u’s, add/drops, etc.** Phil Brown replied that since all of these procedures are a part of the Registration process, yes, they are indeed affected. The point was made that these restrictions mid-term resulted in numerous more petitions and lengthy appointments to deal with blocked registration. Kent reported that some students “lie” about checks or don’t write “legal backed” checks and bounce checks to proceed with registration steps. The Registrar and the Business Office are on top of these actions and work together to catch them. Some cases are passed on to Student Conduct.

- **The question was asked if the registration could be blocked in future terms, not the current term, so as not to affect s/u’s, withdrawals, etc.** Phil replied that “anything is possible, but it doesn’t exist now.” Kent shared that he is “very reluctant to make any registration changes.”

Lissa reported that 5-10% of OSU students are affected. Lissa reported that policies are tougher on foreign students since older debt is unlikely to be paid and, if they leave the country, it is very difficult to reclaim the debt. Also, SSNs are no longer shared, so the university is limited on information they can share to collect. The result is a more difficult search for out-of-state students with debt.

- **Diplomas are not held for students in debt. The transcript is the official record per Kent, and it is on hold. The diploma is “just a piece of paper.”**

- **80% of the debt is collected by OSU staff, not collection agencies.** Collections begin the 4th week of
the term. In-house collection is pursued for one year, and then accounts are sent to the Department of Revenue, where tax refunds can be held to cover debt.

6. **Nominations for Chair-elect: Angela Austin Haney**
   Angela called for nominations for the Chair Elect for 2008-2009 for AAC. Nominees at the May 2008 meeting were:
   - Brett McFarlane
   - Brenda Sallee
   - Clay Torset

   Brett and Clay stepped down due to other administrative commitments in the upcoming year. Elections were held and AAC unanimously elected Brenda Sallee as the Chair Elect for 2009-2010 (thus, Secretary for 2008-2009.)

7. **Announcements**

   - **Cindy Empey: Student Recognition & Awards Night**
     Cindy thanked all for their support of and attendance at the Student Recognition and Awards Dessert. Cindy was commended for her leadership for chairing a memorable and organized event.

   - **Rick DeBellis: Summer Session**
     Rick reported that Summer Session registration is up 10% as of May 30th. He also announced that there would be a concert every Wednesday at noon during summer session in the brick plaza by the MU.

   - **Gene Newburgh: THANKS to Angela!**
     Gene thanked Angela Austin Haney for her excellent leadership of AAC this academic year. Members added their comments of gratitude specifying efficient, well-run meetings, etc.

     The meeting was adjourned at 2:45 pm by Chair Angela Austin Haney. The next AAC meeting will be in the Fall, dates to be announced.

Respectfully Submitted,

Gene Compton Newburgh
AAC Secretary
May 14, 2008 Minutes

Academic Advising Council

Attendance: Cary J. Green; Brett McFarlane; Clay Torset; Angela Austin Haney; Carey Hilbert; Polly Jeneva; Kerry Kincanon; Susie Leslie; Moira Dempsey; Renee Stowell; Kent Kuo; Brenda Sallee; Mary Ann Matzke; Rebekah Lancellin; Michele Sandlin; Kate Halischak; Laura Smithers; Carla Simonson; Phil Brown; David Craig; Amas Aduviri; Leslee Mayers; Marybeth Trevino; Carrie Coplan; Doug Cochran; Cindy Lehto; Rick DeBellis; Gene Newburgh

Agenda Items

1. **Welcome and Introductions** – The meeting was called to order at 1:30 by Chairperson Angela Austin Haney and everyone introduced themselves. Kate Halischak introduced her guest, Laura Smithers, an athletic advisor who has been on staff for awhile, but has not been able to attend AAC earlier.

2. **Registrar’s Report: Kent Kuo**
   - **Commencement Preparation** is the primary focus in the Registrar's Office at this time. Audits are due at 5 pm today.
   - **Online Grades:** The Registrar is in the 3rd round of testing for online grades and hopes to have the issues resolved soon.
   - **Meeting with CHA (Council for Head Advisors):** Kent announced that Amy Flint and Tom Watts had attended the CHA meeting this week and discussed electronic/online S/U forms. The members of CHA expressed great concern about this issue and the Registrar’s Office will not proceed with them. They also discussed (Change of Major forms) Change of Undergraduate Academic Program forms and “despite negative feedback, we will proceed” with moving them online.
   - **NFM Name Change:** The Registrar’s Office will be working over the summer to change the NFM department/coursework to NUTR.
   - **Transcript Requests:** Work in this arena is “improving.”
   - **Web Portal Improvements:** Kent shared that these are necessary for good customer service. “If we can’t buy it, we will have to develop it.”
   - **On-line Commencement Registration and Graduation Applications:** The model to do graduation registration online is being developed and will roll out and be tested over the summer.
   - **Advanced Technology Proposal:** The Provost recognized the importance of the proposal and sent it to OUS to potentially be purchased system-wide. Kent supplied the Provost with budget amounts. This may develop and Kent will keep us informed as to any action taken.
   - **Degree Audits and Atlas:** Students can print their own audits. Atlas is being reviewed now, but the “what if” scenarios are not turned on.
   - Kent expressed his “thanks to all for clearing degrees!”

3. **Admissions: Michele Sandlin**
   - **Numbers are up for Fall**
   - **Recruitment Wrapping up for 2008**
     - Only 2 Spring Fairs left, finishing up the recruitment
     - Admissions Staff is booking the 2009 events now
     - 14,205 visits on campus this last year including the events and campus visitors.
   - **College Source Service**
     - TES can do a single course search. Admissions shall be purchasing a package for 20 users. After distributing them to their staff, there shall be 3 available for Head Advisors

4. **AR25 f#1: Clay Torset**
Clay asked if anyone was having troubles with this regulation, specifically the last 45 out of 75 credits at OSU. With transferred requirements from the community colleges mixed with on-campus requirements, this rule is sometimes compromised with timing.

Kent stated that Academic Residency was something that “we all need to take seriously.”

Petitioning the ARC is the course of action for those students who request exceptions to the rule.

The hypothetical question was raised, “Should these students be graduating from OSU or the institution from which the bulk of their credits are taken?”

Deficient Foreign Language requirement is causing some problems for students who take it late due to lack of courses during registration. One member stated, “What is an admission requirement is being reviewed at graduation, so some are taking their classes at the accessible community colleges and the 24 credits are hurting their residency.”

5. **Nominations for Chair-elect: Angela Austin Haney**

   Angela called for nominations for the Chair Elect for 2008-2009 for AAC. Nominees are:

   - Brett McFarlane
   - Brenda Sallee
   - Clay Torset

   Elections will be held at the June meeting.

6. **Announcements**

   - **David Craig: Awards Banquet and AHE 499**
     Cindy Empey will be sending a list of University Awardees to all to consider attending for their students. Also, David will be teaching AHE 499, a Higher Education course next term for Higher Education Leadership. He asked everyone to recommend it to active OSU students.

   - **Leslee Mayers: NSP&FO**
     The June 23-24 START Session is full, but there is plenty of space in all of the other sessions.

   - **Brenda Sallee: New Advisor**
     Brenda announced that Jayne Anderson, the Business Advisor who left last year to go to Nike, is back in Business advising!

   - **Kate Halischak: Athletics**
     Kate distributed the Academic Performance Summary for Student Athletes. She highlighted that football players passed 93% of their courses during Winter term, an all-time record.
     (See [Attachment](#))

   - **Clay Torset: Advisor Web Page**
     Clay thanked Phil Brown for all of his work making additions to Web for Advisors.

   - **Polly Jeneva: Foreign Language Cuts**
     Polly shared that Liberal Arts Foreign Language Department is cutting back: Italian and Arabic courses will be eliminated from on-campus offerings, (Arabic is now online). Also, there shall only be 5 sections of Spanish.

   - **Brenda Sallee: Entrepreneurship Minor**
     Brenda announced that the Entrepreneurship minor is now offered online as an additional opportunity for students.

   - **Kerry Kincanon: UESP Advisor**
     Kerry announced that the UESP Advisor search is culminating in candidate open forums on May 19, May 21, and May 27th from 11-noon in MU 206. Everyone is invited to watch candidates present their philosophy of advising and teaching and how it relates to working with exploratory students.

   - **Carrie Coplan: Career Fair**
     Carrie announced that the Spring Career Fair had an attendance of 800. She thanked everyone for getting the word out to achieve this high attendance.

   - **Moira Dempsey: Academic Success Center Open House**
     Moira invited everyone to the Academic Success Center Open House put on by the Academic Success Center Student Advisory Board. It will be from 3:30 p.m. to 5 p.m. in 102 Waldo Hall on the 15th. The gathering will feature a presentation of works by Jessica Breedlove, with additional pieces shown by Phil Tobin, the two featured student artists Spring/Summer 2008 at the Center.

   - **Phil Brown: Banner Updates**
     Phil announced that Banner will be updated from 7.3 to 7.4 this summer, and then to 8.0 in Summer 2009. Kent shared that Banner 8.0 is “incredibly substantive and a more robust degree audit,” etc. He shared this would be a more significant transition.

The meeting was adjourned at 2:20 pm by Chair Angela Austin Haney. The next AAC meeting will be June 11, 2008 in the President’s Conference Room.

Respectfully Submitted,
Academic Advising Council

April 9, 2008 Minutes

Attendance: Brett Jeter, Brenda Sallee, Denise Emery, Clay Torset, Mary Ann Matzke, Polly Jeneva, LeeAnn Baker, Rebekah Lancelin, Carey Hilbert, Gene Newburgh (acting chair), Kerry Kincanon, Michele Sandlin, Moira Dempsey, Carrie Coplan, Doug Cochran, Carla Simonson, Phil Brown, Janet Nishihara, Rick DeBellis, Kent Kuo, Kris Winter, Leslee Meyers, Cindy Empey, Amas Aduvirri

Guest: Laurel Kristick (Valley Library)

1. Introductions

2. Admissions Report: M. Sandlin provided an update on admissions numbers with regard to applications, admits, transfer admits, and deposits. She also reported on several upcoming Admissions events, including the Honor’s College event this Thursday evening in downtown Portland (175 students expected), the final spring visit this Friday (1000 guests expected), and Kaleidoscope of Colors and Cultures (KCC) which will be held on April 25 and 26 (500 participants expected). She shared that graduate admission functions are expected to be moved up to the graduate school by July 1 with the 2008-09 school year serving as a transitional year. Graduate recruiting will remain in the Admissions Office for another year. Professional program, post-bacc, and non-degree graduate admissions will still be housed in the Admissions office. Finally, she reported that, per a national agreement, web application processes for fall 2009 will not go live until September 15.

3. Registrar’s Report: K. Kuo reported on several items relative to Registrar’s office processes.

- The 2008-09 general catalog will be back from the printers soon, and 2008-09 Registration Information Handbook is in process and will go to print in the near future. The handbook will once again include the full final exam schedule and calendars that reflect adjustments to the priority registration schedule. The Registrar’s Office is making an effort to shrink Phase II registration, so that it will end dead week.
- Schedule 25 – system modeling for fall term will start on April 21.
- Several room remodels will be undertaken this summer including rooms on the second floor of Strand and rooms in Weniger, most significantly 151. The hope is that Weniger 151 can be a model for future lecture halls on this campus. It will be redesigned to be more collaborative in nature and will be reduced from 255 to approximately 200 seats in the process. Education Hall renovations have been delayed until the summer of 2009.
- A work order has been submitted for the online graduation application. This process will be integrated with BANNER and will update BANNER automatically. The hope is to have this system ready by summer 2008 to accommodate graduation applications for spring 2009. Several advisors had questions about the logistics and how the system will work.
- There are now Camtasia videos on the registration screen of student online services that demonstrate the add/drop process. These videos are also housed on Registrar's web site. A video is forthcoming that will demonstrate how to log onto student online services.
- Changes are in the works for this year’s commencement ceremony, and Kuo can provide specifics at a later date if needed. The commencement web site has been revised and is much more robust. Per the advisors’ request, Kuo was able to share copies of the commencement mailer by the end of today’s meeting.
- In a continued effort to improve customer service, the Registrar is putting in a new phone system, which will employ similar call center technology to what Admissions uses.
- M. Matzke reported some student confusion over second week add processes. These students were securing overrides, but they were still unable to register. The group deduced that the situations probably necessitated multiple overrides to clear all restrictions. Kuo mentioned that this topic would be explored for a Registrar's video.
M. Sandlin reported a policy change in the Admissions and Registrar’s Office: there is no more “Alumni College” effective fall; (hopefully) students will go through Admissions, and there will be an application of $50 for degree seeking students and $25 for non-degrees. P. Brown reported that there will be programming required for this change.

4. **Gender Neutral Policy:** C. Empey shared information and clarified that the program name is “Gender Inclusive Housing.” Empey provided a handout that outlines the program and the decision-making related to its inception. This is very much a student driven initiative motivated by students seeking on-campus housing options based on factors other than their perceived gender, and on par with their off-campus options. The program was piloted with 12 rooms in Bloss Hall this year, and it will transition to Halsell Hall next year. Halsell was chosen because of its apartment suite-style accommodations. Only certain suites will be gender inclusive and no student will be forced to live in a gender inclusive space. Empey also reported that the new “early room selection” that lets students select where they live has been quite successful, with residence halls already at 56% capacity for next year. The “popular” halls are filling first. Under this new program, later admits will concentrate in the less popular halls. Empey reported that UHDS is cognizant that the late admits may constitute an “at risk” population, so these are filling first. Under this new program, later admits will concentrate in the less popular halls.

5. **CollegeSource Online catalog** – L. Kristick shared that the library is considering cutting access to this full text database of North American college and university catalogs because of cost and minimal usage. She said that advisors, e-campus, and admissions are the primary users, although many advisors at the meeting expressed that they did not know that the resource existed. M. Sandlin requested a separate meeting with primary users and stakeholders to discuss further. Sandlin and Kristick will coordinate.

6. **Math Placement Enforcement** – K. Kuo (for Susie Leslie from the Office of Academic Programs and Assessment) shared that conversations have been initiated about whether to make math placement scores a mandatory prerequisite for entering a given math course. Kuo, M. Sandlin, and K. Kincanon reported that this issue was discussed at the Undergraduate Education Council with the strong sentiment from that group being that enforcement would be acceptable provided several factors were considered (e.g. “Prerequisite: Math Placement Score of ___ or SAT Math Score of ____ or ACT Math Score ____ or...”). Advisors agreed, but cautioned against expediting mandatory enforcement for this year given that the online math placement test is in its first year. In the meantime, the compelling data that Tom Dick and the math department has collected about math placement score relative to success in a given math class will be shared with advisors prior to START. We will follow up on this agenda item with S. Leslie next month.

7. **Announcements**

- R. DeBellis shared that summer session registration begins this Sunday, April 13 at 12:01 a.m. and that he will be forwarding a newsletter to us that was e-mailed to OSU students this week. He showed us upcoming publications including several inserts that will run in the Barometer. Summer Session is looking to offer more hybrid (half online-half in-person) classes and has an RFP process in place to generate proposals for this type of class. He also asked that advisors keep an eye out for critical time conflicts or sequencing issues and report them directly to him. Summer session will actively liaison with departments next year to strategize about the timing of summer offerings. P. Brown drew our attention to difficulties inherent with the timing of zero week and Blackboard, which historically comes back online the week after the end of spring term.

  - C. Coplan provided brochures, flyers, and posters for the spring career fair and upcoming career services events. The spring career fair is Wednesday, April 30th from 11:00-4:00 in the CH2M Hill Alumni Center, with a targeted time from 10:30 -11:00 for exploring students. 100+ employers will be attending. Coplan and D. Cochran also invited interested advisors to participate in the Networking and Etiquette event on Monday, April 21 at 5:00 p.m. in the CH2M Hill Alumni Center. They were very pleased at the response thus far from students and expect they will need to close the event soon.

  - B. Jeter shared that the Agricultural Sciences Career Fair will be Wednesday, April 23 from Noon-4:00 in the CH2M Hill Alumni Center. He will share a flyer with us over e-mail.

  - M. Matzke shared that the College of Sciences is sponsoring the 6th Annual Health Professions Career Fair on Tuesday, April 22 from 10:00 a.m. to 3:00 p.m. in the Losels Stewart Center. She will e-mail us with a link to more information.

  - K. Winter reported that registration for START will be active through Student Online Services starting on May 1. We will be able to use Web for Advisors to check for overall START numbers or to check a specific student’s registration based on ID number.
K. Kuo reported that many on the Registrar’s staff did not know about the parental permission form available on their web site, but they now are all on the same page. He also reported that there are proposed changes and updates to FERPA that are forthcoming. He shared that more information will be forthcoming about OR SB 1066 that includes tuition waivers extended to widows and orphans of veterans killed in the line of duty. This benefit will cover expenses not covered by other veteran’s benefits.

Meeting adjourned at 2:55 p.m. The next meeting will be Wednesday, May 14, 2008 from 1:30-3:00 in the President’s Conference Room.
March 12, 2008 Minutes, Academic Advising Council, Faculty Senate, Oregon State University

Attendance: Brett Jeter; Cary J. Green; Jeff Malone; Brett McFarlane; Clay Torset; Angela Austin Haney; Carey Hilbert; Polly Jeneva; Renee Stowell; Kent Kuo; Brenda Sallee; Mary Ann Matzke; Rebekah Lancelin; Michele Sandlin; Janet Nishihara; Kate Halischak; Carla Simonson; Phil Brown; Cindy Empey; David Craig; Amas Aduviri; Mike Daniels; Kris Winter; Marybeth Trevino; Queena Hall; Susan Shaw; Gene Newburgh

Agenda Items

1. Welcome and Introductions – The meeting was called to order at 1:30 by Chairperson Angela Austin Haney and everyone introduced themselves.

2. Admissions: Michele Sandlin
   - Applications are “stable” compared to 2007
     - Undergraduates are up about 6%.
     - International Students are “up significantly.”
     - In-state application numbers are “flat,” while out-of-state applications are “up significantly.”
   - Student Deposits
     - “Up 2 times the rate of last year at this time, especially for California students who are being 'shut out' by California schools.”
   - Counselor Fly-In
     - Today is the first day of the Counselor Fly-in. Tomorrow our visitors will be visiting the Hatfield Marine Science Center. Two representatives from 9 states will be participating.
   - International Admit Changes
     - Michele and a team visited Cal State Northridge to investigate strategies to increase International Student numbers. As a result of the visit, 4 major changes occurred:
       1. Undergraduate minimum admission TOEFL score has been lowered by ½ point to be comparable to peer institutions
       2. The undergraduate requirement for the TOEFL was a score of 550. This was lowered to 525 by Admissions, but Marybeth shared that this did not exist. Admissions will adjust this score to 527 to align with recorded scores. 
          CLARIFICATION: Admissions originally lowered the admissions TOEFL score to 525 based on peer school recommendation.
       3. OSU is now accepting the 3 year Bologna (European) degree to be equal to a BS/BA degree effective Fall 2009.
       4. Admissions asked that India’s A List Schools’ 3-year degree be accepted as equivalent to the US 4-year degree. The Graduate School denied this request. Admits with a TOEFL at 450 will be admitted to ELI and kept there until they meet the required 500. See the International Education Website for more details.

3. Registrar’s Report: Kent Kuo
   - Waitlist Changes: An announcement was sent 2 days ago, accompanied by a 2 minute and 44 second tutorial on all of the steps of wait listing. Many expressed the effectiveness of the tutorial and Kent thanked Phil Brown for his assistance on this project. All of the 11 errors except for the “CRN does not Exist” flag have been fixed.
   - Missing Grades: The Registrar has developed an email to send to professors/instructors who are missing submission of grades. These electronic reminders are enlisted to minimize empty diploma cases at graduation and still keep OSU’s Registrar known as the “Green Registrar.”
   - Amy Flint Hired: Kent announced that Amy Flint was hired to replace Tom Watt’s old position.
   - Sharepoint Site: The Registrar’s Office is developing a common site on their webpage to share
common information. More details will follow.

- **End of Term Processing:** Work is starting now to compress the 2 each 20 hour jobs that are necessary to run at the term's conclusion. Carla and Kent and working VERY hard to have everything run with a finish goal by Thursday.

- **Summer Registration:** The question was asked whether Summer Registration should switch to Priority Registration. The greatest impact is on the College of Business and their 400 level courses. Their Summer grads need them, but all seniors are able to get them and they fill with the wrong folks. Closing out the classes and overriding was the recommended venue since only 1-2 classes are affected. This is a very tedious, time-consuming solution, yet Priority Registration may not be the solution. Brenda and Kent will think about other options.

- **Graduation Holds:** Students are able to see their graduation holds on their self-service degree audits, not the copies they get from their advisors. A test run was held with 31 students in jeopardy and letters were sent if one of the 11 holds was visible. The vast majority of students followed up if they received a letter. The only identified error with this system was with pre-pharmacy majors. A list of the 11 hold areas was requested and Kent said he would send this out. The goal of this test was to see if students would get in the prior term to adjust their courses to accommodate the holds, and it appears they did. Kent was asked when the letter would go out in Spring and Kent will check on this. Brenda also asked why International Education credits can't be considered as current credits. Phil explained that the system uses place holders only for them and they thus end up as "Incompletes" due to the timing of the actual grades arrival.

4. **Confidential Release of Information Form: Carey Hilbert**

- Carey asked if anyone was using the Release Form on the Registrar's website. She relayed that they had called the Registrar’s Office to ask if there was a form and were told there was not. Kent replied that they are definitely using it, but that it was not loaded anywhere on Banner or Web for Advisors, so the information is limited to the Registrar’s Office. Thus, no one knows what students may want outside of that office. Every college and service area seems to be doing their own form. Two AAC members reported that parents may intimidate their children to sign the forms if they are asked in front of the parents if they wanted to sign.

Kent shared that Registrar’s policy is NEVER to respond to parental requests over the phone or even to admit that a specific student exists in OSU records. Instead, they only accept information requests in writing with a signature, then verify signature, etc. Email requests, including those from students using ONID are also not accepted as a written request. Kent went on to discourage all units from answering phone requests from parents. We were reminded that general information about programs can be shared with parents.

Kent reported that “Knowledge Web” may become a shared drive soon and we could access common forms and knowledge in this format. Kent also shared that information in-house is only reported on a “need-to-know” basis. I. E. – A specific report may be shared if necessary with the OSU Police, but not to a request from the police from another region.

Kris shared that she would be happy to share what is told to parents at START by New Student Programs and Family Outreach.

5. **DPD Criteria and Waiver Process: Susan Shaw**

Susan reviewed the 10 criteria necessary for a course to be a recognized DPD course. These criteria are also on the OSU website. She emphasized that this is a unique requirement to OSU and the course specifically needs to address US issues, with interactive learning opportunities and evenly distributed information on the issues throughout the course. She reported that HST 201, 202 and 203 are currently accepted from the community colleges, but that her office is working to have this restricted. Susan shared that she would welcome community college faculty to take her DPD seminar in summer and thus get their courses approved.

- International courses can not substitute because the focus must be on the US.
- Mary Ann clarified that Head Advisors do not clear many – if any- Baccalaureate Courses, but rather send requests to Department Chairs or Admissions for review. Susan invited everyone to send DPD requests to her for review.
- Michele reported that HST 201, 202, and 203 –both AP and at the community college- are the hot buttons and the vast majority of transferred DPD recognized courses.
- Susan invited AAC members to feel free to visit the DPD Summer Seminar.

6. **Announcements**

- **Cindy Empey: Waldo-Cummings Award**
  Cindy provided information on applications for the Waldo Cummings Award. She will send AAC members electronic copies for distribution. She encouraged all AAC members to think of good candidates and to encourage all grade levels to apply; she shared that many First Year students
do not think they can apply.

- **Kris Winter: NSP&FO**
  Kris announced that the new Assistant Director is Leslee Mayers and she starts in 9 days!

- **Renee Stowell: International Education**
  Renee reported that the Scholarships for studying abroad would be posted soon. She will send electronic versions to AAC members for distribution.

The meeting was adjourned at 2:45 pm by Chair Angela Austin Haney. The next AAC meeting will be April 9, 2008 in the President’s Conference Room.

Respectfully Submitted,
Gene Compton Newburgh

AAC Secretary
February 13, 2008 Minutes

Attendance: Brett Jeter; Kerry Kincanon; Brett McFarlane; Clay Torset; Angela Austin Haney; Carey Hilbert; Polly Jeneva; Susie Leslie; Doug Cochran; Renee Stowell; Rick DeBellis; Kent Kuo; Brenda Sallee; Miranda Smith; Michele Sandlin; Janet Nishihara; Sandy Tsuneyoshi; Kate Halischak; Moira Dempsey; Carla Simonson; Phil Brown; Cindy Empey; David Craig; Robin Pappas; Mary Anne Gerzanick-Liebowitz; Gene Newburgh

Agenda Items

1. **Welcome and Introductions** – The meeting was called to order at 1:30 by Chairperson Angela Austin Haney and everyone introduced themselves. Brenda Sallee introduced the new Business advisor, Mary Ann Gerzanick-Liebowitz.

2. **Admissions: Michele Sandlin**
   - Applications are up 1.7% overall compared to 2007
     - Freshman up 5.2%, Transfer up 7.1%, Graduate down 7.6%
     - Applications of all four multicultural groups have increased 9% over 2007
     - High school affiliation shows Benson as the #1 and Southridge as the #2 feeder schools for multicultural applications.
   - Major activities:
     - OSU Nights, Sixteen events Feb. – Mar. 2008
     - Spring Visits, 2/18, 3/28, 4/4, 4/11/08
     - Counselor Fly-In, 3/12-3/15/08 – Some AAC members may be asked to participate.
     - Jr. High Achiever event, 3/28/08 – The Honors College is the “lead-in” for this activity held in the Valley Football Center.
     - Sr. High Achiever Closer event, 4/10/08 – In partnership with the Honors College and held in Portland to assure a higher turn-out.
     - Kaleidoscope of Colleges and Cultures, 4/26/08
     - Admissions Debrief, 4/17/08 Used to be three months earlier, but April works better to have all of the “road-runners” in.
     - Spring Fairs, February thru April
     - Oregon Transfer Days, February thru April – (the old Community College Tour that is now a statewide effort and has a new logo.)
     - Out-of-State START support, June
     - New Admit Magazine: “The Orange & Black”- in response to criticism that OSU “cut the courtship coldly” after admitting students. OSU looked at best practices and decided on this publication to be printed 3 times per year.
     - Graduate admissions in transition to Graduate School – Rosemary’s new role (Asst Dean of Grad School) Rosemary begins in her new role fulltime on 2/18/08. Brett Jeter will chair the Search Committee for her replacement.
     - Admissions Office Reorganization, effective 7/1/08: Adding an internal team to manage additional volume of visitor’s center and programming that has been added to Admissions.
   - Admissions Teams:
     - Visitors Center & Programming ~ Lead Carl Thomas, Associate Director
     - Recruitment ~ Lead Alicia Ortega, Associate Director (promotion)
     - Assistant Director- Multicultural Recruitment ~ Matt Ogawa (promotion)
     - Assistant Director for Regional Recruitment ~ Karly Nelson (promotion)
3. Registrar’s Report: Kent Kuo
   - “Pre-requisite” will now be the only term used in the Catalogue, eliminating the terms “Enforced Pre-requisite” and “Other Pre-Requisite.” The terms were causing too much confusion. “Recommended” will remain the same, however. This action is now done and effective.
   - The self-service degree checks are now working, although the “what if?” scenarios are not completed.
   - 100 Seniors were tested on the degree audits and 8 of the 100 responded. The test was expanded to all 2786 Seniors and about 10% responded by checking their audits on the weekend. The trend of checking on Saturday and Sunday – the systems’ down times – was greatly appreciated.
   - The Commencement Packet is being revamped to an effective tri-fold instead of a collection of letters and cards. This means less wasted paper and puts all of the vital information in one critical place. In addition, on-line registration will be the process for students to commit to commencement and the Diploma Request Form will be on the web.
   - The zone scheduling conversion will be completed spring term. Kent expressed his gratitude to Linda Miller and all of the department heads for their diligence and cooperation.
   - Schedule 25 is a year-long project and is the current project affecting classroom scheduling. There is no decision yet on whether it will affect summer term.
   - Online grade changing is the next initiative that the Registrar’s Office shall be working on in the next few months. This should make it easier for faculty and thus students will benefit.
   - The Catalogue is being edited at this time. This is the last time that the Scholarship List will be included and the Academic Regulations will be returned to the Catalogue. The Scholarship List shall instead go to a web database, which will eventually manage the process of scholarships. This comprehensive database will make it easier for donors to see the need for donations in various areas and for prospective students to see their opportunities for financial support. This new project is being led by Kate Peterson.
   - End of year grade processing is being reviewed. Specifically, Kent noted that waitlisting issues and time-to-run-the-end-of-term runs are being reviewed and hopefully improved.

4. Yellow Alert: Gene Newburgh
   - Gene brought up the issue of “Yellow Alert,” and asked where the concept came from since the first time the advisors seemed to hear of it was on a snow/ice day last month. Where does the “Yellow” fall on the continuum? Is it to be compared to red, yellow, green like a stoplight or yellow, orange, and red like a terror alert? Where are the regulations connected to it listed? Where does one find out about what it means on the web or Catalogue? Why not just say, “The campus is open; use good sense and be cautious.”? No one seemed to have any answers, but the general feeling was that the role of advisors and all AAC members was to work with students affected by this in communicating with faculty. Technically, faculty can give a test in a “yellow alert”, it is believed, and the student bears the consequence, although no one can cite where it says that. AAC members suggested that Todd Simmons and Jack Rogers might have the answers. Angela and Gene shall communicate with Todd and Jack and report back.

5. Student Athlete Academic Report: Kate Halischak
   - Kate shared the results of the Student Athlete Academic Performance Report that was conducted of all student athletes carrying a fulltime academic load (12 or more credits.) The results reflect academic success for student athletes of completed credits at almost 5% greater than the average OSU student. The women student athletes are outranking OSU women in general in all categories – GPA, completed credits, academic success, etc., - as is the Men’s golf team. The other men’s sports are improved, but still show opportunities for future improvement. Kate credited Mike Riley with his positive academic attitudes including working with recruits that need help and seeing the team as a family.
   - Spring Practice Schedules were distributed. She will let all know the Men’s Golf Team practice times as soon as possible.

6. Math 111 Pilot: Moira Dempsey & Robin Pappas
   - Moira introduced Robin Pappas who discussed the new Math 111 pilot plans. In the past, supplemental instruction was done with Math Excel. Robin shared that they are planning to use the same system that Barbara Edwards is using in Math 103. Thus, in the Spring, there will be 5 sections of Math 111 with 36 students max who will have lecture, but then meet 2 times per week, have 1 hour of study table and supplemental instruction instead of recitation. Tests will be hand-graded, and practical applications will be the model. It is being offered as a practical replacement for Math 111 methodology down the road.
7. **NACADA Announcements: Kerry Kincanon**

- Kerry reminded everyone of the Regional NACADA Conference being held in Vancouver B.C. in March on the 17th and 18th. Many OSU folks shall be presenting, including Melanie Jones and Eric Stoller, Rebecca Goggins, Jeff Malone & Kerry Kincanon, and Brett McFarlane.
- Kerry reported that the National Conference will be held in Chicago during the first week of classes in the Fall. Kerry asked if anyone was planning on going, and no one responded.
- On Feb. 29th, there will be a NACADA Webinar on Academic Success in Richardson 115 from 11-12:30. Everyone is welcome to attend!
- The NACADA Summer Institute that does not conflict with START this year will be held in Austin, Texas. Kerry recommended this learning experience for advisors.
- Kerry reminded everyone that the NACADA Award Deadlines are March 3, 2008.

8. **Announcements**

- Phil Brown and Susie Leslie gave a short review of SMART Grants. Students utilizing them need to take one major course – at a minimum – per term to be eligible. Anyone with any questions on this policy should talk to Financial Aid. Susie asked if colleges would like to see the list of eligible majors, and the group concurred that this would be a good idea. Susie has made every effort to assure that OSU majors align with the approved majors offered. Anyone wishing to appeal an approved major should give Susie ample time to file the appeal prior to February 29th.
- Renee Stowell - International Programs representative said she will email her updates in the interest of time.
- Doug Cochran – Career Services, shared that the Career Search workshops being held this day were not being attended and that he would appreciate any input as to how to better serve students, communicate with them and market their events. He said that the AAC membership’s support was needed to get the word out. Some AAC responses were:
  - Hold them the first 3 weeks of the term
  - Require reservations to attend so that students felt committed
  - Have the workshops be class requirements for appropriate classes (i.e. Senior seminars.
- Doug also announced:
  - February 19th – Career Fair – CH2MHill Alumni Center 10:30-11 is open to all ages to ask career exploration question
  - February 20th – Engineering Career Fair - CH2MHill Alumni Center
- Rick DeBellis shared that the Summer Session Survey was on the web and he encouraged everyone to take it and assured that results are being utilized. He credited the Calendar as an example of an idea that Liberal Arts had. Rick reported that the resource page is on the web and that the summer planning guide would be out in March.

The meeting was adjourned at 3:02 pm by Chair Angela Austin Haney. The next AAC meeting will be March 12, 2008 in the President’s Conference Room.

Respectfully Submitted,
Gene Compton Newburgh

AAC Secretary
January 9, 2008 Minutes, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

January 9, 2008
Minutes

Attendance: Brett Jeter; Cary J. Green; Kerry Kincanon; Brett McFarlane; Clay Torset; Angela Austin Haney; Rebekah Lancelin; LeeAnn Baker; Carey Hilbert; Polly Jeneva; Susie Leslie; Carrie Coplan; Doug Cochran; Renee Stowell; Rick DeBellis; Kent Kuo; Brenda Sallee; Jessica Cardinal; Kate Halischak; Moira Dempsey; Carla Simonson; Phil Brown; Blake Vawter; Sheila Roberts; Cindy Lehto; Mike Daniels; David Craig; Kathy Fultz; Robin Klemm; Sherri Noxel; Gene Newburgh

Agenda Items

1. Welcome and Introductions – The meeting was called to order at 1:30 by Chairperson Angela Austin Haney and everyone introduced themselves. Polly Jeneva introduced the new Liberal Arts advisor, Kathy Fultz.

2. Austin Family Business Program: Robin Klemm & Sheri Noxel
   - Robin introduced herself as the Interim Executive Director of the Austin Family Business Program and gave a bit of background on the program. Sherri Noxell, the Assistant Director picked up where Robin left off.
   - Established in 1985, it is the oldest Family Business Program currently in existence and the second one to be established. 95% of Oregon businesses are family businesses and they touch the majority of OSU students’ lives. Family businesses do the same things all other businesses do, but they also have to manage “succession planning,” the toughest aspect of their operation.
   - The Student to Student Conference is planned for March 8th at OSU. More details shall be announced soon.
   - The blue forms soliciting student self-identification with relationships to Family Businesses were discussed. Advisors asked if they could be sent to the Inform 10 or AAC Listserve electronically so that they could be distributed to students more efficiently than one at a time.

3. Admissions: Blake Vawter
   - Blake announced that their office is very, very busy, so please bear with them.
   - Admission numbers are up this Winter as compared to last year:
     - 7% in applications
     - 11% in first time applications
     - Graduate applications are down, but expected to increase.
   - OSU Nights are beginning. These are “closer events” designed to attract admitted students and their parents. The Admissions Office needs support at the in-state events in Salem, Oregon City, Corvallis and OMSI.
   - Fall recruiting events went well. BOH had 630, and Preview had almost 500 students, with almost 1200 total including the parents. The Spring Visits – dates listed on the website – are expected to attract 500-600 per visit.
   - Visitor Center numbers are very high. There were over 1,000 visitors last term, with 300 alone in October.
   - Kaleidoscope is now with Admissions. It is scheduled for April 25-26. Any questions may be directed to Carl Thomas.
   - Rosemary Garagnani has accepted a position in the Graduate College and will be leaving Admissions.

4. Registrar’s Report: Kent Kuo
   - Inc. to Alternate Grades: In its first term of use, the Registrar received 967 total “I/Alternate Grade” postings. 139 postings (representing ~90 faculty) were I/B+ or higher. 55 were I/A. Kent
sent emails to all 90+ faculty who posted grades of "I/B+ or higher with specifics on the "I/Alternate Grade" policy. Since then the Office of the Registrar has received a number of grade changes as instructors better understand how to calculate the alternate grade.

- End of year grade processing has gone more slowly than usual. While it normally takes 24-30 hours, it took 48 hours this term. Kent and his staff are looking into this.

- "Pre-requisite" will now be the only term used in the Catalogue, eliminating the terms "Enforced Pre-requisite" and "Other Pre-Requisite." The terms were causing too much confusion. "Recommended" will remain the same, however.

- The Registrar received 2 examples during Fall 2007 grade processing from academic advisors where students weren’t able to register for a class in a future term. "In both cases, students were informed by the system that they did not meet the class restriction for those sections. In one case the student was a sophomore (soon to be junior) trying to get into a class that excludes freshmen and sophomores and the other was a class where the student was a freshman (soon to be sophomore) where the class excludes freshmen. Both had enough units between the courses previously taken and currently enrolled (in the fall term) to be able to clear that restriction. However, during the process of grading (when these attempts to register happened), the process of rolling grades nightly may have had an effect on the calculation of their class standing. In effect, the classification check during registration will look and count courses the student is enrolled for the current term (fall), but not if that sections’ grades have rolled to academic history. If a section’s grades were rolled, the classification check won’t count those courses towards that requirement (the logic being that those units would be captured in the term and cumulative total counts). Unfortunately, the process of rolling grades concludes with our "End-of-Term" process that adds up the units completed and adds those to the term and cumulative totals.

In short, we believe there is the possibility that students who try to register for classes during the grade roll/end-of-term period may experience problems with classification restrictions. During the time that grades begin to roll, those courses won’t count in current registration and the end-of-term processes haven’t yet run so they don’t count in the term or cumulative totals, which means they look like they are not yet at the classification they have earned.

If other examples arise that suggest something more fundamental is wrong with Sungard SCT base programming logic, we will explore those examples at that point. Otherwise, we have to set up test cases for the next grade period to see if we can recreate these errors again.”

- The Registrar is working on the issues that arose from the first go-round of waitlisting. They are specifically working on:
  - The schedule shows an opening when there isn’t one, since there is a long waitlist.
  - A person on the waitlist can not see their standing on the list.
  - There is no estimated time for these problems to be resolved.

- Assistant Registrar Position is announced and will close February 4th. The goal is to have the new person on board by April.

5. Admit Dates: Brenda Sallee

- Brenda requested clarification for the Admission deadlines for students to be admitted before each term. She shared the experience of over 11 students that showed up the first day of classes who were admitted on Friday. Blake had just left the room and the subject was tabled until his return.

6. On-line Orientation Discussion: Cindy Lehto

- Cindy gave instructions to access the Ecampus Online Orientation and asked all AAC members to try it. She reminded us that it was an orientation for online students, not students in residence.
- The Ecampus Online Orientation was launched in October 2007. It consists of 9 sections, starting with an 8 minute video welcome and concluding with a quiz. There are many video tutorials, program and advisor introductions, etc.
- 82 students have completed it to date and 23 of those 82 responded to a survey about its effectiveness. All feedback was very positive.
- At this time the orientation is not mandatory, but shall be soon.
- The quiz at the end triggers notification to the advisor and Cindy that it has been taken and completed. Students do not need to "pass" the quiz, but Cindy shared that many of the answers were very "entertaining."
- Polly Jeneva and Jessica Cardinal had good feedback on the orientation for their on-line advisees. Jessica reported that her only concern is access, in that anyone can take it, so she has
January 9, 2008 Minutes, Academic Advising Council, Faculty Senate, Oregon State University

7. **Admit Dates: Brenda Sallee**
   - (See earlier points of discussion)
   - Blake shared that “OSU will admit students until the add/drop deadline.” Students are also looked at in a case-by-case review.
   - Brenda asked if the departments/colleges could please be notified for approval before accepting the late admits. Blake will check with Michele on this.
   - Kate clarified with Brenda that the plethora of the late admits were “athletes.” Brenda felt that the majority was, but they suspected that “the athletes” might be walk-ons or planning to try out. Kate will work with Brenda on that aspect.
   - Carey clarified that it was decided at an earlier AAC meeting that there is a cut-off date each term that the admissions paperwork must commence for a student to be admitted. Blake thought that they are meeting this, but then students drag out the last steps, such as providing one last transcript. Blake reported that DPP deadline a month in advance of the term is making a valuable difference in last minute confusion.
   - **CLARIFICATION:** After the meeting, Michele clarified with the following statement: “Admission application cut-off is 1 month before the first day of the term. Students are admitted after that cut-off IF the application is here and we are waiting on trailing documents. Of course there are extreme exceptions, depending on the issue and documentation, but the 4th day of the term is the absolutely last day an admit will be done for that term, period. And we always strongly suggest that after the 1 month they need to roll their admission forward to the next term.”

8. **Announcements**
   - Renee Stowell – International Programs representative, reported that Joe Hoff – with support from some AAC advisors - has finalized an approval form for students planning to do international education programs. Advisors shall start seeing these worksheets as soon as students bring them to appointments. If anyone has any questions, they should contact Sara Phillips (737-6476.)
   - Doug Cochran – Career Services, passed out the new brochure for Winter term events and asked for advisors to get it out to get it in the students’ hands. Doug or Carrie will send this electronically as an email to AAC members to forward to students. Upcoming Events include:
     - January 24th – Non-Profit Organizations Career Fair in the MU
     - February 18th – Mock Interviews – 30 minutes/student with employers
     - February 19th – Career Fair – CH2M Hill Alumni Center
     - 10:30-11 is open to all ages to ask career exploration questions
     - February 20th – Engineering Career Fair - CH2M Hill Alumni Center

     Doug also noted that the workshops the week before the Fairs are pivotal to preparing some students for successful interactions. He asked AAC members to pass the workshop information on. Doug also reported that 56% of college students don’t even know Career Services exist, and they count on academic advisors and faculty to get the word out.

     - David Craig – University Housing & Dining reported that the 3,291 students in University housing during Fall term attained a collective 2.88 GPA. This included 197 with a 4.0 GPA. David believes this is above the University average. He also reported that 449 were on Academic Warning and 25 were on Probation. Those students were contacted to see their academic advisors and RA’s will follow-up with them. AAC members thanked David for getting the students at academic risk to advisors.

The meeting was adjourned at 2:32 pm by Chair Angela Austin Haney. The next AAC meeting will be February 13, 2008 in the President’s Conference Room.

Respectfully Submitted,
Gene Compton Newburgh
AAC Secretary
December 12, 2007 Minutes

Attendance: Brett Jeter; Cary J. Green; Kerry Kincanon; Brett McFarlane; Clay Torset; Angela Austin Haney; Rebekah Lancelin; LeeAnn Baker; Carey Hilbert; Susie Leslie; Carrie Coplan; Doug Cochran; Renee Stowell; Rick DeBellis; Kent Kuo; Brenda Sallee; Miranda Smith; Kate Halischak; Phil Brown; Michele Sandlin; Wendy Aleman; Lindy Brown; Gene Newburgh

Agenda Items

1. Welcome and Introductions – The meeting was called to order at 1:30 by Chairperson Angela Austin Haney and everyone introduced themselves.

2. Our Little Village Report: Kristi King
   - “Our Little Village” is the new ASOSU operation that commenced October 16, 2007, set up to provide childcare in the library for 2-3 hours at a time for the children of OSU students who remain studying in the library.
   - Hours are Tuesday & Wednesday evenings and Saturday and Sunday, times that students can not find other available childcare.
   - Children 6 months-10 years are accepted.
   - Employees include 1 Director (Kristi King,) and 5 student workers. All are CPR trained.
   - The facility is not licensed since it is on the 3rd floor, but has exempt status since the parents are still on the library site. Otherwise, licensing standards are met and upheld.
   - Lesson plans are utilized and literacy is highlighted in keeping with the setting in the library.
   - Usage this Fall was 22 different children with 74 contacts.

3. Admissions: Michele Sandlin
   - Admission numbers are somewhat flat this Winter as compared to last year. (i.e. 375 UGs and Grads with in-state status this year as compared to 340 last Year.)
   - Admits for Fall 2008 are up, especially out-of-state and international numbers. Targeted recruitment trips are now paying off.
   - Admissions is currently receiving 100-200 applications per day.
   - The recent OSU National Merit Event was most successful resulting in applications turned in on the spot, an unusual occurrence.

4. Registrar’s Report: Kent Kuo
   - Repeats – Ran well for grades this term.
   - Inc. to Alternate Grades – Appears to be successful in its first term of use.
   - Math Placement Tests – Nancy Lawrence is working with Engineering to make progress on these.
   - Self-service Progress Checks – The Registrar is trying to notify Seniors ASAP that they can run their own check. While this service is on-line for all students, it is the senior class that is targeted to be notified first to ensure timely graduation.
   - Schedule 25 – Issues of concern are being addressed such as the classrooms in Education Hall being offline for the 2008-2009 school year.
   - Final Exams Schedules – Winter and Spring 2008 Final Schedules are now posted. The Registrar is working to post the full year’s schedule in advance.
   - Registrar Office Hours – The Registrar will open at 10 am instead of 8 am from December 13-31st to allow their office to get caught up.
Retention Schedule – (of records) The OSU Retention Schedule expires in February 2008. The Registrar’s Office is reviewing it now and will send a copy of the proposed changes to AAC members for review before submitting it to the state for approval.

5. DFL (Deficient in Foreign Language): Kerry Kincanon & Michele Sandlin

All members received Mike Oriard’s DFL proposal the day before the meeting for review and comments.

Michele Sandlin shared the history, including a meeting 4 years ago with Joseph Krause and the plan to encourage DFLs to attend LBCC to make up the language deficiency. Spanish 111 was even offered on the OSU campus by LBCC to meet this need. DFLs became a larger issue as students were admitted to OUS institutions as a response to K-12 budget cuts throughout the state affecting foreign language access to some high school students. The issue has “morphed” into a much bigger number of DFLs since that time. (750 at OSU at this time.) The number of DFLs is very large on all OUS campuses. Michele shared that the process for this proposal now is to be reviewed by all parties and gain comment, then go to the Provost’s Council to be approved, then on to the state.

Discussion opened to the floor and the following points/questions were made:

- If OSU takes Mike Oriard’s recommendation to the Provost’s Council and it goes on to the state, will all Oregon University’s be forced to follow it?
- Does this (proposal) solve the problem, or isn’t the solution in alerting all high school counselors of the problem and telling them that the universities are as serious about the foreign language requirements as they are the math, history, and English requirements?
- What if all Foreign Language 111’s are set up with a pre-requisite of 2 years of high school foreign languages, which in essence forces the DFLs to LBCC or other cc’s to meet the requirement? Discussion noted that if this happened with Spanish students only, then many/most DFLs would switch to another language to take it at OSU. Athletes, specifically, would have to take it at OSU to meet NCAA standards.
- Could a student test out of this requirement, say if they are a native speaker? (The answer was ‘yes.’)
- Michele intervened at this point to alert all that to not accept DFLs into OUS campuses would not go over well since there are such a huge number and represent many dollars, and it could turn into a discussion on access.
- It seems that the problem is admitting the DFLs and we should focus on that issue.
- Could Spanish 101 and 102 be offered instead to meet the concern Mike addressed of the DFLs pulling down the preparedness of students in 111 and 112 who plan to continue and major or minor in a subject?
- The discussion then ensued that SPAN/FR/GER/IT etc. 111 should be just that – a first term and first year of the language regardless of who took it and why. Some pointed to different levels of chemistry and biology as the comparative.
- Michele then clarified that if a student took only one year of language in high school, not 2, they needed the 2 terms of college language, also adding to the numbers.
- The question was asked, “Is the consensus that the proposal is not the best?” Many agreed that it wasn’t, but that it highlighted a very real problem.
- Is this just a call for resources?
- Are there any statistics for DFL students overall? How academically successful are they?
- Are any other languages besides Spanish having the issues of DFL students pulling down the preparedness of their 1st year students?
- What if we alerted high school counselors to a 2010 deadline and moved toward an enforced FL requirement at that time?
- Could there be sections just for DFL students in the 111 classes? (i.e. only one-two sections of 111s would be coded to allow DFLs in so that there are enough spots for Majors and minors who need the foreign languages classes for major requirements or BA requirements are not held up.) “If we could have one section of, let’s say, SPAN 111 with a restriction on it for DFL students, wouldn’t this reduce some of the issue? On many course sections there are section restrictions. For instance, BA 211 has a variety of attributes that restricts registration into some of the sections. DFL is an attribute in Banner so why couldn’t it be added to a section that only allowed students with that coding be allowed to register.”
Angela noted the time and no conclusions were reached, but all in attendance were asked to send additional concerns and ideas to Kerry Kincanon who would communicate our inputs.

6. **High School Proficiency Proposal: Angela Austin Haney**

Susie Leslie reported her participation on state committees reviewing the new high school diploma and new skill requirements. She said that basically the high schools are assessing issues of students being prepared for college. Michele added that the new high school diploma requirements are basically coming into alignment with the college admittance requirements. Susie said that the foundational question being asked is, "What assessments are needed for colleges to believe that high school graduates are prepared?"

Discussion opened to the floor and the following inputs were made:

- GPA inflation is huge; one college reported using SAT scores and Class Ranking, as well, to get a better idea of preparedness.
- Michele reported that the SAT still leans heavily to Caucasian males based on its structure of standardization to one population, and thus the Insight Resume is a huge component for OSU students. She concurred that grade inflation is indeed huge and gave the example that 10 years ago Beaverton had 1 valedictorian and recently had 14.
- From the class titles listed on high school transcripts, college personnel many times have no idea what content a student has covered. i.e. Math 1, 2 or 3 – What does that mean?
- Proficiency testing was discussed. Many concurred that it isn't the solution as many students would be coached to be successful.

7. **Announcements**

- **Paula Minear is retiring from OSU.** There will be a gathering on December 19th from 2:30-4:00 in the CH2M Hill Alumni Center.
- **Summer Session** coursework shall be online on January 14th. Rick DeBellis passed out brochures and asked that we get them in the hands of students. He asked all to encourage students to attend Summer Session, especially out-of-state students who would be exempt from out-of-state tuition in the summer.
- **Brown Bag** – The next one is scheduled for December 19th at 3 pm in Education Hall 107. Subjects will be "Our Little Village" and the Education Double Degree’s 3 various settings. Tell all advisors in your colleges/units.

The meeting was adjourned at 2:45 pm by Chair Angela Austin Haney. The next AAC meeting will be January 9, 2008 in the President’s Conference Room.

Respectfully Submitted,

Gene Compton Newburgh

AAC Secretary
November 14, 2007 Minutes, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

November 14, 2007
Minutes

Attendance: Brett Jeter; Kerry Kincanon; Brett McFarlane; Clay Torset; Polly Jeneva; Angela Austin Haney; Rebekah Lancelin; LeeAnn Baker; Carey Hilbert; Susie Leslie; Gina Shellhammer; Carrie Coplan; Doug Cochran; Renee Stowell; Rick DeBellis; Kent Kuo; Marybeth Trevino; Moira Dempsey; Heather Chermak; Brenda Sallee; Mary Ann Matzke; Paula Minear; Kate Halischak; Carla Simonson; Phil Brown; Janet Nishihara; Mike Daniels; Amas Aduviri; Tracie Stone; Dan Crouch; Cindy Empey; David Craig; Kris Winter; Gene Newburgh

Agenda Items

1. Welcome and Introductions – The meeting was called to order at 1:30 by Chairperson Angela Austin Haney and everyone introduced themselves.

2. Registrar’s Report: Kent Kuo
   - **Schedule 25 is onboard in Fall ’08**, and the rollout will commence in February 2008.
   - **Online Grade Changes** will be up and running sometime this year.
   - **Inc. to Alternate Grades** will take effect the end of Fall 2008. The Registrar’s Office will announce the change in multiple manners.
   - **Math Placement Tests** will be changed with a new process in Summer 2008. Kris Winter added that the Math tests would be offered online and there is a committee set up with plenty of Advisor input to review details such as officiating who is taking the test, etc.
   - **Textbook Affordability Act** – This new act will have a great effect on campuses. The Registrar’s Office is working hard to get systems in place to address this. They are currently trying to link textbook costs to the online schedule.
   - **Aggressive Graduation Requirement Communications** - Kent’s office is working with Head Advisors to minimize the number of students who go through graduation and don’t get a diploma. This is a target area that needs improvement.
   - **AR 18** – The committee shall meet at 3 pm today to discuss the suggested changes that the AAC proposed for AR 18. regarding the s/u policy and the number of s/u credits approved.

3. Atlas Presentation: Dan Crouch
   - Dan explained that Atlas is designed to make it **easier for students to transfer among OUS and national Atlas institutions.** It is based on CAS, the Course Application System.
   - Dan **demonstrated how to use the system**, accessing it through the Future Student Link on the OSU main page.
   - Please contact Dan with any questions or clarifying comments/suggestions.
   - Questions from the floor:
     - It was asked if it is only as good as the other institutions linked to CAS so far. (In Oregon, OSU and PSU are the only two, but all OUS institutions need to have “a CAS presence by July 2008.”)
     - Kent Kuo expressed concern on the impact on the system load, i.e. each query may take 5-25 minutes, and it could overwhelm current applications.
     - Phil Brown shared that some institutions may only service audit requests at night to avoid the overload.
     - Kent recommended “triaging” the system as it is rolled out to keep an eye on the usage.
     - Dan responded to a query regarding other states’ roll-out plans that there isn’t any information on other states adding CAS/Atlas, and that it was a legislative action in Oregon. He also reported that OSU is one of the first Banner schools utilizing CAS which is...
presenting many unique problems. Most schools use the Darwin system.
- Many present saw the Degree Partnership Programs as having the greatest potential for benefit.
- The question was raised if Admissions is doing anything to promote this system at the community colleges. No one was able to respond.

4. Colleges of Liberal Arts and Science Potential Merger – Janet Nishihara & Courtney Campbell
Janet explained that there was a newly formed committee by the Deans to gather information and listen to input on the benefits, challenges, issues and arguments for and or against a merger of a joint college or the retention of 2 autonomous colleges. She and Courtney opened the discussion to the floor for input. The following inputs were garnered:

- The questions were asked, “Why are we considering doing this?” “What are the objectives?” The response was the committee was just “listening to input.”
- The first concern expressed was the value of the 2 very different cultures. The issue of “apples and oranges” in the inability to compare the 2 cultures was expressed. The issue of incomparable dollars between colleges was discussed.
- It was asked if this is just a cyclic change and perhaps the end of the cycle, since many colleges had merged in the past 20 years, and now they are starting to split. Virginia Tech was cited as an example.
- The concern was expressed regarding new parents and students. The merger might make a student “feel like a number; just one in 6,000,” and that the units now are big enough.
- One AAC member stated that “if the goal is to put 2 units under one roof, then there is no value. If the goal is to put the 2 units together for a new synergy, then there is a value.”
- The question was asked, “Could there be a 3rd option of keeping 2 colleges and working together” on interdisciplinary work?”
- Another AAC member warned that the “buy-in must be huge to proceed.”
- An AAC reported that “other universities – larger universities – do this. The goal is to be great.” Maybe this merger could do it. Another member asked, “how could it?”
- The question of “how” the merger could make it great was asked again and again, and led to the query of, “Isn’t a strategic plan necessary before this decision is done?” Some felt this had to be done “before a strategic plan is in place.”
- Possible synergies were discussed and Courtney Campbell’s PHL 444 –Biomedical Ethics- was given as an example. It was noted that this synergy was developed decades ago when there were clearly 2 distinct colleges and was possible without a merger.
- The question was posed again, “Which comes first, the structure or the strategy?”
- The concern was expressed that the merger should consider, “are people merging because they have to or because they want to?” The same speaker did recognize economy of scale in the merger.
- An AAC member once again brought the question full circle with “What are the outcomes you are looking for? Please define for me.” It was reiterated that the committee is just gathering information.
- The question was posed, “Isn’t cross-pollination happening today? If not, why not?” Many seconded this question.
- The committee representatives were asked if there was any input from the students. Janet shared that the student perspective was discussed at the Council for Head Advisors and more student input was needed. The report was due on December 3rd.
- An AAC member stated that “Arts and Sciences may be great as a theme, but I would like to see transparent, measurable strategies for student engagement” before proceeding with a merger.
- The committee representatives restated that the conversation was presented to the committee and they are not sure if it was Dean or Provost driven. They stated that there are many in the College of Liberal Arts who feel that the decision is already made for a merger. “The Deans and Provost disavow this.”
- It was stated that Texas Tech merged Arts and Sciences over 20 years ago and there are still major issues at their Promotion and Tenure meetings.
- All members were encouraged to call or email Courtney and Janet with any input and thoughts.

5. Announcements
- Renee Stowell announced that the Director of International Education and Outreach position will not be refilled, and instead OSU will begin a national search for a new Associate Provost for International Programs. The Associate Provost will oversee International Student and Faculty Services (ISFS), International Degree and Education Abroad (IDEA), Oregon University System
(OUS) International Programs, English Language Institute (ELI), and the Administrative Services Center (ASC) for IP.

- Marybeth Trevino announced a training session for working with **students from Saudi Arabia** and the need for AAC members to respond to 3 questions designed to help meet these students’ needs.
- Kris Winter announced a change in the **Hawaii START date** due to a facility inavailability. It is tentatively scheduled for June 21st which is 2 days before June 23rd START. Kris asked for feedback if this would work for the participating volunteers.
- Brenda Baxter announced that **business will commence an advisor search**.

The meeting was adjourned at 2:50 pm by Chair Angela Austin Haney. The next AAC meeting will be December 12th in the President’s Conference Room.

Respectfully Submitted,

Gene Compton Newburgh

AAC Secretary
Faculty Senate

Academic Advising Council

October 10, 2007
Minutes

Attendance: Brett Jeter; Kerry Kincanon; Brett McFarlane; Clay Torset; Polly Jeneva; Kerry Thomas; Angela Austin Haney; Rebekah Lancelin; Kim McAlester; Susie Leslie; Michele Sandlin; Carrie Coplan; Doug Cochran; Renee Stowell; Rick DeBellis; Kent Kuo; Marybeth Trevino; Moira Dempsey; Heather Chermak; Brenda Sallee; Miranda Smith; Paula Minear; Megan O’Quin; Carla Simonson; Jackie Balzer; Janet Nishihara; Mike Daniels; Amas Aduviri; Joe Hoff; Gene Newburgh

Agenda Items

1. Welcome and Introductions – The meeting was called to order at 1:30 by Chairperson Angela Austin Haney and everyone introduced themselves.

2. Admissions Report: Michele Sandlin
   - **OSU Preview** is Friday, October 12th, 10 am-5pm. 450 students are expected/900 including parents
   - **Beaver Open House** is set for Saturday, November 17th, 8:30 am-3 pm in the Memorial Union. 250 are already signed up, 99 of them students.
   - **A new recruiting logo** is being launched for Fall recruiting events including Preview and BOH. Michele displayed it and told us all to keep an eye out for it. Students predominantly gave input into the visual choice.
   - **International Recruiting** is on the rise. OSU is actively pursuing admits in Japan, Thailand, Mexico, and the newly international Texas.
   - **Admit Letters** – Michele reported that at the NACAC meeting, it was decided that no school can send an admit letter until September 15th of the students’ senior year. This new national rule will not have too great of an effect on OSU, since our letters currently commence distribution on September 1st. The greatest impact is on the community colleges.
   - **OSU Nights** - Andrea has requested that all colleges let her know who is coming ASAP!

3. Registrar’s Report: Kent Kuo
   - **Equipment was upgraded this summer.**
   - **Fall start-up was rougher than expected** - Kent will be discussing linked courses, waitlists, etc. with the different constituencies to alleviate future issues.
   - **Priority Registration** – The dates shall be changing from what is on the books at this time. The new ones shall be posted on the website and will be communicated through email and the newspaper to students and other interested parties.
   - **I/Altered Grades** – The new grading system for “I”s will be enacted this Fall. The question was raised if anything is being done to remind/inform the students about this action. Kent will look into this.
   - **Grade Changes** – Corrections to grades have increased from 400 to 2000 over the past 10 years. This includes “Ys” and web grades. In discussing the process to diminish this trend, Faculty Senate communicated that they do NOT want Department Chair signatures reinstated on the form. The Registrar’s Office will continue to look into this trend.
   - **Self-Service/Atlas** – Checks will begin between now and Winter term. Dan Crouch shall be coming in December to do a presentation.
   - **Associate Registrar** – An offer has been extended to an Associate Registrar candidate. Kent will let us all know as soon as the position has been accepted.
4. **Career Services: Carrie Coplan**
   - **New Director** – Carrie introduced Doug Cochran, the new Director, who came from AFROTC. Doug shared a bit of his background with the group.
   - **Career Fair** – October 23; 140 companies coming. The Exploration Fair will start before hand at 10:30 and all students are welcome. The majority of companies coming to the Career Fair have internships, too. Engineers are invited to the general fair, as well as...
   - **Engineering Fair** – October 24; 150 companies coming.
   - **Career Development Fair** – Career Services is presenting the career development skill-building training in a new format this year. Condensed to a 2-day conference, the event shall take place on October 18 and 19th. Employers shall be involved in the new program and all students are invited at no charge.
   - **Mock Interviews** – On October 22, mock interviews shall be conducted for free in the Career Services offices.
   - **Grad School Preparation Speaker** – Don Asher shall speak at OSU on October 29th about graduate school preparation.

   Carrie shared that there is something for everyone at Career Services!

5. **Math Placement: Kerry Kincanon**
   - **On-line Math Placement Test** – Kerry reported that the new math placement test will be offered on-line and should be taken prior to START attendance.
   - **On-going Question** – Kerry reported that the ongoing question remains, “Who administers and maintains this program, from the point of communicating this to students, to answering questions when students have trouble with questions or the system on-line, etc.? Also, who administers the uploads?”
   - **LBCC Math Test Coordination** – Polly requested that while this new process was being reviewed, that coordination with LBCC’s Math Test be considered to minimize the stress on DPP students.

6. **AR 18 1a: Kerry Kincanon**
   - Last spring, the AAC voted in favor of recommended changes to AR 18 1a. The Academic Regulations Committee had completed its 2006-07 meetings, so these recommendations will now be forwarded to ARC for consideration.

7. **International Programs Academic Planning Form: Joe Hoff**
   - There are currently 9 programs with multiple locations each, so the International Education advisors are utilizing a new form to pre-approve coursework. 447 students went overseas last year and the goal is 500 this year, with 1,000 students per year in the near future. Joe suggested that colleges might have 1-2 advisors specialize with International Study and work up course equivalency pages. It was recommended that s/u information be added to the new form. It was also suggested that advisors will need to see either course descriptions or course syllabi to determine articulation, and that students need to be advised by International Education advisors that they need this information before meeting with their academic advisors.

   **Announcements**
   - Heather Chermak announced that the Winter PINS are delayed, as the disability students are not identified yet. She shall let everyone know when the new PINS for Winter are posted and lists can be run.
   - Angela Austin Haney announced that the AAC Standing Rules were approved by Faculty Senate with just a few minor corrections.

The meeting was adjourned at 2:20 pm by Chair Angela Austin Haney. The next AAC meeting will be November 14th in the President’s Conference Room.

Respectfully Submitted,

Gene Compton Newburgh
AAC Secretary
June 13, 2007 Minutes, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

June 13, 2007 Minutes

Attendance: Cole, Lee; Baxter, Brenda; Torset, Clay; Matzke, Mary Ann; Jeneva, Polly; Baker, LeeAnn; Hilbert, Carey; Austin Haney, Angela; Newburgh, Gene; Kincanon, Kerry; Leslie, Susie; Dempsey, Moira; Coplan, Carrie; Brown, Phil; Nishihara, Janet; Lehto, Cindy; Stowell, Renee; Trevino, Mary Beth; Chermak, Heather; Rhodes, Mary; Daniels, Mike; Empey, Cindy; Ardurivi, Amas; Dowhower, Dan.

Agenda

1. **Introductions** – 5 minutes

2. **Elections** – 5 minutes

   Gene Newburgh was elected by a unanimous vote as Chair-Elect for 2007-2008.

3. **Academic Success Classes** – Moira Dempsey and Dan Dowhower – 20 minutes

   ALS 116 is undergoing some changes. There will be a stronger training manual for 116 instructors. The course will have modules (one per week) that are structured but allow some flexibility. Assessment of 116 will also be easier with measurable outcomes (based on the modules). The changes to 116 mean that Passport (ALS 199) will not be offered. Passport is redundant to ALS 116 now that there are other means of academic support on campus (trained academic coaches). These changes will allow for greater efficiencies and a streamlined process.

   Students who are reinstated will be referred to ALS 116 and, if necessary, would meet with an academic coach once a week. If a student has already had ALS 116 then they might just use the academic coaching component.

   ASC will reinstate students and then send them to Academic Success Center for analysis and learning contract.

   The AAC members present felt like these changes were positive and expressed support.

4. **Prerequisite discussion follow-up** – Remember that we agreed to provide the Registrar’s Office with feedback we received from our staff and students about how catalog language around prerequisites is phrased. – 15 minutes

   There was a general sense that the current wording was unclear but that it would be difficult to find wording that was clear to everyone. Most agreed that students thought “Other Prerequisite” meant that it was optional. The Registrar’s Office will work on some language and send it to AAC. We also need to find the best place to put the new language. The advisors would prefer that it be part of the on-line registration system.

5. **Wait Listing** – Carey Hilbert – 15 minutes

   There was general confusion about the wait listing process and timeline.

   Why can’t wait listing begin in Phase I if a course closes?
   Wait listing can technically start in Phase 1.

   Can the wait list designation look different on the schedule page? It looks like the rest of the courses.
except on left side it says waitlist.

Students do know where they are on the waitlist when they add to the wait list. The waitlist doesn’t notify the student as they move up the list. Advisors can go into Data Warehouse and see the waitlist and then tell student where they are on list.

For students on a waitlist for a class with a lab and/or recitation - if one opens and the other doesn’t, then the student stays on the waitlist. The waitlist doesn’t hold everyone on the list back. It searches through the list to find a person who requested that set of lecture/lab/recitation.

6. **Atlas Swat Team – Susie Leslie – 10 minutes**

A policy statement will be released soon. The statement will address: mismatched credit hours, major specific articulation, series classes and classes with labs.

All curricular changes will be posted at least annually by August 1. All OUS changes for the past year will be updated by Aug. 1. OSU will update any changes quarterly. Anyone can access the website to see changes from all OUS institutions – www.oracrao.org. Go to Members, then choose Institution, then Curricular Changes.

7. **Update on Incomplete form – Kerry – 10 minutes**

The Incomplete form was forwarded to Executive Committee. They expressed some concern about the form being mandatory. They like the idea of having a form but do not want to make it mandatory. The form will be posted on the Registrar’s page and linked from the Faculty Senate page.

An e-mail reminder about the new policy will be sent out in early September and will include a link to the new form.

The new policy should be addressed in START presentations.

8. **Update on AR 18 A1 recommendation – Kerry – 5 minutes**

Our recommendation was forwarded to Academic Regulations and it was tabled until fall 2007. The new Chair will need to follow up.

9. **Update on AAC Standing Rules changes – Kerry – 5 minutes**

AAC standing rules will be reviewed and hopefully approved at the faculty senate meeting tomorrow.

**Announcements:**

Mary Rhodes, Associate Registrar and valued member of this committee, will be retiring on July 4. AAC members extend our sincerest gratitude and heartfelt thanks to Mary for her service to this committee, OSU academic advisors, and the entire OSU community. Mary, you will be missed! June 22, 2-4 MU 109

Lee Cole is retiring at the end of the academic year. There will be a new Head Advisor from Ag for fall.

START schedules for 2007 handed out.

Mary Beth Trevino asked if students can retake the math placement exam. Yes. ELI may give conditionally admitted students the Math Placement exam. Donna Gibbs will enter into Banner. The Advisor can then look up score for student. Mary Beth will talk with Janet N. about EOP testing.

Name Change report – registrar is working on a report to show student name changes.

COB – new entry students are college code 22 – pre-business. College code 02 is pro-school. Major code – 180 pre-business. Pro – 181 is pro school major. 641 accounting (more coming).

Anita Hughes – new admissions counselor for COB working with graduate and undergraduate students.

COS – advisor available – pre-nursing, ½ pre-dental and ambassador. Full time.

SPAN111 already closed. LBCC will offer one section of SPAN 101 at OSU – 27 seats. 3 seats in Arabic. Italian is closed.
Carrie Coplan – splitting time with Career Services and SOAR.

Catalog distribution – should be here soon. Will get numbers for START advisors.

Thank you to Kerry for a great year.

AAC 2007-2008 meeting schedule:

AAC meets during the regular academic year on the 2nd Wednesday of every month from 1:30-3:00. Meeting locations will be provided closer to the start of fall term.

October 10, 2007
November 14, 2007
December 12, 2007
January 9, 2008
February 13, 2008
March 12, 2008
April 9, 2008
May 14, 2008
June 11, 2008
Academic Advising Council

May 9, 2007
Minutes


Agenda
1. Introductions – 5 minutes

2. Online Orientation – Paula Minear and Amy Folz – 15 minutes

The idea for an online orientation initially came about because degree seeking distance students need orientation. The orientation will also be helpful for e-campus advisors. They won’t have to cover the nuts and bolts as much. The orientation will be a 30-45 minute time commitment. CS multimedia students are helping with the project.

Kris Winter says thank you to Amy for her efforts on this orientation. The orientation will begin with distance students and may be available for special cases on campus.

Hopefully some or all of the online orientation will be ready for fall term – depends on resources etc. NSE students could use this orientation. Admissions can give some video to e-campus for the orientation.

The technology needs transferable around the world (will it work in other countries etc.)

E-campus will have a LiveChat tool 8:00am to 5:00pm for student questions.

Please give feed back to Amy or Paula.

3. Enrollment Planning Workgroup – Rebecca Sanderson – 30 minutes

Rebecca Sanderson provided an overview of the work being done by the Enrollment Planning Workgroup (EPW). The subgroups will be submitting their final reports by May 14. The EPW is visiting a variety of groups over the next month to get feedback/input that can be incorporated into their plan. This plan will set the direction for OSU for the next 10 years. The plan needs to be paid for in a sustainable way. The EPW is looking at ways to change the mix of students and how changing that mix might impact campus.

4. Degree Partnership Program Update – Blake Vawter – 10 minutes

Bob Bontrager is no longer at OSU and Kate Peterson is now responsible for DPP. All Oregon community colleges, except Clackamas, have been signed as partners. LBCC, PCC and Chemeketa are the largest partners. The advising sub-group is working on smoothing out advising for DPP students. There is a blog on the DPP website with announcements (Priority Registration, START etc.).

Transcripts from our partners are not directly uploaded to Banner but there is a 2 week priority given to get them in the system. Every community college is now mandated to have EDI (transcript transmission).

If you have any questions, ask Blake. He will answer the question or pass it along to Kate.
5. Mary Ann Matzke, Brenda Baxter, et. al. – 20 minutes

Note: You'll recall that our conversation last time was somewhat spirited, and we had to cut it short to get to other agenda items. Here's the recap from the minutes:
There is confusion with "enforced" and "other" prerequisites. Not all pre-requisites can be coded in to Banner so some departments use the "other" category to list pre-requisites they will enforce manually. Biology is an example of this confusion and manually enforcing the pre-requisites. There was a suggestion to just list all pre-requisites in one category so students wouldn't be confused by "enforced".

This issue is bigger than just a wording change. It was suggested that AAC forward this issue to Curriculum Council.

It was suggested (after much conversation) that the words "enforced" and "other" be eliminated and we just say "pre-requisite". It should be easy to change this in the online catalog. All advisors were asked to speak with their students to see what would make sense to them. Information should be brought to the June AAC meeting. Next steps will be discussed at that time.

It was also suggested that the Registrar’s Office could dis-enroll students if they fail a pre-requisite course. This is a choice for the colleges to make.

6. AR 18 Subcommittee Follow-up – Mary Ann – 5 minutes

The proposal is to change the maximum number of S/U credits to 36 for all students (including transfers). There was general consensus that this would be ok because most majors do not accept S/U’ed courses for major requirements.

AAC voted unanimously to forward the revision to AR 18 to Academic Regulations.

A work order has been submitted to count S’s and U’s toward the 36 credit limit.

Announcements
AAC elections coming in June! Thus far, we have one nomination for chair-elect. All nominations need to be to Kerry by two weeks prior to our June meeting.

Kris Winter shared the START postcard with AAC.

Dates for AAC for 2007:
All meetings 1:30 – 3:00 pm in the President’s Conference Room unless otherwise noted.
June 13 – 128 Kidder Hall

Agenda

1. **Introductions** -- 5 minutes

2. **College Assistance Migrant Program – information, update, and Q&A – Amas Adurivi** – 15 minutes

Mr. Adurivi showed a Power Point presentation on CAMP. All students in CAMP have a migrant/seasonal worker background. CAMP's primary focus is on the first year but second, third and fourth year students are still welcome. There are 3 CAMP programs in Oregon (Chemeketa, Portland CC and OSU). CAMP provides financial assistance in the first year. Their students are mostly from rural areas and most are bilingual Latinos. The grant is in year 3 of 5. The CAMP office helps with OSU admissions forms, financial aid, housing and scholarship applications. They also provide tutors, academic advising, and a required orientation class (ALS 107) for all CAMP students during their first year at OSU. CAMP provides financial support (all part of financial aid package) in the form of supplemental aid, monthly stipends, book allowance, travel allowance, and the MultiCultural Internships (free room/board through UHDS). This year there are 8 interns and next year there will be 10. CAMP has a summer orientation during the 2nd week of September that includes a peer mentor program, leadership opportunities, educational trips etc.

To qualify for CAMP an applicant must be a permanent resident or citizen, have worked 75 days in last 24 months as seasonal/migrant farm worker, OR be in or qualify for migrant education program or WIA 167. Please contact the CAMP office with any questions. They are in 337 Waldo and their phone number is (541) 737-2389.

3. **College of Liberal Arts Fragile Student Program – Kate Elias** – 15 minutes

Ms. Elias provided handouts. The Fragile Student program was piloted Fall 2006 to first-year students on warning or probation. Academic holds were placed on the student’s registration so they had to meet with Polly, Louie or Kate to have the hold removed. They emphasized the importance of academic standing and discussed the resources available. CLA is hoping this program will increase a student’s persistence and connection to OSU. This program also lets students know its not over. The advisors made referrals to counseling, student health, tutoring as needed. The meetings with those students were interesting because the advisors really got to know what issues were affecting these students. These students will be tracked to see how they do at OSU. Advising in Liberal Arts is decentralized but these students were required to come to central office to have their hold removed. There was significant buy-in from departmental faculty advisors. The advisors kept faculty informed. There is a possibility that all colleges will have access to this process (academic holds). The Registrar’s Office has a plan.

4. **Withdrawal deadline and New Priority Registration Schedule – Brenda Baxter** – 10 minutes

Registration has been moved a week earlier beginning with fall 2007. Should the withdrawal deadline be moved? The general sense was that the withdrawal date won’t affect registration status. W’s are considered in-progress credit and will count toward a student’s registration time.
A student’s Priority Registration time will be posted to their individual student account (their day/time of registration). It will be visible on the student status page in On-line Student Services. Advisors will also be able to access the information in a students’ on-line advising worksheet. The Registrar’s Office is not going to run the registration schedule yet so transfer credit has time to post.

Registration will be down over Memorial Day weekend for a scheduled migration so registration will extend into dead week. The full priority registration schedule will not be posted on-line. Advisors will get an electronic copy to give to departmental advisors. Heather Chermak will tell us when the priority registration schedule has been posted to student accounts so we can e-mail our students.

5. **S/U –AR 18 subcommittee report – Mary Ann Matzke, Kent Kuo, Louie Bottaro, Gene Newburgh** – 10 Minutes

The subcommittee will draft a proposal that all students have 36 S/U credits. The subcommittee will bring the draft to AAC for approval before sending to the Academic Regulations Committee.

6. **Prerequisite listings in the online catalog -- Mary Ann and Brenda** – 10 minutes

There is confusion with “enforced” and “other” prerequisites. Not all pre-requisites can be coded in to Banner so some departments use the “other” category to list pre-requisites they will enforce manually. Biology is an example of this confusion and manually enforcing the pre-requisites. There was a suggestion to just list all pre-requisites in one category so students wouldn’t be confused by “enforced”.

This issue is bigger than just a wording change. It was suggested that AAC forward this issue to Curriculum Council.

7. **Career Services update – Carrie Coplan** – 5 minutes

Thank you to everyone who has helped Career Services while there has been a staff shortage. SOAR is moving in with Career Services next month. They will remain separate programs and are just sharing space. The Director of Career Services search will open soon. The Open House is next Friday! Flyers available. Career Week/Career Fair is in a couple of weeks.

8. **AAC membership discussion – Kerry** – 15 minutes

AAC’s standing rules were never updated even though the changes were approved by AAC. The changes need to be resubmitted so we should look at additional changes. Add CAMP director to AAC as voting or non-voting member?

Polly Jeneva moved that we add the director of CAMP to AAC as a voting member, Susie Leslie seconded the motion and there was unanimous approval.

**Announcements**

AAC elections coming in June!

Nominations for chair-elect two weeks before June meeting.

Cindy Empey – the Waldo Cummings Award (3.5 cumulative GPA) solicitations have gone out. Please save May 23 for the banquet (6:30pm at the Alumni Center) if one of your students receives an award.

Susie Leslie – Tom Brown coming to campus next week.

Dates for AAC for 2007:
All meetings 1:30 – 3:00 pm in the President’s Conference Room unless otherwise noted.
May 9
June 13 – 128 Kidder Hall
March 14, 2007 Minutes, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

March 14, 2007
Minutes

Attendance: Kerry Kincanon, Brett McFarlane, Debbie Bird McCubbin, Mary Ann Matzke, Polly Jeneva, Rebekah Lancelin, Carey Hilbert, Susie Leslie, Michele Sandlin, Kate Halischak, Carrie Coplan, Carla Simonson, Amy Nelson Green, Renee Stowell, Earlean Wilson-Huey, Mary Rhodes, Rick DeBellis, Kent Kuo, Marybeth Trevino, Moira Dempsey, Heather Chermak, Phillip Brown, Brenda Baxter, Lissa Perrone, Miranda Smith, Paula Minear, Kristina Lavceik, Mike Daniels, Gene Newburgh

Agenda Items

1. **Welcome and Introductions** – The meeting was called to order at 1:35 and everyone introduced themselves.

2. **WR 121 Document Review** – Dr. Anita Helle, English Department (handout)
   "The English department is mainly seeking to provide more information for advisors, answer questions, and seek advisors' consultation on how we can foreground what does/does not count as WR 121 pre-requisite, cut down on student confusion, early-term questions. Students often mistake "LDT" lower-division transfer credit for WR 121 pre-requisite credit."
   The concern was raised if a transfer course meets the WR I requirement of the Baccalaureate Core, which must be WR 121, then why would it not suffice to meet the pre-requisite status of WR 121 necessary for many WR II courses? Numerous community college courses have been approved by Department Chairs in the past, so it appears the articulations of WR courses from the community college have not been reviewed for many years. Michele Sandlin agreed to send a list – tomorrow! – of those courses that are not WR 121 that are articulated to be equivalent to WR 121. Anita shall review them and follow up with any concerns. Michele also reminded everyone that if there is an agreement signed, then we must abide by it until all parties concur on a new agreement.
   
   Anita also addressed the WR 121 Waiver Exam option which will take effect on April 2, 2007 and is detailed in the document, as well as on the web page. When WR 121 is waivered, it will be noted on Banner, but not on the transcript, and it will meet pre-requisite status. Heather will check with Records on how the students received the results of their tests. This option is very, very rarely chosen by the students.

3. **Refund Schedule Conversation** – Lissa Perrone – Business Affairs
   Business Affairs is analyzing of the impact of change to the refund schedule where students now receive a full refund during the two-week drop period. They are soliciting feedback from academic advisors. Anecdotal feedback at the meeting from advisors was that the changes are positive. Specifically cited were incidences in the College of Business, E-campus, International Programs, and those Professional Programs with rolling deadlines.
   
   AAC members were asked to ask the following questions of their staffs and provide any feedback to Lissa via email lissa.perrone@oregonstate.edu or phone – 737-6127:
   Have you noticed a substantial change in the add/drop activity of students during the 1st two weeks of the term?
   Do you believe this is attributed to the change in this policy?
   What feedback have you received from students?

   How about instructors and professors?

4. **Registrar's Office** – Heather, Mary, and Kent (4 handouts)
   - Kent Kuo shared the new Organizational Chart for the Registrar’s Office. It was redesigned to
balance the workload in specific areas and give foresight to growth of workload in specific areas. It focuses the assignments into 3 areas of: 1. Strategic Development, 2. Implementation and 3. Operations. Space was also a factor in the division of labor.

- Heather Chermak reported that Philip Brown has added an “Expanded Transfer Work” button to the Web for Advisor work sheets. So that advisors might determine the institution origin of transferred classes. (A special thanks to Brett for advising all attendees at AAC on how to receive hand-outs.)

- Heather Chermak introduced the Waitlist Documents which show how students will utilize the registration site for wait listing. Samples of the many screens and variations of possible scenarios were outlined. Wait listing will begin this summer, and departments will determine if the system is to be used at all for their coursework, and if it is to be used, how many seats will be waitlisted for each class. It was noted that wait listing is limited to 3 classes, and if a student tries to waitlist for a 4th class, they will get an error message. Science lectures and labs will count together as one class.

The question was raised whether it would be used to determine whether a second class or section was needed, and should be added. That subject has not been discussed.

The waiting list will not prioritize students, other than by the natural prioritization afforded by Priority Registration. Those departments wanting to prioritize some students will need to continue to set their capacity a bit lower and do capacity overrides.

The question was raised, “If you waitlist, then sign up for an alternative/back-up class offered at the same time as your waitlisted class, will the resulting time-conflict affect getting into the wait listed class? ” The answer was “yes, you would have a time conflict and not get the waitlisted class.”

As far as how the students will learn of these new procedures, Heather shared that she will contact ASOSU, the Barometer, and do student presentations to any groups that request it. It shall also be outlined on the Registrar's Website. Heather will send FAQs on the issue to AAC members.

- Registrar Announcements:
  - 2nd Week Add new procedure will go into effect Spring Term.

Mary Ann Matzke requested that Student Confidentiality flags be on Web for Advisors.

Athletes and Honors Students will be noted on the new Priority Registration List for Spring Term. There is a conversation established about trying to add each student’s PR time on their worksheet. Brenda requested that an email go to all students via their email address with their Priority Registration time and their counting number of credits to register.

5. AAC membership question – Kerry Kincanon

- Kerry reported that Charlie Nutt from NACADA had asked why a representative from University Housing and Dining Services did not sit on AAC. Kerry checked the membership and saw that they do indeed have a representative on the committee, but not a vote. He will add their name to the AAC Listserve to ensure they are invited to each meeting.

Polly Jeneva reported that Amas Anduviri from the College Assistance Migrant Program (CAMP) would like to introduce their program at an AAC meeting. Polly also questioned if they should have a position on the AAC. Kerry will invite Amas to speak at the next meeting, and tabled discussing potential membership to another meeting or a subgroup.

6. Academic Regulations Discussion – AR13a update and S/U discussion (reviewing AR 18a) – Mary Ann Matzke & Kerry Kincanon (handout)

- Mary Ann Matzke discussed an issue that was an outcome of the Technology meeting. It was the discussion of variable s/u amounts for the students. The ceiling is set for 36 credits who spends 12 fulltime terms at OSU, but the audits had a ceiling of 20 credits to accommodate too many issues with transfer students. The question was asked, “Should we have the same policy of s/u credits for all students?” A sub-committee chaired by Mary Ann with Kent Kuo, Louie Bottaro and Gene Newburgh was established to review and present back to the group.

An email from ARC was submitted to AAC via Kerry for feedback on AR 13. It was reviewed and adjusted to have the first sentence of AR 13.c end with the addition of “in accordance with policy in AR 17."In its entirety, it would read, "When a student’s academic progress is interrupted by an emergency situation (e.g., such as serious illness, accident, or death of a family member), within the last four weeks of the term, and the student submits evidence of such to the Registrar, he or she may withdraw from the university or accept with I/ alternate grades grades in all subjects in accordance with the
policy in AR 17. “Kent Kuo will present this adjustment to Jo Tynon. It was clarified to the group that this AR states that a student in an emergency can withdraw OR receive alternate grades, but not do a combination of both.

7. Testing Center Alert Update – Moira Dempsey and Paula Minear
   - Moira reported that the report has gone to Mike Quinn, Faculty Senate President, who shall now talk to Provost Sabah Randhawa about the urgency of the testing center potential consequences. Members thanked Moira and Paula for their work on this issue.

8. Announcements
   - Debbie Bird McCubbin’s Retirement Reception will be held on Monday, March 19th from 1:30-3:30 in the Richardson Hall 1st Floor knuckle. Everyone is invited to celebrate her many years of contribution to OSU!
   - Amy Nelson Green reported that International Programs and the Center for Teaching and Learning (CTL) are sponsoring a webinar on April 11 at 3-4 pm in the CTL. The webinar shall be on Global Competence and what that means beyond an overseas study program.
   - Kent Kuo reported that the next Advising Technology Meeting will be on Thursday, April 12 from 10-12ish to present a DARS webinar.
   - Brenda Baxter from Business reported that the OSU Juggling Club will host the Pacific Northwest Juggling Convention at OSU on Saturday, March 31, at 7:30pm in Milam Auditorium. Everyone is welcome and invited to see Brenda’s fiancé juggle!
   - Kate Halischak reminded all to advise Degree Partnership Program participants who are athletes that they must be enrolled in 12 credits on the OSU campus to be eligible to try out for NCAA sports through OSU.
   - The OSU Academic Advising Award deadline is April 10, 2007.

The next AAC meeting will be April 11th in the President’s Conference Room.

(Minutes submitted by Gene Newburgh)
February 14, 2007
Minutes


Agenda

1. **Introductions** – 5 min.

2. **Zonta Scholarship information – Julie Hamby, Student Support Services** – 5 min

Zonta has $31,000 to give away for 2007-08. There will be ten $2,400 scholarships. Preference is given to older-than-average, students with family responsibilities and those with financial need. Applicants must have a demonstrated interest in improving the status of women or welfare of children, or be a female student in a non-traditional field (engineering, etc.). The scholarship is available to women and men. An electronic copy of the application is available if you e-mail Julie Hamby (hambyj@onid.orst.edu).

3. **Non Traditional Student Information Packet – Kim Nickerson, ASOSU task force** – 10 min

Annette McFarland (Director of Non-Traditional Affairs), Ramez Azab, Kim Nickerson

The Non-Traditional Affairs Task Force is networking with groups on campus that can help them achieve their goals. The definition of Non-Traditional is very broad and includes (but is not limited to) Older-Than-Average, Student parents, transfer, international, graduate etc. There are several campaigns currently in progress. The overarching goal of this group is to validate the non-traditional experience at OSU.

They requested that advisors refer students to the task force. They have a list serv, website and weekly meetings.

It was suggested that distance students be incorporated into the definition of non-traditional. Degree partnership and SSD students should be included.

4. **Summer Session Website follow-up – Maurine Powell, Summer Session** – 15 min

Maurine followed up from last month with a demonstration of the new Advisor Resource page as part of summer session. You can easily get to the summer session website by clicking on the Distance Education link from the OSU main page.

The planning guide will go out in March. Maurine asked if advisors would prefer to see the baccalaureate core by session. The answer was yes. The summer schedule of classes will be printed later with enough to give to advisors and then the rest of them will be at the Registrar’s Office.

If anything is missing or needs updated, please call Maurine at 7-9608.

5. **Student Athlete Summer Forms – Mark Rountree and Kate Halischak, Athletics** – 15 min

The past process for summer school forms was not efficient for all concerned. Too many student athletes would show up the day of the deadline and need signatures (and advising) so they could get their summer
aid.

This year there is a new form for summer. Starting with summer term the new form will be used for summer school and for compliance. That means two sets of forms for spring term (summer and compliance). Please note that Football is restricting their students to courses in zero week and session 2.

Summer session is critical for student athletes. The goal is to graduate the student at the end of their final term of eligibility. For some students that means a fast track to graduation (3 years plus one term). Summer session is the only way to make it even possible for these students to graduate by the end of their final term of eligibility.

Please review the form and let Kate know if there are any questions/problems.

Changes to registration for summer will come back to advisor if the course is not on the form or not same baccalaureate core category.

What is Approved Excess Elective? Kate will get back to AAC on reason why that category is there.

6. **CIRP replacement survey -- Eric Hansen, UHDS and Student Affairs Assessment Committee** – 15 min.

Eric asked AAC what we thought should be asked on the CIRP replacement survey. The committee is bringing two ACT surveys together with the help of ACT. Questions regarding demographics, reasons for selecting OSU and identifying student expectations and needs will be asked. Please look at the survey over the next couple of weeks and contact Eric Hansen with any adjustments to current questions or new questions that should be included. This survey will be administered summer 2007. It will help us understand the dynamics of what we put out there. It could affect course offerings etc. This will be a paper/pencil survey during START and most of the students haven’t taken any courses at OSU. AAC thought that educational background of parents should be included.

7. **Testing Center discussion follow-up – Paula Minear and Moira Dempsey** – 10 min.

Update – CAPS will no longer offer standardized tests beginning summer 2008. Colleges may need to take on testing if no centralized testing center is available at OSU. Most OUS schools have a centralized testing center. Standardized tests are moving away from paper/pencil and going computerized (GRE). It is very expensive to have a computerized testing center. The computer room would need 40-50 computers to make it so it would pay for itself. Paula is taking the “alert” to the Provost’s Council. Corvallis high school has no place to offer the SAT or ACT. OSU students have no place in the state to take standardized exams because UO and PSU can barely handle their students. The ELI did get computerized TOEFL testing approved by ETS. There is a lot of administration for computerized exams. The testing services are very picky about setup of computer rooms for standardized tests. There are requirements on the height of the barriers, the size of desk, and what other tests can occur at the same time, etc.

Will AAC endorse the alert? AAC would like to see document first. The final document will be sent out via email.

8. **AR 13 discussion** – Kerry – 5 min.

See handout. Concerns about why students can’t just withdraw instead of receiving an Incomplete? Submitting a petition isn’t always feasible during an emergency situation. Can students petition the withdraw later and get it changed back to I/Alt. grade? Incomplete means no additional tuition. Faculty can always turn I to F.

There was general confusion about AR 13. Kerry will forward notes to Jo Tynon. Please respond in next 24 hours if you have any additional questions or concerns.

9. **AAC membership question** – Kerry – 5 min.

Tabled.

**Announcements:**
Registrar Updates - Provided a draft of readmit letter, a draft of the new priority registration schedule. We will discuss in depth in March.
Webinar – see handout.
Tom’s last day – going away party MU 385, Feb. 26.
START Odyssey Leader – extended deadline.
Off-site START
Clay Torset is Forestry Head Advisor. Debbie’s last day is March 22.

Dates for AAC for 2007:
All meetings 1:30 – 3:00 pm in the President’s Conference Room unless otherwise noted.

March 14
April 11
May 9
June 13 – 128 Kidder Hall
December 13, 2006 Minutes

Attendance: Lee Cole; Brenda Baxter; Brett McFarlane; Clay Torset; Mary Ann Matzke; Polly Jeneva; LeeAnn Baker; Carey Hilbert; Angela Austin Haney; Gene Newburgh; Kerry Kincanon; Mina McDaniel; Susie Leslie; Michele Sandlin; Kate Halischak; Carrie Coplan; Carla Simonson; Phil Brown; Paula Minear; Amy Nelson Green; Renee Stowell; Marybeth Trevino; Sandy Tsuneyoshi; Heather Chermak; Mary Rhodes; Mike Daniels; Rick DeBellis; Peter Saunders; Gary Beach

Agenda

1. **Introductions** - 5 min.

2. **CTL Academy overview** - Peter Saunders - 10 min.
   The Center for Teaching and Learning Academy is here to improve teaching and allow faculty to try out new things in a safe space. Interactive white boards will be added soon. The design of the space is intentional with specific lighting, chairs and colors. Space has been created for poster sessions (tack boards, projector screens). Lecture is the oldest pedagogical model but people gravitate toward other areas of the room and avoid the lecture seating. The room next door is for social learning. Designed for people who just want to learn and don't really want a class.

   OSU is currently working on branding the OSU Advanced Academy for Teaching and Learning with Saudi Arabia and China.

3. **Articulation report** - Gary Beach - 15 min.
   Gary has asked that head advisors from the colleges be prepared to respond to the following questions:
   - Within your college, who is the primary contact regarding course and academic program articulation questions/issues; e.g., the associate dean, you as head advisor, other?
   - Has your college established course or academic program articulation agreements with community colleges or other higher education institutions? If so, which institutions? (Please send a copy of the articulation agreements to Gary Beach, Office of Academic Programs and Academic Assessment, 110 Kerr Administration Building or electronically to Gary.Beach@oregonstate.edu).
   - If you have developed course articulation tables, have they been posted on the web? If so, what is the web address? (If articulation tables have been created, but are not posted on the web, please send examples of the articulation tables--Word or Excel--to Gary.)
   - Are there articulation issues/problems that should be addressed during Winter and Spring Term 2007?
   - How can the Office of Academic Programs and Academic Assessment be of assistance to your academic unit in facilitating the articulation process?

   OSU currently has 14 Oregon community colleges and 2-3 more will be added in January. Clackamas Community College will probably be added sometime in 2007. Winward Community College was just added. Please respond to Gary Beach with answers to the questions above. The goal is to have a master file for OSU on articulation agreements or any course articulations. There is pressure to get the course articulation done before ATLAS. Students don’t want to repeat courses once at OSU. Some community colleges are changing curriculum to match OSU. All Oregon community colleges will be on board by end of June 2007 and probably all Hawaii community colleges as well.

   JBAC will come to visit in March or April. They will meet with Kerry. How do we want to handle their visit? Read documents provided and provide feedback to Kerry in two weeks. Use summaries and
questions to guide your responses. Evaluate the draft statements. Our role is to look for issues with the draft statements or say that it all looks ok. There will be a re-evaluation of the AAOT; looking for a statewide system definition.

Comments:
- OSU was told what sections we could send people to with a maximum of four people total. There is no OSU representative on JBAC. Think about the DPD requirement. It is mostly an upper division requirement. US History in DPD is problematic in that the community colleges may not be teaching to DPD standards.
- The broadest context of diversity is not addressed in general education.
- The AAOT will allow one science sequence to meet the science requirement. That does not match up with OSU and causes problems for the College of Education regarding content mastery.
- There are concerns over false assumptions that all you need is the general education and you are all set as a junior in your major.

5. **Advising Pages in the Catalog** - Kerry Kincanon - 5 min.
Head Advisors, you probably saw that Larry Bulling asked us to review the general catalog text on advising. I just wanted to take a few minutes to confirm we were comfortable with this text. Please review this web page: [http://catalog.oregonstate.edu/ChapterDetail.aspx?key=369](http://catalog.oregonstate.edu/ChapterDetail.aspx?key=369)

Please review content area and Head Advisor listings. Kerry will respond to Larry by the deadline.

6. **AR 17 - Update from Faculty Senate and Incomplete Form** - Mary Ann Matzke, Kerry Kincanon - 10 min. - See [http://oregonstate.edu/dept/senate/agen/2006/AR17_0612.pdf](http://oregonstate.edu/dept/senate/agen/2006/AR17_0612.pdf)

- AR 17 will be implemented Fall 2007 and will not be retroactive.
- A slash grade will be assigned as the incomplete with the letter grade being the grade the student will receive after the one year deadline has passed (I/F, I/D, I/C etc).
- The grade will be included in the GPA after the one year deadline.
- The Registrar's office is responsible for implementation.
- One year is a 12 month year.
- There will be a drop down menu with all the I grades. This will be an educational process for students and faculty.
- AAC will come up with draft of the Incomplete contract. Polly will provide a copy of the Sociology contract. ROTC has contract as well.
- Concern over adjunct faculty who won't teach at OSU again - need to know how to clear I.
- Carey, Debbie & Gene, Brenda, Lee, Heather will convene a subcommittee to create draft of form.

7. **Request from International Programs for an Additional AAC representative** -- Amy Nelson Green and Renee Stowell - 5 min.
International Program is not requesting an additional vote but would like to have an additional representative at meetings. The motion was seconded and unanimously approved.

**Announcements:**

NACADA report - Kerry Kincanon
Regional Conference - April in Boise. Program Proposals due in January.
Webinar in February - Faculty Advising Program

Susie Leslie - Webinar paid for by Academic Programs (site is registered).

Carrie Coplan - Tom Phillips is leaving Career Services and going to Michigan. There is a new program - Non Profit Career Day. See flyer.

Rick DeBellis - SOAR leadership positions available. Jan 11 insert in Barometer with variety of leadership positions available - PHA, START, maybe TOUR, Diversity Development Coordinators, etc. Contact Rick if anyone else wants to be in insert. Central application site (drop down menu with different applications). Extra copies of insert will be available.

Dates for AAC for 2006-2007:
All meetings 1:30 - 3:00 pm
- January 10 - Please note, this is the first week of winter term! - Location TBA
December 13, 2006 Minutes, Academic Advising Council, Faculty Senate, Oregon State University

- February 14
- March 14
- April 11
- May 9
- June 13 - 128 Kidder Hall
Attendance: Lee Cole; Brett McFarlane; Debbie Bird McCubbin; Mary Ann Matzke; Polly Jeneva; Rebekah Lancelin; Carey Hilbert; Angela Austin Haney; Gene Newburgh; Kerry Kincanon; Susie Leslie; Michele Sandlin; Rosemary Garagnani; Kate Halischak; Carrie Coplan; Carla Simonson; Cindy Lehto; Amy Nelson Green; Renee Stowell; Earlean Wilson-Huey; Mary Rhodes; Joe Hoffman; Rick DeBellis; Sue Jackson; Rebecca Sanderson; Edie Blakley; Kent Kuo; Marybeth Trevino

Agenda

1. Welcome and Introductions - 5 minutes

2. Sue Jackson - Student Health Services - Be Well Patient Portal - 10 minutes
Student Health Services has created an on-line patient portal where students can submit forms, check lab results etc. SHS contacts students directly (via e-mail) before placing registration holds for missing immunization documentation. Immunization information that is faxed in can now be directly imported into a student's electronic file. Approximately 40-50% of information is coming in electronically.

3. Rebecca Sanderson - Institutional Research - Joining us to discuss existing or potential university reports of interest to advisors and strengthening the relationship between IR and advisors - 15 minutes
The IR website needs some work. Even if people can find the page they can't understand the data. Rebecca asked if a session on how to read the data would be helpful for advisors. It was agreed that we could all use a training session on how to understand the data from IR. The Enrollment Survey will be out very soon. This year it will be out two weeks earlier than normal.

Information that would be useful to advisors would be found under Reports, then Student Reports. An example would be the migration report. Approximately 40% of students graduate from a different college than the one they were in when they started. Reports are done by cohort (university requirement). Cohorts are first time/full time degree seeking freshmen and are followed for six years. Transfer students are not part of any cohort. The main function of IR is to provide accurate and timely information about OSU to OUS, federal and state oversight agencies, and university leadership. IR doesn't own any data, but reports and analyzes the data in the Banner systems. Errors in Banner occur and must be fixed by data owners (Registrar, Admissions, Human Resources, Budget/Finance, etc.). The process of correcting the data takes time.

Carla Simonson indicated that OSU may be able to track transfer cohort through a code in Banner. What we do with the data is a different discussion.

For the IRIIS system on the IR website, there is a guest log-in that anyone can use, but it can't drill down to a single cell. Contact Carla Simonson if you need access to IRIIS and don't have it. Advisors can generate reports off of the IR data after the data has been cleaned and posted in IRIIS. Common data sets are used for most reports. A lot of colleges would like to have IR run their college specific reports but there is no time or FTE to run college reports.

OSU decided to make data warehouse available to the campus and thus, colleges need to learn how to manipulate and use that resource. There is training scheduled on IRIIS for December 5 for the Student Affairs Assessment Council. Advisors are invited to attend and Kerry will work with Rebecca to distribute information.

4. Edie Blakley - Career Services - National Student Exchange - 10 minutes
Applications are due February 15, 2007 to go on a National Student Exchange. Students can spend up to one year in another state while earning credit toward graduation. There are partner colleges/universities in all states except Delaware and North Dakota. The full year experience is recommended. Numbers have been down for a couple of years, so please advertise the program to your students. NSE students at OSU should have an advising agreement and a copy of transcripts from their home school when they come in for advising (check their file). Contact Edie Blakely if you don't have those items. Transcripts are not articulated, so NSE students will need overrides if there is an enforced pre-requisite. For more information, please go to NSE.org or the Career Services NSE page.

5. Mary Ann Matzke - Follow up on criteria changes to the Academic Advising Award - 10 minutes

There was unanimous approval of the revised Academic Advising Award criteria.

6. Mary Rhodes - Follow up on Priority Registration Initiatives - 10 minutes

Mary brought the Council three options for fall term priority registration. AAC unanimously approved the option listed below:
- 15 day Phase I; 4 days Phase II
- Begin week 7
- End Sunday before Dead Week

7. Mary Rhodes - Information on Registrar's tutorial, "Student's Rights to Privacy of Records" - 5 minutes

There is a FERPA tutorial on the web (http://www.oregonstate.edu/dept/computing/tran/srpr/index.htm). How do we make students more aware of their privacy rights? Please think about it and send suggestions to Mary Rhodes.

Some suggestions:
- At START we can talk about facebook, myspace and privacy. Make sure parents understand student right to privacy.
- Require tutorial before registration
- Need to give context to why privacy is so important (stories from students)
- Student Conduct has a brochure on facebook
- Ask the Barometer to do a story
- Odyssey - have instructors use tutorial as assignment

8. Renee Stowell and Amy Nelson Green - International Week - 5 minutes

International Education Week - November 13-17, 2006. Everyone is welcome to attend.

Announcements:
December 12 - Webinar on the Advising Syllabus. 11am to 12:30pm in Richardson Hall

Math 103 will have 6 sections during winter term. Math 199 is available for Math 111.


Carrie Coplan - Thank you and record number of students at the Career Fairs.

Debbie Bird McCubbin - Retiring at the end of winter 2007 after 27 years of service.

NACADA report - Kerry Kincanon

Dates for AAC for 2006-2007:
All meetings 1:30 - 3:00 pm in the President's Conference Room unless otherwise noted.
- November 8
- December 13
- January 10 - Please note, this is the first week of winter term!
- February 14
- March 14
April 11
- May 9
- June 13 - 128 Kidder Hall
October 11, 2006 Minutes

Attendance: Lee Cole; Brenda Baxter; Brett McFarlane; LeeAnn Baker; Carey Hilbert; Angela Austin Haney; Gene Newburgh; Kerry Kincanpon; Michele Sandlin; Moira Dempsey; Kate Halischak; Megan O'Quin; Carrie Coplan; Carla Simonson; Phil Brown; Sheila Roberts; Paula Minear; Heather Chermak; Mary Rhodes; William Dunn; Marcus Langford; Adry Clark; Dave Moore

Agenda

1. Welcome and Introductions – 5 minutes

2. Kate Halischak and Student Athlete Academic Services team – Update and discussion on academic support for OSU student-athletes – 15 minutes

Kate Halischak introduced her staff (Katrina Gruber, Megan O’Quinn, Lindy Brown and Derek Potter) and discussed why her position had been created. Kate reports directly to Becky Johnson, Vice Provost/Provost International Programs. Kate and her staff are working on integrating students into campus. The Bridge program was very successful. Kate, Kerry Kincanon, Mary Rhodes, Polly Jeneva and Louie Bottaro are working on a planning form for student athletes. This form may replace the NCAA reporting form currently used. The new form will not be rushed into service. Please send feedback to Kate or talk with her. Advisors may be invited to a Women’s Basketball game to meet the coaches, have some food and see the other side of athlete’s lives. There may also be a program (Football 101) where people can learn more about football (how the game works, scoring etc.).

3. Dave Moore (High School Programs – E-campus) and Paula Minear – Discussion of Senate Bill 300 and the impact on OSU academic advisors. (For more info see this web site: http://p12.ecampus.oregonstate.edu/xop/) and information on OSU P-12 outreach -- 20 minutes

SB 300 has a requirement that high schools pay for eligible students to attend community college or University. At OSU the program is called the Expanded Options Program. OSU has agreements with high schools regarding admission to OSU. This requirement impacts admissions, business affairs etc. OSU is required to provide advising support for these high school students. High school counselors provide initial advising. The high school counselor should contact the OSU advisor if the student wants to apply a class to a degree. This probably won’t have a significant impact, but Dave didn’t want it to be a surprise. Eleven students enrolled for fall term. XP students started Sept. 25, 2006. Parents are being contacted and sign ups for this program are in January and February. These students will primarily take baccalaureate core courses. The high school will use official OSU progress report to track student progress. The form will be used at mid-term. The student will take to faculty. The program is in addition to other programs, will not impact other good programs. Students admitted to the Extended Options Program (XOP) are admitted as non-degree students and have the admit type XP in Banner. They can take any classes without restrictions – calculus is popular. The XP students get a grade, have a record, and follow the same policies as other students. OSU doesn’t have to accept students. Limited to 8 credits per term. XP students can take e-campus or on-campus courses. XP students are not aligned with a college and have no major. Their high school counselor is responsible for researching OSU policies, rules, regulations. The high school counselor registers for the student. XP students don’t have access to registration (GAP). The student sets up their ONID account. Phil Brown was concerned that the current set up does not meet FERPA regulations. (Update from Dave Moore - I've met with Mary Rhodes and we've agreed on a few process and documentation changes that should address FERPA concerns.)
XP students must go through the normal application process if they want to attend OSU as a degree seeking student. Some XP students may fall through cracks with START.

XP students have an ID card. Can they use facilities (Dixon, Library etc.)? The high school is paying fees so the XP students have access to facilities.

Concern was voiced about lack of advising for XP students. They have the potential to take 48 credits before they see an OSU advisor.

Is there a way to force XP students to see an advisor at OSU? OSU advising isn’t worth much if not going to attend OSU. We can recommend a stronger connection between high school counselors and OSU advisors but there is not a way to require advising for XP students.

This issue should be discussed further at later meeting. Send recommendations to Kerry.

4. Mary Ann Matzke and Kerry Kincanon – Update on Academic Regulation 17 – 5 minutes

AR 17-5 changed in June. Recommendations from AAC were forwarded to Faculty Senate in July. All regulation changes will be sent to all chairs one month prior. AR 17-5 will be implemented fall 2007. Time is needed to educate campus, and the registration handbook was already printed for 2006-2007. Tools need to be implemented - standard contract that all faculty use for incompletes. The Registrar’s Office is already looking at implementation. AAC recommendations were accepted. What will formal implementation look like? AAC will continue to follow events.

5. Mary Ann Matzke – Academic Advising Award Subcommittee Report – 5 minutes

The Academic Advising Award was awarded to two people – Janet Nishihara and Kerry Kincanon. There was some confusion over eligibility so the criteria need to be revised. Some changes have been made. The award is currently for Professional Faculty/No rank faculty. Are we leaving out a group of advisors? If faculty are eligible for Dar Reese they shouldn’t be eligible for Academic Advising Award.

6. Mary Rhodes and Heather Chermak – Discussion of Changes to Registration Procedures – 20 minutes

Beginning spring term 2007, 2nd week adds will be electronic. The department will have to verify instructor approvals before override given.

Wait lists available summer 2007. If a course is closed, a student can get on the wait list. The first person on list will be registered for class when space becomes available. An e-mail will automatically be sent to the student saying the student needs to drop if they don’t want the course. Colleges can choose to have Wait lists and how many spaces on the list. All restrictions applied to wait lists. Students can remove themselves from wait lists. The Registrar’s Office is not sure if student will see where they are in queue. Limited to 10 credits of wait lists.

Fall term registration (2007) will move from last name and earned hours plus in progress to earned hours plus in progress and 2 phase registration system. Phase 1 – undergraduate students can register for a maximum of 16 credits. Phase 2 – undergraduate students can then register for a maximum 19 credits total. The 2 Phase registration only applies to undergraduate students. Submit transfer credit 5 weeks in advance so Admissions can get the credit included on the OSU transcript. Registration was moved one week earlier and the times changed to 30 minute increments to fit everyone in. There is just over one week to get everyone registered in phase 1. Wait listing only available in phase 2. Grad/Prof/Post-bac can register on the first day. Student Athletes will be divided into two groups (JR/SR, FR/SO). Listed in priority schedule as athletes.

Concerns over shortness of phase 1. Should Phase 1 be extended? The Registrar’s Office will look at extending Phase 1.

Zones (class scheduling) – info sessions on website. Restructuring of the official class meeting time policy. Current policy not working for OSU. The primary reason for the change is extreme congestion in the 10am to 2pm time frame. There are 5 zones with a percentage of classes assigned to each zone. Classes can not cross zone boundaries. 3 hour classes must be in zone 3, 4 or 5. Labs are not held to no zone crossing
policy.
Reports have been generated comparing zones to current offerings. Courses need to be spread equally across week. It is not expected to be exact but should be close. Colleges can make exceptions but must contact Mary Rhodes. A secondary reason for the change is the utilization of class space. All programs (graduate, professional and undergraduate) must comply with the zone policy. This system is a heavily modified version of UO plan.

Students will be notified of changes. The Registrar will send e-mail to all students.

7. Carrie Coplan – Update on Career Week, Career Fairs – 10 minutes

Carrie Coplan handed out Career Services new brochure that includes an annual calendar. Carrie mentioned several upcoming events. Career week is soon. Career Fair opens at 10am for 1st year or exploring students. Engineering Career Fair the next day.

8. Moira Dempsey – Success Council Update – 5 minutes

One page summary of initiatives important for Academic Success and Engagement. University Council for Student Success and Engagement created by the Provost. Moira will see how the Success Council fits with new group.

Announcements:

Tama Bolton (2nd year CSSA student) is on the program board for the regional NACADA conference in Boise, ID. Please submit program proposals by Jan 15, 2007. The conference is April 23-25.

11 OSU advisors to national NACADA conference in Indianapolis.

NACADA report – Kerry Kincanon

Dates for AAC for 2006-2007:
All meetings 1:30 – 3:00 pm in the President’s Conference Room unless otherwise noted.

October 11
November 8
December 13
January 10 – Please note, this is the first week of winter term!
February 14
March 14
April 11
May 9

June 13 – 128 Kidder Hall
June 14, 2006 Minutes

Academic Advising Council


1. Introductions

2. Heather Chermak and Barbara Balz provided updates from the Registrar's Office. Heather handed out an updated version of the degree audit template, which will now look the same on the web and in print. Heather expects that the substitutions and adjustments function will be in place by the end of August. Barbara shared that the adjustments to the registration process are moving forward. The work orders have been submitted, but the earliest implementation will be spring 2007 as there needs to be certainty from a programming perspective that the changes work. She noted that students and faculty will be notified well in advance of implementation, but she did encourage us to suggest to students to make sure that they get any outstanding transfer credits sent to OSU as soon as they can. This will ensure them higher placement on the priority registration schedule. Barbara noted that the credit ranges for each stage of the schedule will be fairly small.

3. Mary Ann Matzke provided an update on the Academic Advising Award. Provost Randhawa has given his approval. OUS will be notified, and the Faculty Awards and Recognition Committee (chaired by Carol Caughey) will review. This committee will need a representative from our group. Brenda Baxter volunteered for this position. Gene Newburgh and Polly Jeneva have developed a nomination form. Comments on the form should be directed to them.

4. Mary Ann Matzke, John Shea, and Susie Leslie discussed a proposal for a new communication plan for Degree Partnership Programs. This plan was generated out of articulation committee meetings (which they participated in with Bob Bontrager, among others). The proposal is to develop a Banner linked system that would identify a DPP student upon their first enrollment at OSU and would automatically generate a letter to both the student and the advisor. We would be responsible for developing the letter. Discussion ensued as several advisors were concerned that this contact was coming after the student had actually registered. We need to work to ensure that these students are all experiencing some sort of orientation to the university upon their first matriculation here. Representatives from Enterprise Computing also noted that they had significant work orders in the queue and this proposal would be at the bottom of their priority list. The group discussed several alternative options including the possibility of the DPP code appearing on the New Student Profile page in Web for Advisors, more intentional conversations with the community college advisors so they can market the necessity of orientation once their DPP students decide to start at OSU, and creating an online START for DPP students, especially those who start at OSU with online classes. Carla Simonson offered to develop a query to identify DPP students who have never registered at OSU.

5. Carla provided the group with a summary report of the course repeat data she pulled, and she offered to send the group a complete spreadsheet of her results. John commented that the data was very informative, and he interprets that the results demonstrate that our repeat issue is truly a student success issue, i.e. students who are repeating classes largely do so because they need to repeat the classes. The next step with this agenda item is to continue to focus on our student success efforts. The Registrar's Office has a grade distribution report that may be informative in our efforts surrounding this issue. Gene Newburgh reported that the Cal State system limits students to four repeats throughout their undergraduate career.

6. Mary Rhodes shared that the Academic Standing Reports are posted online as of winter term 2006.
Mary will share an e-mail announcement on this topic that can be forwarded to interested parties.

7. Sherri Argyres noted that the Faculty Senate adopted changes to Academic Regulation 17. Incomplete ("I") grades will now change to an "F" at the end of an academic year. Barbara shared that this policy will not be retroactive and that it will only commence at the point of implementation. She also noted that an "I" on a transcript at the time a degree is awarded is permanent and cannot be changed. She said that the Registrar’s Office will be working on this over the summer on an implementation, and she solicited feedback for a term of implementation and for a communication plan to notify students and faculty of the change. Rick DeBellis suggested waiting until next year when the new Registration Information Handbook is printed, but Barbara felt implementation would have to happen before then. The advisors discussed the larger issue of our Council not being consulted with this proposal by Academic Regulations or by the Executive Committee. More importantly, it would be good to have a standardized form that instructors could use when agreeing to an incomplete. The form could then be on file with the department and accessible if the instructor happens to not return to OSU. Gene, Carey Hilbert, Debbie Bird McCubbin, and Mary Ann will meet as a subcommittee to work on this form, and Mary Ann and Kerry Kincanon will connect with the EC next fall about improving communication with regards to issues impacting advisors.

8. Carrie Coplan from Career Services reported that her colleague Adry Clark will offer a 2-credit graded internship class (ALS 210). Carrie also mentioned that next year Career Services plans to open the Career Fair at 10:00 a.m. and market the first hour exclusively to exploring students. There will once again be fall, winter, and spring Career Fairs next year.

9. We conducted elections for the chair-elect position for 2006-07 school year. There was a tie between Angela Austin Haney and Gene Newburgh. Angela won the coin flip and will be chair-elect next year.

10. Announcements

The ID center will be moving from the MU to the lower level of Kerr Administration as of June 15, 2006.

Thanks to Mary Ann Matzke for her services as chair of the AAC.

Thanks and congratulations to Sherri Argyres, who will be resigning her position as Head Advisor of the College of Agricultural Sciences to attend Pharmacy School full time.

Thanks to Barbara Balz for her service to the AAC and the university. Barbara will be retiring at the end of the summer.
April 12, 2006 Minutes, Academic Advising Council, Faculty Senate, Oregon State University

Present: Sherri Willard-Argyres, Brenda Baxter, John Shea, Debbie Bird McCubbin, Mary Ann Matzke (Chair), Polly Jeneva, Rebekah Lancelin, Carey Hilbert, Angela Austin Haney, Gene Newburgh, Kerry Kincanon, Michele Sandlin, Kristi May, Carrie Coplan, Carla Simonson, Phil Brown, Sheila Roberts, Amy Nelson Green, Renee Stowell, Rick DeBellis, Heather Chermak, Mary Rhodes, Barbara Balz

I. Introductions

II. Mary Ann Matzke shared an inquiry from her advisors about the possibility of posting student ID pictures on Web for Advisors. They would like a visual trigger to help them remember students prior to meeting with them. Several advisors mentioned that they have developed in-house databases that include pictures or include a hard copy of a picture in the file. Barbara Balz was asked for her input, and she shared her apprehensions because of the potential for abuse, including harassment or discrimination. She noted that recently Student Health Services requested access, and they had to work through a protracted approval process that included discussions with the ID Center, university legal counsel, and their own SHA Advisor Board. The ID Center cannot currently release the pictures to anyone. To make the kind of change we want, policies would have to be amended to where students understood that the ID photo could be part of the student record and were provided with the choice of opting out. Phil Brown echoed Barbara’s concern and noted that Web for Advisors gives all advisors access to all students. Phil noted that "technically" including pictures is possible, but all agreed that moving forward would merit much deeper discussion about whether the positives would outweigh the negatives and process for creating policies and procedures to stave off potential misuse.

III. Carrie Coplan shared an update on Career Week and Career Services. She provided handouts of both the Career Week events and the flyer for the April 20th Combined Career Fair. Mary Ann Matzke noted that the Health Professions Career Fair is being held on April 25th. Carrie also reported that we expect 35 incoming students on National Student Exchange for fall, and that we should contact Edie Blakley if we have questions about those students. Finally, Carrie invited advisors to the Career Services Open House for faculty and advisors that will be held on May 2 from 2:30-4:30.

IV. Renee Stowell highlighted several private and federal study abroad scholarships. Although many of the scholarship deadlines for the next school year have passed, Renee encouraged advisors to promote these to our students in an effort to generate more applications from OSU. Renee shared nuances for selected scholarship including the facts that many require a project or presentation upon return and that most look favorably upon students with financial need.

V. Gene Newburgh initiated an involved conversation about the criteria and process for the new Professional Advisor award. Gene, Polly Jeneva, and Mary Ann drafted the proposal in consultation with Vice Provost Becky Johnson, who in turn wanted final revisions quickly. Advisors suggested revisions including settling on the name "Academic Advisor Award" and clarifying the composition of the awards committee. The AAC voted to approve the proposal pending further revision. A final copy was approved by e-mail on April 14th and forwarded to Vice Provost Johnson.

VI. Mary Ann reminded the group that we need to provide nominations for a chair-elect, and have an election at the June meeting. Nominations will be entertained at the May meeting.

VII. Kerry Kincanon provided updates on NACADA related items of interest to the group. Several OSU advisors and GTA's attended the regional conference in Hawaii. Jeff Riha, UESP advisor, was program chair, and Kerry, Nicole Kent (Pharmacy), and Katee Keen (GTA - Education) all served on the planning committee. Kerry, Kim McAlexander, and Angela Austin Haney presented on our experience at the Summer Institute and our process for defining our best principles. A similar presentation has been accepted for presentation at the National conference in Indianapolis in October. Polly Jeneva confirmed that Kate Elias, Liberal Arts advisor, has been awarded an L.L.Stewart grant to attend the NACADA Summer institute this year. Finally, Kerry shared a flyer for a NACADA seminar, "Effectively Engaging
Faculty in Academic Advising," which will take place in Portsmouth, VA on June 22 and 23.

Announcements:

Kristi May announced that the deadline for TOUR positions is April 21st.

Sheila Roberts asked a question about billing processes and procedures. Students adding and then dropping are being billed for maximum billing hours. Advisors suggested sending students to Business Affairs to clear up discrepancies.

Next meeting: May 10 - 1:30-3:00 - President's Conference Room.
March 8, 2006 Minutes, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

March 8, 2006 Minutes


Guests: Becky Johnson, Joe Hoff, and Jim Day

I. Introductions

II. Vice Provost Becky Johnson joined us to discuss the possibility of creating a professional faculty advising award. Advisors have requested this award because professional faculty members are not eligible for the Dar Reese Advising Award. Becky has confirmed with Vickie Nunnemaker that is unlikely that the Dar Reese criteria could be amended to include professional advisors. To create a new award, a proposal needs to be submitted to the Faculty Senate Awards and Recognition Committee, and Becky asked for assistance in identifying the criteria for the award. Gene Newburgh, Polly Jeneva, and Mary Ann Matzke will assist Becky in this process.

III. Michele Sandlin discussed the Insight Resume and its possible applicability as an advising tool. Michele provided a brief definition and history of the Insight Resume and also summarized the data Admissions has collected thus far. The council then discussed how having access to the resume on web for advisors might be useful. The application is part of the educational record and therefore advisors could gain access to resumes from those students who apply online. Some units are using the resume as part of the scholarship consideration process. Some on the council questioned whether it was appropriate to use this document for purposes other than admissions considerations, and others questioned whether the document would be useful beyond a year given the extensive growth and change a student undergoes in his/her first year. Also because insight resume screeners go through extensive training, the assumption is that advisors should at least go through a modified training prior to accessing the documents. Michele said that she would contact William Sedlacek to discuss whether this issue has been raised at other schools and, if so, how training might be modified to help advisors best use the document. Rick DeBellis pointed out that the insight resume could be a useful tool, one that is not used comprehensively but only in certain situations. About half of the head advisors indicated an interest in having access.

IV. Barbara Balz joined us to discuss the various ways that the Registrar's Office is addressing the course access issue. In addition to strategies already implemented (prerequisite checking, restrictions on duplicate section registration), the Registrar's Office is considering offering a wait listing option and two-phase registration. The Registrar's Office personnel will hold a meeting on March 20 from 3:00-4:30 in the President's Conference Room to present options to advisors for consideration. They are also going to meet with departments in the spring to gather additional input. The intent of all meetings is to collect opinions and perhaps implement these new options.

V. Jim Day, Moira Dempsey, and Barbara Balz discussed two proposals related to retention. OUS rules that govern the retention data produced by Institutional Research allow for "authorized exemptions". These are official tags that can exempt certain students who have left the institution from counting against the retention cohort, and include situations like medical leave or church missions. Jim, Moira, and Barbara discussed a Banner survey that would allow us to track these exemptions. Similarly, they discussed tracking internships and perhaps creating a form in Banner that would allow advisors to input when a student is away on internship. Advisors agreed that this would be tough. Internships are nebulous and difficult to track as not every student registers for credits or notifies their advisor when he/she leaves to do this. The survey is probably the best bet. Barbara will send us a list of authorized exemptions and definition. John Shea questioned whether the cost of the effort to collect this data...
would be worth it in the overall scope of retention numbers. Mary Ann Matzke raised the possibility of having a zero credit class exclusively for internships. The student wouldn't pay, but the internship would be transcript visible, and thereby easier to track.

VI. Mary Rhodes from the Registrar's Office reported that there is now a final exam schedule available through a web view at the Registrar's site. Included with these minutes is an attachment that demonstrates how the web viewer works. Mary warned that the content of the web viewer may change, so we should advise students to check often. Phil Brown mentioned that students should now be able to see final exam times and locations on their schedules in online services.

VII. Joe Hoff, the new International Degree academic coordinator and study abroad marking and curriculum integration coordinator, discussed his vision for stronger integration of study abroad programs into departmental curriculums. Joe provided sample documents with strategies that departments can use to map how study abroad fits with curriculum and learning outcomes, including "Assess-Match-Motivate" worksheets he used at University of Minnesota, materials for culture and language learning strategies, and ideas that educators can use to help students recognize cultural differences and maximize their study abroad experiences.

VIII. Mina McDaniel of the Office of Academic Programs and Assessment provided a report from the JBAC articulation workshop in February. Karen Sprague, the Vice Provost for Academic Affairs at University of Oregon, organized a workgroup in response to State Bill 342, which calls for common articulation across Oregon institutions. Twelve individuals - six from OUS schools and six from Oregon Community Colleges - made up the workgroup, and their first charge was to articulate learning outcomes from six areas affiliated with the OTM (science, math, arts and letters, etc.). The groups brainstormed learning outcomes and at the end of the day pulled together a "goal statement" for each category. Karen Sprague will continue to facilitate as the group moves forward. Michelle Sandlin commented that OUS is also proposing that schools have a common articulation for Advance Placement credits. Michelle is working with Provost Randhawa on this.

IX. Mary Ann Matzke's item regarding posting ID pictures on the web has been tabled until the next meeting.

X. Announcements:

- Michele Sandlin reminded everyone of the Atlas Demonstration on March 17th from 10:00 - Noon in the MU Journey Room.
- Heather Chermak from the Registrar's Office announced that classes in progress at degree partner schools are now factored into priority registration consideration for our degree partnership students. Heather also announced that foreign language deficiencies will be sent out this week.

Next meeting: April 12, 2006 - 1:30-3:00 - President's Conference Room.
February 8, 2006 Minutes, Academic Advising Council, Faculty Senate, Oregon State University

Present: Sherri Willard-Argyres, Brenda Baxter, John Shea, Clay Torset, Mary Ann Matzke (Chair), Rebecca Lancelin, Carey Hilbert, Jeff Riha, Moira Dempsey, Carrie Coplan, Carla Simonson, Connie Atchley, Jackie Balzer, Janet Nishihara, Paula Minear, Sandy Tsuneyoshi, Heather Chermak, Mary Rhodes, Barbara Balz, and Marcus Lanford.

Guests: Gary Beach.

I. HEATHER CHERMAK - Registrar Office Issues
   a. List of Reports from Registrar's: Head advisors should look at the list distributed and notify Heather which ones are not needed, or could be sent electronically. SSRTALY2 keeps track of enrollment during registration periods.
   b. Policy on Time Conflicts & Overrides: Standard procedure at the Registrar's Counter is to ask student requesting override for time conflict if it has been approved by the professor (honor system). An incident came to MaryAnn's attention where an override was provided and the professors did not approve it. Heather stated that about half of overrides are given by departments. There was discussion about whether it should be the advisor's or student's responsibility. Some advising offices do require proof of professor approval. John Shea offered to query the head advisors and see if this was a case that warranted a change in procedure.
   c. Some errors with Data Warehouse queries using "Major by term". The IS dept is working on figuring out how to remedy this. All forms in Banner are fine.
   d. Duplicate Sections: Students will be sent email in next week notifying them they will not be able to enroll in duplicate sections beginning this Spring.

II. GARY BEACH - Oregon Transfer Module
   a. Gary was present to answer questions about the Oregon Transfer Module (OTM). He explained that the legislature only gave them about a month to pull it together. It is transcript visible and can be obtained from any Oregon public college or university. It became effective this term.
   b. He did not see a large number of students obtaining this credential. It does not meet all the OSU bac core requirements as a block transfer degree does (with lower division bac core). Gary will look specifically into how the language deals with the DPD and lab sciences needed for OSU.
   c. The required 2.0 gpa is not for admissions. It is to earn the designation on your transcript.

III. MOIRA DEMPSEY - Retention Data Issues
   a. Moira mentioned that there are some problems with getting accurate retention data because we need to make sure those with authorized exceptions (military duty, deceased, internship, some disabilities) are not included in those having left the university.
   b. Jim Day and Barbara Balz will attend next time to discuss this further.
   c. Some attendees brainstormed ideas that may help this - e.g., leave of absence status in banner, 0 cr internship.

IV. REPEATED COURSES
   a. Jim Coakley's data very similar to what she found (Carla Simonson)
   b. Task Force met and brainstormed a list of questions, and is also looking at what the impact is on individual colleges. (Moira Dempsey)

V. ANNOUNCEMENTS
   a. An advisor representative is needed for the Student Experience Task Force, Service Ethic Subcommittee. It is looking at the perception of OSU orientation to providing customer service, what we want the campus climate to look like, what it is like, and what recommendations should be considered and implemented in this arena. Rebecca Lancelin volunteered.
b. National Student Exchange applications are due Feb. 15.

Guests: Diana Fisher, Amy Folz, Victor Yee

1. Introductions: Amy Nelson Green made a special introduction of Renee Stowell, the new advisor for international degree students and new representative to AAC from International Education.

2. Paula Minear and a team from Ecampus presented on Ecampus programs, tuition, and student services. Paula described the programs under the OSU Extended Campus umbrella, including summer session, non-credit professional credits, online courses, and course development. She provided a copy of the brochure that is sent to prospective students, and she cited statistics on Ecampus growth and demographics. Ecampus degree seeking students are coded in Banner as DSC campus code. Diana Fisher explained how Ecampus online courses are developed. Using the online version of GEO 380, she demonstrated how a typical online class is structured on Blackboard, and she also displayed some of the individual nuances that instructors might employ. Paula then provided a review of the Ecampus website, including their online schedule of classes, which also provides users with a "general" syllabus of the class. Paula explained the tuition structure and added fees for Ecampus classes, and shared with the group a document that maps out the revenue sharing model for Ecampus classes. Finally Amy Folz showed several student service features on the site, including online advising forms, course petition forms, proctoring options and scheduling forms from proctored exam rooms, SMARTthinking tutoring, and the "Ask Ecampus" online communication center. Advisor questions for this team included clarification on how Ecampus accommodates students with disabilities, discussion of test proctoring options, clarification on tuition charges for Math 65 and 95, and how to differentiate between Ecampus online classes and online classes offered through the department. Paula also discussed statistics on why on-campus students choose to take Ecampus classes.

3. Jim Coakley discussed some data warehouse research he did recently on student withdrawals. Given our issues with access, Jim said he wanted to get a sense of how many seats and how much FTE was being occupied by students repeating classes. More importantly, he said his curiosity was motivated by getting to the heart of why students are repeating classes and what academic success issues might be influencing these high numbers. He said the numbers are very high university wide and seats in classes are being taken up by repeaters. Jim had met with Mina McDaniel and Moira Dempsey to discuss what this means from an academic success standpoint. Moira agreed that this is a moment for academic success intervention, particularly with students who have multiple "W"s and repeats on their transcripts. Polly Jeneva suggested that some of this may be attributable to large classes and that we could share our concerns with the Center for Teaching and Learning with the goal of improving large class methodology. Sherri Argyres pointed out that we have no official way of having students record why they withdraw if they do so before the withdraw deadline. Moira noted that the Math 111 supplemental instruction study table statistics may be illuminating as to a specific type of intervention that may reduce repeats. Mary Ann Matzke proposed that we have a subgroup meet to discuss this issue further. Moira, Angela Austin Haney, Brenda Baxter, Heather Chermak, Kris Winter, and John Shea will be a part of this subgroup.

4. Carrie Coplan from Career Services provided copies of the Career Services winter term events bulletin. The Winter Career Fair is Tuesday, February 21st, and the Winter Engineering Career Fair is Wednesday, February 22nd. Both events are from 11:00 a.m. to 4:00 p.m. in the CH2M Hill Alumni Center. The week prior to these fairs is Winter Career Week (Feb. 13 through Feb. 20), and student and
alumni of all majors can take advantage of several different career related workshops. See [http://oregonstate.edu/career](http://oregonstate.edu/career) for more details. Carrie also reminded us that this year Career Services is also hold a one-day Spring Career Fair on April 20th. She said that this fair will have some emphasis on internships.

5. Barbara Balz, Mary Rhodes, and Heather Chermak provided an update from the Registrar's Office. Mary distributed an updated academic standing report. Barbara said that the Registrar's office will proceed with implementing the registration restriction that prevents multiple registrations for the same course in the same term (e.g. students will be prevented from signing up for two recitations or two labs). Heather will notify us via e-mail with details and will attach a list of all courses excluded from this restriction. The Registrar's Office will override any exceptions that they missed, but departments who discover any should notify the Registrar's Office so the class can be added to the exceptions list.

6. Kerry Kincanon provided a report on upcoming National Academic Advising Association events and deadlines. In early February, Brenda Baxter will be attending the upcoming NACADA Administrators Institute, and Kerry, Louie Bottaro from Liberal Arts, and Susie Leslie from Academic Programs and Assessment will be attending the NACADA Assessment Institute. Kerry also provided a packet with information on the upcoming regional conference (March 22-24 in Honolulu), National Conference (October 18-21 in Indianapolis), as well as deadlines for NACADA National advising awards nominations, advising technology innovation awards nominations, and summer institute scholarship applications. Contact Kerry at Kerry.Kincanon@oregonstate.edu for additional packets.

7. Mary Ann Matzke reported that the Executive Committee approved our revised guidelines and our vision, mission, values, and goals, both of which will be posted to the web. Changes to our standing rules must first go to the Committee on Committees and then to the full faculty senate.

8. Mary Ann also asked the group to consider having a student member serve on the AAC. Our standing rules state that our membership should include a student. ASOSU fields our request for student membership and appoints a student to our committee.

Announcements:

- We now have a publicity subcommittee for advising. LeeAnn Baker and Louie Bottaro will work to find avenues to promote the work that advisors are doing at OSU.
- Kris Winter announced that SOAR is now recruiting START and Odyssey peer leaders. Applications are available online at SOAR. Rick DeBellis is coordinating START, and Marcus Langford is coordinating Odyssey and FYE.
- Moira Dempsey reminded advisors about ALS 116 Academic Success and ALS 199 Academic Passport. Both classes start the second week of the term, and the Academic Success Center will provide necessary overrides this week (ALS 199) and 2nd Week Add forms next week (both classes) for students wanting or needing these classes.

Next Meeting: February 8, 2006 - President's Conference Room

1. PREREQUISITE ENFORCEMENT REPORT
   a. Thus far, prerequisite enforcement is going smoothly. Psychology, a department that may face a number of issues with lower division transfer courses and how they articulate, is experimenting with processes to help students who have such credit navigate restrictions they may face in registration.
   b. Paula recommended that any advisors doing overrides for prerequisites use very specific permit codes and not the "All" code when working with e-campus classes.
   c. Carey asked if all prerequisites, even those not banner enforced, are listed for students to see online. Mary replied that they were listed as Other Prerequisites.
   d. John asked if we knew what percent of students needed overrides. Polly supplied some information about a problem they had with students who took a transfer class which met WR 1, but was not WR 121. Both WR and PSY departments are working with Admissions to clear up articulations.

2. DATA WAREHOUSE VERSION OF DEAN'S VERIFICATION FORM (DVF)
   a. Carla is creating a button advisors can use to pull the data for graduates right onto the DVF. Prototype has been seen by some colleges, and some suggestions were made to Heather today. It will be hopefully be available by 3rd week of winter term.
   b. They are working on getting graduation application and change of major forms online in the future too.

3. QUESTION TO REGISTRAR ABOUT THE ORDER OF REGISTRATION FOR ALL OTHERS
   a. The College of Business brought up the topic of whether a better, more fair way of rotating the groupings of ALL OTHERS exists. Many students who are in bottom half of algorithm now, may be for four terms in a row. In the environment of access difficulties, this can be detrimental to some students.
   b. Kerry and Polly introduced an idea of rotating the group in thirds, so that at least one time during the academic year a student could be on top.
   c. The group agreed this should be looked at, and Registrar's Office said they would do so.

4. REPORT ON WEB ACCESS SURVEY
   a. Gina said there were 323 responses, with most being about CH 122 and PSY.
   b. Carey asked if they knew if the surveys had any influence over the new CH sections. Gina wasn't sure.
   c. John cautioned that we want to make sure this doesn't turn into an unused tool.
   d. John noted a brewing concern for courses that are required, but delayable, and how these will create a backlog for access issues. i.e. COMM 111 & 114.

5. REPORT ON DEFICIENT FOREIGN LANGUAGE (DFL) AGREEMENT
   a. John thanked everyone for their support and work on this; and he was thanked for his leadership with it.
   b. Only modification from last version we all saw will be to change "foreign" language to "second" language.
   c. He will send us a copy when it is all done.
6. OTHER ITEMS
   a. Heather wanted everyone to be aware that there will be a fee again for students adding late by ARC petition, starting winter '06. Fee will be $20. She will get wording on the ARC form about this too.
   b. Rick wanted folks to know he is having to make some adjustments to START 2007 and 08 due to conference scheduling on campus. He wants to know our opinions about having the AUG Starts the week of Labor Day, and of having a Transfer Start finals week Spring term. Rick will send an email outlining proposed changes, soliciting feedback from the colleges.
November 9, 2005 Minutes


1. Introductions

2. Roni Sue from the Difference, Power, & Discrimination (DPD) program announced the upcoming DPD symposium on Friday, November 18th in Room 111 of the CH2M Hill Alumni Center. There will be a general information session on DPD requirements from 3:15-4:45 that would be of interest to advisors. For more information, see the DPD web site at http://oregonstate.edu/dept/dpd/

3. John Shea provided an update from the Deficient Foreign Language subcommittee. This group has been meeting to clarify our policy for working with admitted students who are deficient in our admissions foreign language requirement. John provided a document (see attached) that articulates the newly clarified policy and the role that the Registrar's Office, Admissions, and advisors will play in helping students clear this deficiency. Sandy Tsuneyoshi raised the issue that some students have proficiencies for which the foreign language department doesn't offer or test. John said that this issue had been discussed and that item #6 would be amended to reflect this. Kris Winter made the motion to forward this document to the Executive Committee pending revisions to item #6. Kerry Kincanon seconded the motion, and the group unanimously approved the motion.

4. Jackie Balzer, at the bequest of John Shea, provided clarification on the student academic grievance process. Some advisors were confused because the introduction to the Academic Regulations states that students should consult with the Head Advisor of their college for more information if their grievance is not resolved to their satisfaction after meeting with the instructor and the department chair.

Jackie handed out a copy of the Oregon Administrative Rule regarding Student Appeals and Grievances. The OAR states that student appeals follow this order:

a. instructor
b. department head or chair
c. college grievance committee, if one exists
d. dean of the college
e. Provost or Executive Vice President, or designee

Jackie interpreted the language in the OSU academic regulation to mean that at that stage of the process, advisors would help coach students on the next steps. Jackie said that her office is also available to coach students through this process.

The group would like further clarification whom our Provost designee is (Jackie later verified that the provost designee is Mina McDaniel). Also, John Shea will query the colleges to find out if they specifically articulate their grievance policy on the web.

5. At the October AAC meeting, the team of advisors who attended the NACADA Summer Institute
presented the advising vision, mission, values, and goals it developed. The chair suggested at that time that we review and adopt them into the AAC Guidelines. Paula Minear made the motion to adopt the document into the guidelines and to forward it to the Executive Committee, and Kris Winter seconded the motion. The vote was unanimous in approval of the motion. The group also voted on a change to AAC guidelines that reflects the change to the chair selection process. The position now has a four-year commitment with the individual representing the group on the Academic Affairs Council during the fourth year. Moira Dempsey made the motion to approve the change and Carey Hilbert seconded the motion. Amy Nelson Green suggested a slight change to our standing rules. The listing of AAC membership includes "Office of International Programs, to include Office of International Education." Because International Programs has two individuals who attend but only one vote, Amy suggested that we strike "to include Office of International Education." The vote on the change to the guidelines was unanimous.

6. Moira Dempsey provided the group with a brief report on the supplemental instruction (SI) programs offered by the Academic Success Center (ASC). Currently, the ASC supports an SI program for Math 111 and helps facilitate an SI program for the Anatomy and Physiology sequence in the Zoology department. The SI model is a system driven by trained tutors who attend the lectures with the students in the class. The tutors then lead study tables with small groups of students and also offer open sessions where study table students can get additional help if needed. This is the third term the ASC has used the SI program for Math 111. Results from previous terms have been positive, but the ASC will be really interested in this term because the students in the SI study groups this term all placed into Math 65 or 95 on their math placement test at START. Wayne Robertson, the SI coordinator for the ASC, is the process of writing grant proposals with the hopes of continuing and building upon the pilot program. Moira announced a plan to hold a tutoring summit later in the school year as a way to get various tutoring efforts on campus in the same room to discuss and share best practices. Moira will also confirm later what SI programs will be offered in winter term.

7. John Shea and Mina McDaniel discussed course access concerns. As he did throughout the summer, John ran a query on classes designated as high impact in regard to student registration. John did a comparison of winter 2006 availability in these courses versus winter 2005 registration and found that seats in many courses were significantly reduced. Mina has begun to do some follow-up with departments and has placed calls to the Art department and Speech Communication department regarding reductions in their courses. She queried the advisors as to any reductions we've heard about in our own colleges. Mary Ann Matzke noted that there will likely be reductions in Chemistry this coming term and briefly discussed an online version of Chemistry that Richard Nafshun has developed. It includes "Late Night Labs," a virtual Chemistry lab that has received approval from the College of Science Board of Visitors. John will continue to update and report on his course access query results. He requested that advisors send him information on any other critical courses where reduced access may impede progress toward graduation for students. The group discussed a variety of means of assisting students who struggle with course access. Nicole Kent expressed that we should have some sort of action plan for frustrated students, and the group discussed ideas ranging from referral (department, dean, provost) to collecting names and circumstances and forwarding to Susie Leslie in the Office of Academic Programs and Assessment. Brenda Baxter suggested that we create a web survey or reporting form that will give students a medium to voice concerns. Moira Dempsey and Jackie Balzer both cautioned against creating unsatisfying experience for students (i.e. sending them from one office to the next with no real results). Whatever process we use, we must be clear with students that they may not get a seat in the class.

Announcements:
Kris Winter reminded advisors of the Fall Preview event on Friday, November 11th. Pre-registrations for this SOAR event are significantly higher than past years. Advisors should contact Marcus Langford if they have questions or concerns.

Kerry Kincanoc collected names of AAC members who have not been receiving listserv e-mails. He will forward these to Vickie Nunnemaker.

The next AAC meeting will be Wednesday, December 14, 2005 from 1:30 to 3:00 in the President's Conference Room
1. Introductions

Vice Provost Larry Roper provided information about a work group he has convened to review OSU's efforts on behalf of at-risk student athletes. This group is looking at how we might construct a program to help at-risk athletes. This pilot program would ideally lead to a larger program extended to at-risk students across campus. The group is working to identify who at the institutional level is accountable for helping at risk athletes, and how might we implement a mechanism of seamless referral so that this student population gets the help it needs. The work group started with a two-day retreat on August 10-11. Vice Provost Roper reviewed the summary of this retreat which generated several suggested interventions, including a major outcome: the creation of a Provost appointed Athlete Support Council. Roper also provided a spreadsheet that identifies the "at-risk areas" for student athletes, risk indicators, interventions, and campus leadership for each area. He cited examples of the work in progress, including efforts by Linda Johnson and Eric Alexander from Student Health Services to revitalize a Life Skills program and the possible creation of a Summer Bridge program that would provide an intensive orientation to OSU's academic culture for incoming students. The next meeting for this group is Friday, October 14, 2005 from 8:30 to 10:00 in the MLK room. Membership is open, and the group concurred it would be good to have advisor representation. Sherri Willard Argyres posed the question about a recent NPR report about colleges and universities dismantling services for student athletes and integrating them into the broader university community. Roper responded that his groups' charge would lead them to make recommendations that best fit the culture and needs of this campus. Barbara Balz expressed concern that this group is potentially getting into the area of student records and needs to be cognizant of students' rights to privacy. Roper assured her that this group is primarily concerned with a broader structure and developing more intentional front-end programs.

3. Dr. Michael Oriard was introduced as the new interim Director of Student-Athlete Academic Services. Oriard will serve .3 FTE in the athletic department during fall term only, and he will be available in athletics Monday through Thursday from 8:00-11:00. He reports that his charge is to move towards better communication and to begin to rebuild trust within the athletic department and between the athletic department and campus. He has started this process by meeting with staff and coaches, and plans to move on to student athletes, campus advisors, and then will ultimately convene all parties for conversations. He is not assessing personnel and says that while he’s there, there has been a reassignment of duties and teams, the structure is largely the same. Linda Johnson will send advisors a revised listing of counselors and team assignments.

4. Tom Munnerlyn introduced Carrie Coplan as the new AAC rep from Career Services. Munnerlyn reported that Career Services will be adding a spring university-wide career fair. He highlighted a Barometer insert about Career Week and the upcoming Career Fairs. He also provided a handout with a listing of Career Services personnel and their liaison assignments. Munnerlyn also discussed the upcoming Career Services sponsored workshop, "Applying to Graduate/Professional School" with Don Asher. The
workshop is scheduled for Wednesday, November 2, 2005 at 6:00 p.m. in Milam Auditorium. Carrie Coplan announced the upcoming Career Fairs: the Fall Career Fair is Tuesday, October 18, 2005 from 11:00 a.m. to 4:00 p.m. in the CH2M Hill Alumni Center, and the Fall Engineering Career Fair is Wednesday, October 19, 2005 also in the CH2M Hill Alumni Center.

5. Sue Jackson from Student Health Services discussed how she is leading efforts to review the practice of immunization holds for students with incomplete immunization records, and they are working on better ways of notifying students when holds have been implemented. At a minimum, OSU requires the MMR immunization. Through the process of this review, Jackson mentioned that SHS has found several students, including juniors and seniors, with incomplete records who fell through the cracks and may be surprised to find holds on their records. Barbara Balz asked that she be notified with specific numbers of holds and kept in the loop regarding this process. Advisors will be notified when the holds are implemented.

6. This past August, OSU academic affairs sent a team of advisors to the NACADA Summer Institute to develop the core "best principles" for OSU advising. The team presented the product of their efforts: the OSU advising vision, mission, values, goals, and outcomes. The group was to share the presentation with President Ray and Provost Randhawa later in the afternoon and asked that the AAC members consider the document for adoption into the AAC Guidelines at our next meeting in November. The document would then be sent to the Executive Committee for approval.

7. John Shea briefly reported on the subcommittee that is clarifying how OSU works with students coming through admissions deficient in foreign language (DFL). The subcommittee will hold another meeting on Thursday, October 13, 2005, and Shea expects that we will have a plan by next month that we can send to the Executive Committee for approval. Barbara Balz stated that the Registrar is now reviewing graduation applications to make sure that students are not DFL.

**Announcements:**

Kris Winter from SOAR handed out the Kaleidoscope agenda and program descriptions

Meeting adjourned: Next Meeting: November 9, 2005 1:30-3:00 President's Conference Room
June 8, 2005 Minutes, Academic Advising Council, Faculty Senate, Oregon State University


1. Introductions. Please let John Shea or Mary Ann Matzke know if there are changes in the AAC membership for next year.

2. Barbara Balz - degree audit update. Barbara distributed minutes from the last meeting of the Degree Audit Task Force. The group is working on a web-based form to enter adjustments (substitutions and waivers) to the degree audit. They are beginning a discussion with IS. All work orders are on hold, but work might begin in the fall. Barbara asked head advisors to begin discussions within their colleges about who will have access to the form to make adjustments – head advisor or those with head advisor access, or all advisors. It will be important to keep track of substitutions and waivers so that the degree audit form works.

Barbara also said that Becky Johnson has discussed access issues with the provost and provost council. There were no conclusions and no easy answers. The deans asked for more data which Barbara will endeavor to provide. One issue is getting departments to schedule courses according to guidelines. The Registrar's Office will work on figuring out where the bottlenecks are. Suggestions included exploring collaborative solutions with LBCC, going to a 2-phase registration, putting in financial incentives to not overload on classes, and offering more e-campus courses with virtual labs. Spaces in lab courses continues to be a problem. The issue of repeated courses was not addressed.

Nicole Kent questioned how to respond when students can't get into classes. Barbara responded that advisors should communicate with the department involved. Departments control course access at OSU. Conversations need to occur in colleges and departments and also between colleges that rely on courses from a particular college (e.g. Science and Pharmacy).

3. Heather Chermak - Student advisor assignments in Banner. Heather reported that several advisors had asked if student advisor assignments could be recorded in Banner. There is a form in Banner for this and Carla Simonson has prepared a work order. This would be optional. Departmental users would have to input the information which is quite time consuming and update the form each term. Heather will send a summary to John Shea for circulation to the head advisors. Questions: 1) Should we develop this at all? 2) Would this be updated by all advisors, or just head advisors?

4. John Shea - AAC discussion and vote on the process for handling the Admissions Foreign Language requirement. John met with the Admissions and Registrar's Office as well as Jeff Hale from Faculty Senate and Joseph Krause from Foreign Language. Currently the Deficient Foreign Language (DFL) code is placed on the record when the student is admitted without 2 years of high school foreign language. It is not checked by the Registrar as a university requirement at graduation. It has been inconsistently audited by College head advisors. This is the only OUS admissions requirement that rolls into a graduation requirement. Polly Jeneva said that 75-100 students must take foreign language each year to meet this requirement. There will be more impact on foreign language now that sign language is not offered any more.

It was moved by Sherri Willard-Argyres that the following resolution be approved and sent to the Faculty Senate Executive Committee. Seconded.
Proposal for dealing with the Admissions Foreign Language requirement

1. Admissions has responsibility to verify and clear all students who met the requirement prior to attending OSU.
2. If not met, the requirement rolls into a graduation requirement, which will be specified in the Academic Regulations, likely AR 25, Institutional Requirements for Baccalaureate Degrees.
3. Registrar enforces the requirement through the degree audit process by adding it to the Dean ‘s Verification.
4. Academic colleges advise students who did not meet the requirement before coming to OSU and request Admissions/Registrar to clear the DFL when it is met. Hopefully, clearing the DFL can eventually be done automatically for most cases.
5. Admissions, advisors and Foreign Language will develop and follow a guideline that is consistent with the OUS requirement and reflects the many situations that exist.
6. Foreign Languages gets funded at a sufficient level to provide the necessary seat space.

MOTION PASSED. PROPOSAL REFERRED TO FACULTY SENATE EXECUTIVE COMMITTEE.

5. John Shea - AAC discussion and vote on the proposed change to the AAC Guidelines for selection of the AAC Chair. It was moved by Sherri Willard-Argyres that John ‘s proposal as amended be approved. Seconded.

Proposal for changes to the AAC Guidelines for Chair selection

1. The Chair of the AAC will be a Head Advisor or designate from one of the academic colleges, UESP, or the Cascades Campus.
2. Nominations, including self-nominations, must be made to the current Chair of the AAC no less than two weeks prior to the election meeting.
3. The advisor with the largest number of AAC votes of those present at the last AAC meeting of the academic year will be selected.
4. The position requires a three-year commitment: Year 1 - Secretary, Year 2 - Chair and Year 3 - OSU Curriculum Council liaison and Dar Reese Advising Award selection.

MOTION PASSED. PROPOSAL REFERRED TO FACULTY SENATE EXECUTIVE COMMITTEE.

6. Sherri Willard-Argyres moved the following changes in the Standing Rules of the AAC. Seconded.

**AAC MEMBERSHIP (voting members, limited to one (1) vote/unit; includes being on listserv)**

Head Advisors
Includes each academic college, as well as UESP, School of Education, and the Cascades Campus.
One or more reps from each of the following service units involved in advising (or providing support for advising):

- Academic Programs
- Academic Services for Athletics
- Admissions
- Athletic Compliance
- Career Services
- Educational Opportunities Program
- Extended Campus
- Minority Education Office
- Office of International Programs, to include Office of International Education
- Registrar’s Office
- Reserve Officer Training Corps
- SOAR
- Student Representative

Add:
- Academic Success Center

**Additional Listserv Representatives (non "voting" members)**

Central Computing
College of Oceanic and Atmospheric Sciences
Dean of Students
Graduate School
Multicultural Affairs replace with Community and Diversity
Services for Students with Disabilities
Student Conduct
University Counseling and Psychological Services
University Housing and Dining
Veterinary Medicine

Rationale is that the phrase “academic colleges” includes Education, Oceanic and Atmospheric Sciences, and Veterinary Medicine.

MOTION PASSED. REFER TO FACULTY SENATE.


Meeting adjourned. Next meeting October 12, 2005.

Submitted by Mary Ann Matzke, AAC secretary.
May 11, 2005 Minutes


Guests Present: Tarah Howard, Amy Nelson Green, Brock McLeod

1. Tarah Howard, graduate student in CSSA and liaison for the incoming class of CSSA graduate students, asked advisors to consider creating graduate assistantships in advising for students in CSSA. UESP, Pharmacy, and Science have utilized or currently utilize CSSA students as GTA's to help meet advising needs. The incoming class of CSSA students is experiencing difficulty in finding available assistantships. Tarah will send additional information (job descriptions, 2004-2005 stipend guidelines) to John Shea, and John will distribute to the Head Advisor listserv.

2. Amy Nelson Green from International Programs solicited input on whether there could be a standardized process for having bacc core articulations of courses offered at study abroad institutions. Amy said that currently departments will evaluate courses for credit totals and course numbers, but they do not evaluate whether courses meet bacc core requirements. She said that international programs has considered adding a line to the form they send to the department to indicate the course’s status as meeting a bacc core requirement. The question was raised as to whether this responsibility should fall to the department, the advisor, or someone else. Barbara Balz stated that currently the authority of equivalency lies with the department and bacc core substitutions are a college decision. Amy said that International Programs is working to get known equivalencies for courses posted on the web. This task is easy for study abroad sites with limited curriculums, but those with expansive open curriculums have proven to be more difficult. John has agreed to keep in contact with Amy as this discussion continues to evolve.

3. Brock McLeod, Biology Advisor, brought forth a discussion on behalf of Jim Engle in Chemistry regarding how OSU defines the term “corequisite”. Brock says that this term, as it is used in relation to the 200 level Biology series and its Chemistry corequisite, means that a student must either have taken Chemistry prior to or at the same time as they take Biology. Brock proposed that, in light of the new policies regarding prerequisite checking, a new term, “mandatory concurrent registration” be used for classes that literally must be taken during the same term. Barbara Balz noted that a document regarding this terminology was disseminated to some campus constituents recently, and the campus is moving forward with the following categories: Prerequisite, Corequisite, and Prerequisite Taken Concurrently. Brock noted that Chemistry and Biology had not seen this document. Barbara proposes that since the wheels are already in motion with this language that we work with it for the time being and re-evaluate it in a few years to assure that it is working.

4. Jim Coakley reported on his discussion with admissions regarding streamlining the process for adjusting the admit term on new fall admits who want to take Math 65 or 95 in the summer through E-campus. The answer from admissions is “no”, but students can quickly be admitted as non-degree ($25 application fee) and can register for Math 65 or 95. David Oatman said that E-campus will send a flier
for distribution at START on the Math 65/95 rolling start summer classes. John raised a concern about the risk of putting a student who struggles with math in an online class. David said he will include some screening questions on the flier for students to consider, and he encouraged advisors to discuss the parameters of the class with students. He also cited SMARTTHINKING, the online tutoring program that E-campus students can access, as a new resource that is proving to be very popular with students currently in online classes. Paula Minear distributed a handout on SMARTTHINKING.

5. Barbara Balz provided an update on the ongoing discussions about improving course access. She said that a work order has been put in to address the problem of students registering for multiple labs or recitations in linked sections. She also consulted with Phil Brown to see if there’s a way to restrict duplicate registrations while also selectively allowing it certain courses. Phil said yes, but it is a significant project. Regarding the suggestion that we consider having two registration periods (1st pass – no more than 12 credits, 2nd pass – any additional credit if desired or necessary), this would require us to start registration much earlier, which in our quarter system would be difficult. Barbara feels that departments scheduling classes outside of the standard scheduling guidelines hurts access. The guidelines could be more strongly enforced, but doing so may present legitimate hardships for departments, especially those that rely heavily on adjuncts. Barbara also said that individual departments have varied in their ability to accurately project enrollment numbers or needs in their class and mentioned that there is a new (and expensive) product on the market now that projects and analyzes class enrollments. Many of these issues have been raised with Becky (summary e-mail date April 1 provided to the AAC members present), and Sabah has appointed a committee (chaired by Mark Abbot, Dean of COAS) to look at space utilization, and this group has a sub-committee that will discuss classroom scheduling. Class access is also an agenda item at the next Provost’s Council meeting.

6. Heather Chermak provided the group with a copy of the new pop-up box image that students will see when registering for distance classes. It reflects many of the revisions suggested at the April 11, 2005 AAC meeting, including the statement, “Ecampus charges a minimum of $188 per credit.” Paula Minear handed out a screen shot of the tuition page from the E-Campus web site. She cited some exceptions to that $188 charge and noted that E-campus tuition will rise as campus tuition rises.

7. Linda Johnson discussed some current issues in Athletics. She handed out the Department of Athletics Student-Athlete Academic Services handout for fall 2005. This has liaison contact information for each sport as well as practice times for fall. Revisions may be forthcoming, though, as some coaches were still in the process of determining times. On May 25th, Linda’s office will sponsor another “Coaches Forum” brown bag. The topics will be team travel and team rules. In the fall, Athletics will partner with the Academic Success Center to offer ALS 199A, an Academic Success class for athletes. Linda also reported that the athletic department is implementing procedures to evaluate more thoroughly SAT scores and high school performance to identify “at risk” incoming student-athletes. Linda noted that Men’s Baseball and Women’s Softball have been having extremely successful seasons. Consequently, both are looking at post-season playoff games which may add to the substantial class time the student-athletes have already missed.

8. John Shea, Chair of the AAC, proposed that we formalize the process for selecting the AAC Chair. Current practice is to have the chair responsibilities fall to head advisors in order of appointment to their position. John suggests that we put something into the guidelines that implements a nomination process (see italicized selection below for John’s suggested procedure). John did meet with Jeff Hale, Faculty Senate President, on this issue, and Jeff said that unlike faculty senate committees that rely on the executive committee for chair selection, we are in the best position to dictate our own leadership selection process. John asked that nominations be sent to him prior to the next AAC meeting in June.

Background
The AAC Standing Rules state: "The Chair and Secretary shall be chosen by the Council in a manner to be determined by that body." The AAC Guidelines do not contain any additional information about the selection process.

The AAC is the only Faculty Senate committee whose Chair is not selected by the Executive Committee. This dates back to when the AAC was made a Faculty Senate committee. The AAC is also the only Faculty Senate committee whose membership is determined by their organizational position.

How the Chair has been selected
The most recently appointed Head Advisor has been selected as the AAC Chair elect. This has worked when information sharing was the primary objective of the committee.
Why change?

The AAC is becoming a true Faculty Senate committee, with the Chair representing the AAC in campus discussions, e.g. the Oregon Transfer Module and prerequisite checking.

Proposal
1. The Chair of the AAC will be a Head Advisor from one of the academic colleges, UESP, School of Education or the Cascades Campus.
2. Nominations, including self-nominations, must be made to the current Chair of the AAC no less than two weeks prior to the election meeting.
3. The advisor with the largest number of AAC votes of those present at the last AAC meeting of the academic year will be selected.
4. The position requires a three-year commitment: Year 1 - Secretary, Year 2 - Chair and Year 3 - OSU Curriculum Council liaison and Dar Reece Advising Award selection.

The next AAC meeting is scheduled for Wednesday, June 8, 2005 from 1:30-3:00 in the Presidents Conference Room, 6th Floor Kerr.
April 13, 2005 Minutes, Academic Advising Council, Faculty Senate, Oregon State University

Present: Sherri Willard-Argyres, Jim Coakley, Clay Torset, Mary Ann Matzke, Polly Jeneva, LeeAnn Baker, Gene Newburgh, Kerry Kincanon, Mina McDaniel, Susie Leslie, Moira Dempsey, Carla Simonson, Connie Atchley, Sheila Roberts (for Janet Nishihara), Kay Bell, Julie Walkin, Monya Lemery, Heather Chermak, Mary Rhodes, Jennifer Reeves (for Kris Winter), and Rick DeBellis.

Guests: Lissa Perrone, Brett Jeter, and David Oatman.

1. David Oatman discussed E-Campus developmental Mathematics class offerings. He cited OSU Math placement test statistics from 2003 and 2004. 56% and 63% of incoming students who took the math placement exam in those years respectively tested into Math 65 and Math 95. David referred to the Stanford Bridge Project which shows that lower Math placement scores are part of a national trend, and that E-campus philosophy around these courses is to provide students with quality instruction and necessary support as they strive to prepare for Math 105 or Math 111. David distributed a flyer promoting these classes. Mary Ann Matzke suggested that E-campus change the terminology on the flyer to make sure that students understand that tuition charges for this class would be distinct from the regular OSU tuition plateau charges. Several other issues related to Math 65 and 95 were discussed.
   a. In response to advisor requests at a recent meeting with summer session, David announced that e-campus would be offering online sections of Math 65 and 95 with rolling starting dates in conjunction with START orientation sessions in the summer. Heather Chermak pointed out that students admitted for Fall '05 would need to go through a separate admissions process to be eligible to register for a summer class. Jim Coakley will follow up with Admissions on ways to streamline this process.
   b. Mary Ann cited data that indicates students are not performing well in Math 65 and 95. Moira Dempsey said that the Academic Success Center is calling a meeting of several parties involved with developmental Math at OSU. The tentative date for this meeting is May 6th. Moira also cited assessment that is occurring around the Success Center's Math 111 study tables. The Success Center is planning Connect week programs around success in Math classes. Also, Moira mentioned that Jon Dorbolo from Technology Across the Curriculum is exploring how they might support Math success efforts by putting Math modules on the web.
   c. Advisors raised the question of how well our Math 65 and 95 classes align with those at LBCC. David said that E-campus has considered that question as well, and LBCC's classes actually carry more credits (4) than do OSU's (3).

2. Mary Ann asked that we look at the pop-up box that students see when they register for an e-campus class and perhaps revise the content of that box for clarity. Heather Chermak provided a handout with the image of the box that is used now and said that an earlier suggestion of a "cancel" button next to the "OK" button did not appear to be possible. Brett Jeter confirmed that each term e-campus must deal with students who are surprised by the additional charges and who say they ignored the pop-up box. Mary Ann suggested that some of the confusion comes from the ambiguous phrase "fixed per-credit rate". Advisors suggested that more specificity was needed and that we explore some of the following options:
   a. Include a specific dollar amount in the pop-up or, if the programming is too complex, an example of how charges are calculated.
b. Language around who is or is not eligible for fee remission for E-campus classes.

c. Jim suggested that there be some direction on how to drop the class immediately if the extra cost is unacceptable. He also suggested that phrase "additional charge" be changed to "separate charge."

Lissa Perrone will check to see how, if at all, a student is charged for an e-campus class added and dropped in the same day. Advisors were encouraged to send any additional recommendations to Heather Chermak.

3. Lissa Perrone from Business Affairs reported on "E-Bill" the new electronic billing system being employed by OSU. This new initiative will reduce printing and mailing costs significantly and will allow students to sign up multiple authorized users to receive copies of their e-bills. There will be no more paper billing as of May 2005, with the exception of students who have left the university and have had their ONID accounts suspended. Students will be able to pay their bill through E-Check, an electronic payment system. Initial reports are that the system is working well, except for students who have their ONID account set up to forward to Hotmail accounts. Lissa distributed post cards promoting the new system and said that Business Affairs will be offering education and information on the new system at START.

4. Mary Ann reported on the Degree Audit advisory board meetings and referred advisors to the February 7 and March 9 meeting notes she attached when she e-mailed the agenda for today's AAC meeting. She said that advisors present at these meetings focused on three main issues with degree audits on the web: a.) making them easier to read; b.) a more user-friendly interface for making substitutions and waivers; and c.) assuring that transfer articulations are updated. The advisors want the audit to show what courses a student needs to complete rather than just what a student has already completed. Julie Walkin asked for clarification from the March 9 meeting notes. In the "Update on Major Coding" section, it reads "International is now 'live' for all colleges". International in this instance means the International Degree.

5. Mina McDaniel provided an update on the Oregon Transfer Module (OTM). She thanked advisors for providing questions and concerns about the OTM and shared a handout with responses to our questions. Mina mentioned that OUS was organizing a group to address rules and regulations related to the OTM. Mina read through the handout. Questions and concerns that arose:

a. Does the OTM need to be documented in AR2A like AAOT?

b. How many of our incoming transfer students complete AAOT’s? Susie Leslie contributed a spreadsheet from Institutional Research to the minutes in response to this question (454 students with the AAOT were enrolled for Fall 2004).

c. Jim expressed concern over question #8 regarding the capacity for OSU to designate additional requirements to the OTM. Would a college that still wants students to have three lab sciences, but currently doesn't list them in specific major requirements, have to now include them in their requirements, perhaps at the expense of major classes?

d. Clay Torset raised the concern that he is seeing AAS degrees entered as AAS/AAOT on Advanced Standing Reports. AAS requirements do not fulfill bacc core categories in the same way that AAOT courses do.

e. Who would be responsible for OTM advising at OSU?

6. Other Business - We had a brief discussion about the Common Course Numbering bill. Mina will get more information from IFS on this item. The advisors were concerned about the cost of communicating this process across the various institutions in the state as well as who would coordinate this effort. Heather announced that Commencement Countdown will be next Tuesday and Wednesday (April 19th and 20th) in the MU Ballroom from 10:00-4:00.

Next Meeting is May 11 from 1:30 to 3:00 in Kidder 128.
March 9, 2005 Minutes
Academic Advising Council


Guests: Becky Johnson, Mina Carson, Brett Jeter, Debbie Widony, Rebecca Sanderson

1. Jackie Balzer introduced Debbie Widony, new office support in the Office of the Dean of Students. Debbie will be doing the student emergency notifications and working with head advisors.

2. Mina Carson was introduced as the AAC liaison to the Executive Committee (EC) of the Faculty Senate. The AAC is a Faculty Senate committee and every committee has a liaison to the EC. As chair, John Shea can bring concerns of the AAC to the attention of the EC. They meet weekly with the provost. Mina has a one year appointment to the EC. Mina also discussed the Oregon Transfer Module (OTM) which was approved by the Faculty Senate in January. No one knows yet how it will be accepted and articulated. Advisors raised questions such as: who is responsible for the OTM at OSU? Mina McDaniel replied that she is probably responsible. Advisors responded that this needs to be clarified. Other advisors said that the OTM was meant to help students transfer. Can OSU, LBCC, or dual enrolled students use the OTM? These legalities need to be in writing.

3. Rebecca Sanderson presented highlights from the 2004 National Survey of Student Engagement. If you would like the full report, send her an e-mail. OSU results have remained constant, but are below average. Approximately 22% of first year students and 23% of senior students indicated that they had received excellent academic advising. For seniors this compared favorably with other institutions, but for first year students it was significantly lower. Raising performance on all the indicators will be discussed at the next President's Cabinet meeting. Colleges had the opportunity to pay for an oversample of their college at $1.50 per head. Only HHS chose to do this. Advisors urged Rebecca to let them know if this opportunity is available again so that they can bring it to their deans.

4. John Shea – Course access. John asked Becky Johnson to attend our meeting to address the problem of course access for spring. Becky said the report done in Fall 2004 was presented to the deans and interim provost and the message was that access was OK for Fall and Winter. Advisors reported serious problems with access in some courses – particularly Chemistry (123, 130, 223 and 337). Several issues were discussed regarding this and other course access:
   a. Students are registering for more than one lab section of a course. It takes a manual process to remove them from the lab. Heather Chermak responded that Banner can only check for duplicate courses – not duplicate labs & recitations. The Duplicate Error Checking for Banner is currently turned off because it caused too many problems (could not enroll for multiple sections of PAC, Thesis, Projects, etc.)
   b. Some students over enroll in courses and then later drop the courses they don't want. Gene Newburgh said that the UC system has a "first pass" and "second pass" system. Students can only enroll for 12 credits on the first pass so everyone gets a full schedule. Students can add additional courses on the second pass. This would help avoid the problem of students holding spots for friends.
   c. Wait lists. Each department chooses whether or not to have a wait list. Phil Brown presented the information that the Registrar's Office will begin looking at wait listing capability in Banner next year. Students would only be allowed to add a class off the wait list. They would have 24 hours to
add the class.

d. Mary Ann expressed the opinion that significant numbers of seats are going to students who are repeating a class. Is there a way to let students taking it for the first time have first choice for the class?

e. Chemistry is over capacity and there are waiting lists. Students who cannot get the third term of chemistry will be delayed one year towards graduation. Advisors expressed the concern that no one centrally seems to be in charge of course access.

Advisors expressed their opinion that the university is at or over capacity. Becky Johnson responded that we only receive 57-60% of RAM from the state of Oregon. Question was raised about who can convene a conversation about this? Is there any collective voice? Should we use the Faculty Senate?

5. Mark Rountree – NCAA – expressed thanks for the advisors for all the work they do. He explained the timing of the NCAA forms. CLA said they can't do them the first week of the term. They need to get them during finals week or the second week of the term. HHS said it was inefficient to get multiple batches of the forms. They would prefer to get one big batch and then the others all at once in a smaller batch. Mark agreed to highlight the changes on the form when he sends them out to advisors. Forestry said that the forms should go to the Head Advisors - not to departmental advisors.

Mark said that we will see more Percent of Degree forms this spring for those who declared majors in the spring. He also passed out a handout explaining the new APR rate.

6. Mary Rhodes – explained the slightly revised procedures for students seeking reinstatement for Spring Term. She passed out a handout with the deadlines for students to turn in their petition in order to be heard by the committee. The supplemental materials must be in by noon on the day before they appeal. The letters to students have been revised to indicate that reinstatement is not automatic and to indicate that community college or a 2-year absence from OSU are options.

Mary also handed out a new priority registration schedule for Spring. It removes the midnight startup time and breaks the alphabet down into smaller chunks with times during the day. This spreads out registration and makes it easier on the server.

Heather asked colleges to let her know if they still wanted to get class lists. She has only heard from AG, ENG, BUS, and UESP. Also, the degree record will no longer reflect Corvallis campus for all students. If the student is an OSU Corvallis, OSU Cascades or distance degree student, the degree record will now reflect the appropriate campus.

Note: the next AAC meeting will start at 1:15 in the PCR and will end at 2:45 pm. John Shea will be gone, so Mary Ann Matzke will chair.

Linda Johnson announced that the next coach’s forum will be April 5, 12–1:30 pm in MU 206. There is a March 11 deadline for the athlete's summer school forms. If you get a form after that, please let Linda know.

Mary Ann Matzke, Secretary
February 9, 2005 Minutes

Present: Sherri Willard–Argyres, Jim Coakley, John Shea, Debbie Bird McCubbin, Mary Ann Matzke, Polly Jeneva, Rebekah Lancelin, Carey Hilbert, Kerry Kincannon, Mina McDaniel, Leslie Soriano, Connie Atchley, Phil Brown, Jackie Balzer, Julie Walkin, Barbara Balz, Heather Chermak, Mary Rhodes, Mike Meredith, Joe Hoffman, Kris Winter

1. Jackie Balzer handed out a draft of guideline dealing with student illness. Student Conduct and the Dean of Student's Office looked at other campuses and had conversations here about how to set expectations in the classroom and educate faculty and students around the question of student illness. These guidelines will be posted on the web as suggested wording for faculty to use in course syllabi. Jackie took suggestions and will send the draft out electronically for our comment.

2. Heather Chermak – printed class lists. Heather surveyed the colleges for their opinions on whether to continue printed class lists. The responses were across the board. If a college does not want printed class lists, they can let Heather know and she will discontinue them. Mary Ann commented that the larger classes need a way to download the lists that does not involve entering 30 different CRN's. Phil Brown replied that they can change the system to enter the course department and number and get all sections of the course downloaded.

Minor Clearance policy – Heather handed out the official minor clearance policy and new policy on Chemistry minors:

Minor Clearance

1. Student obtains department approval for minor using Change of Undergraduate Academic Program form. Student declares minor by turning in form to the Registrar's Office for processing.

2. Degree college notifies minor department of student's pending graduation and requests verification of minor. With minor department approval, the degree college may use Degree Audit and verify if minor requirements have or have not been met.

3. Degree college marks Dean's Verification form if minor requirements have or have not been met.

4. Dean's Verification forms are forwarded to the Registrar's Office for processing.

Policy for Audits for the Chemistry Minor

1. If the graduation audit indicates that the requirements for the chemistry minor are met (Y), the head adviser or other designated advisers in the college for the student's major may directly certify the chemistry minor. The audits should not be sent to the chemistry department for evaluation.

2. If the graduation audit indicates that the requirements for the chemistry minor are not met (N), a copy of the audits should be sent to the chemistry department for further evaluation.
3. Leslie Soriano announced Career Week, February 14–18.

4. John Shea brought up the foreign language requirement. There is confusion because we had been told that it was going away, and now it is not. Some head advisors have been waiving it. Kris Winter suggested we put this on the agenda for the Enrollment Management Meeting.

5. John Shea brought up pre–requisite checking. Barbara Balz addressed the procedure. Pre–requisite checking will be optional. Phase 1 will be implemented Winter 2006 and will begin with CLA. Phase 2 for the rest of the university will be implemented Fall 2006. We will have a responsibility to educate our departments about how to use this effectively. Polly Jeneva reported that Sociology and Women Studies have been using this for several terms and love it. They have done only a few overrides and a few petitions. An official memo will be going out soon from the Registrar's Office to the campus regarding the implementation. John suggested that we submit a list of questions to assist Barbara in anticipating problems that departments, advisors, and students might have. Some questions are:

   - Who clears the pre–requisite? (the department mandating the pre–req)
   - Who clears a pre–requisite when that course is not in the same department (e.g. MTH 111 for ECON 201)? (the dept mandating the pre–req must clear it)
   - Does a placement test clear the pre–req? (yes – the system will do that)
   - What grade is needed to clear the pre–req? (any passing grade – but not F, U, N, Y, or W)
   - How are co–requisites handled?
   - Will pre–requisites listed in the schedule of classes or catalog be mandatory? (Barbara hopes that departments will only list mandatory pre–requisites in the Schedule of Classes and put advisory pre–reqs in the Catalog.)
   - The advisors have a concern about transfer articulations with regard to pre–req checking. Until Admissions gets caught up on the transfer articulations and can devote more staff to doing the transfer articulations, we will have problems with pre–req checking because students will have completed the pre–req, but it will not be on their record.

6. David McMurray presented proposed changes in Academic Regulations 22 and a new AR 31. AR 31 has to do with non–standard term lengths which are becoming more common. AR22 has to do with determining exactly when Academic Suspension occurs and what university services a student may access after suspension. Barbara Balz stated that suspension must occur when final grades are posted and academic standing is finalized. This is on Wednesday after Finals Week. The Registrar's Office usually waits 2–3 days before disenrolling students. Also, students who are appealing their suspension will not be disenrolled from classes. University Housing also gives some time for suspended students to leave housing. David took note of our comments and will send out a rewording.

7. John Shea brought up the Oregon Transfer Module (OTM). Barbara Balz replied that the Registrar and Admissions Office have not yet dealt with implementation. John asked advisors to send him questions about implementation so that these can be addressed by Academic Affairs and Enrollment Management.

8. Sherri Willard–Argyres discussed Mortar Board's request for a list of Top Ten Juniors for their annual Dean's a la Mode event. Jackie Balzer volunteered to work with Mortar Board and their advisors to clarify the purpose of this event and to improve planning. Advisors were reminded that they are not to release lists of students directly to student organizations or any outside organizations.

Mary Ann Matzke, Secretary
January 12, 2005 Minutes, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

January 12, 2005
Minutes


Guests: Mitsuko Ogawara, Casey Jolissaint, Michele Sandlin, Brenda Baxter, Brett Jeter

1. George Boehlert, Hatfield Marine Science Center Director, presented information on new courses and programs available for students. These include more opportunities in summer session for students. There will be 4 classes in the first 4-week session and 3 classes in the second 4-week session. One will be a FW/BI marine mammals class. There will be a scholarship competition for supporting housing costs for students coming for the summer program. There also is an active internship program in the summer. A full suite of classes in the fall is available through Fisheries and Wildlife. The Biology program offers the Marine Biology term in the Spring. More information is available on the web at http://hmsc.oregonstate.edu

2. Michele Sandlin, Admissions - reported on CAS (Course Applicability Software). There is interest in implementing CAS state-wide. This would be a central resource for advisors and students who wish to transfer. It is currently used at 18 US schools and 3 full state systems. It uses degree audit (CAP or DARS). Currently OSU, WOU, and SOU are on CAP; UO and PSU are on DARS. OIT and EOU do not have a degree audit system yet. It is quite expensive ($165K to implement and $65K to maintain), so we would need to partner with the other schools. More information is available on-line at: http://uic.transfer.org/cas/index.jsp. John Shea stated that we need a design team that includes advisors to be part of the discussion upfront. Michele agreed.

Articulation of sequence courses - Michele said it is possible to award credit for sequences when the final term is completed. This would be similar to the articulations for PSU with their UNST courses. It is manually intensive in Admissions to do this.

Questions about EDI - this is an electronic data interface with the community colleges. Currently OSU, PSU, UO, LBCC, and PCC use EDI. Currently, transcripts come in but have to be manually entered. EDI is a huge project and it is on hold. According to our agreements with the dual programs, we must post grades 2 weeks after the start of the term. Currently Admissions is down one programmer and Karen Such is out for 8 weeks. She may be back part-time in February. Therefore, transcripts often indicate LDT when no exact transfer course can be given in a timely manner. In the meantime, for articulation problems, contact Rosemary Garagnani at 7-9683 or Michele Sandlin at 7-0583.

3. Mina McDaniel and Moira Dempsey, Academic Affairs - announced a proposal for a Joint Retention and Assessment project to develop an assessment plan and best advising practices for OSU. Susie Leslie is the point person for this. Academic Affairs has some carryover funds that could fund 10 advisors at $2,000 each to attend the NACADA Advising Institute this summer as a team focused on advising. What are the core principles that drive advising and what is the OSU model? The head advisors will be meeting on Friday, Jan. 21, to discuss this proposal. Karen Sullivan-Vance will be there to talk about the benefits of the Institute.

4. Mary Rhodes, Registrar - passed out the Academic Standing Report.
5. Jim Coakley, Business - late admits. Jim raised the issue of students admitted after the term has begun. COB has a policy that they do not admit students after the second class meeting and all their classes are full. Michele responded that the Admissions policy is that students can be admitted through the 4\textsuperscript{th} day of the term. The late apps are usually high achievers who are switching schools at the last minutes, often bringing parents in with them. Suggestions: require that they must see an advisor before the admission is complete so that they start attending classes; admit them as non-degree (but they cannot get financial aid); recommend that admissions end on the Friday before the term starts (would roll over into Monday). We will continue this discussion.

6. Heather Chermak, Registrar - Certification of minors. Heather has not yet met with Mina. She passed out an example of a form used by Forestry.

Heather asked about printed class lists. She will send out an e-mail and ask us to survey our colleges to see if we still want/need printed class lists.

Registrar has implemented a new policy that prevents student athletes from dropping below 12 credit hours. They get an error message. Registrar can override. Might also be applied to International and ROTC students - under discussion.

Heather asked whether colleges would allow Tracy Bentley-Townlin to distribute registration PINs to students with disabilities in the terms when advising is not required. SSD changes these PINs every term, but not every college requires advising every term. Students should not have to self-disclose when they go to their college for a new PIN. We asked Tracy to put out a proposal of how she would do this.


8. John Shea, AAC - passed out proposed changes in the guidelines. Should add that Past Chair serves on the Dar Reese Award committee. The guidelines must go before the Executive Committee for approval. Sherri pointed out that there are already standing rules and guidelines on the web, so these should be consulted first. [http://oregonstate.edu/dept/senate/committees/aac/index.html](http://oregonstate.edu/dept/senate/committees/aac/index.html). We will vote on the guidelines at the next meeting.

9. John Shea, AAC - Update on student illness policy. SHS does not give out written excuses. Jackie Balzer will present next month on how to increase understanding amongst the academic faculty about this policy.

10. Linda Johnson, Athletics - Thank you to advisors for completing the NCAA audits. They need to hire a new person in compliance - Heath Alexander left. Linda passed out a calendar for student athletes. The Summer School form to approve student athletes will be more in depth this year. On Feb. 1, there will be an open forum "Meet the Coaches" in the MU 206, 12-1:30. On Feb. 9, there will be an Advising Brown Bag with student athletes, 12-1 pm in Gilkey 208. Linda reminded advisors that students who are dual enrolled MUST be in 12 OSU credits to compete with OSU. Likewise, they must be in 12 credits to compete at LBCC.

**Announcements:**

Brenda Baxter - announced the Career Symposium on Jan. 28. She will send a flyer around via e-mail.

Brett Jeter - announced that students adding e-classes will need to allow 2 days to access Blackboard.

Keith Lembke, ROTC - announced that he will be leaving OSU to go to Ft. Hood and then overseas.

Michele Sandlin, Admissions - announced that they are searching for a replacement for Bill Smart. This will be a national search for someone to do international recruitment and admissions. Jim Coakley is chairing the search which should be completed by July 1.

*Submitted by Mary Ann Matzke, Secretary*

Guests: Lora Jasman, Stephanie Moyer

1. Introductions including Stephanie Moyer, new advisor in HHS.

2. Lora Jasman, Director of Student Health Services, presented information on the flu situation in Corvallis and on the medical excuse policy at SHS. There has been a nationwide shortage of flu vaccine, but so far not much incidence of flu. However, the flu season extends until March. Benton County has received an additional shipment of flu vaccine, so high risk students should go to SHS for a flu vaccine. Faculty and staff should go to their primary care physician who can determine if they are high risk and administer the vaccine, if needed. Students who are sick should be encouraged to stay home and call the SHS nurse advice line (available 24/7). In general, students and staff should stay home if they have a fever.

Lora passed out the medical excuses policy for SHS. Since 1995 the SHS has had a policy of not providing medical excuses for routine medical conditions. This is because it is costly for them to provide appointments when the only reason is a medical excuse. Julie Walkin mentioned that international students must have medical documentation for a reduced course load. Lora responded that they have a form for Academic Requirements Committee and Financial Aid, also International Education and ROTC, to document when a student must drop or withdraw from a class. For just missing class or an exam, they encourage the student to deal directly with the professor. Actions discussed included sending information to parents and students, sending a memo to the department chairs reminding them about the policy, facilitating conversations with faculty about how to deal with students who are ill (clear policies in the syllabus, etc.). John Shea will do some checking on what is possible and report back to the group.

There is a petition for students who want to change a final exam. The Dean of Students will send out e-mails in the case of an emergency situation. In general, the advisor is an advocate for the student in these situations.

3. Mary Ann Matzke and Sherri Willard Argyles, Certification of Minors. Mary Ann asked for clarification on the procedure for certification of minors. Her assumption and practice in the College of Science is that the head advising office or dean of the student's major college sends a form to the minor department asking for certification of the minor. This information is then added to the graduation audit and sent to the Registrar's Office. Mary Ann asked if anything was written down about the process and the answer was no. Sherri stated that there is not a uniform process across campus. Some departments don't want to certify the minors and some allow the major department to do it. Jim Coakley stated that the process needs to be clarified from the point of declaration of the minor to auditing. Mina McDaniel and the Registrar's Office will get together to formalize the process for minors.

4. John Shea, AAC relationship with the Curriculum Council. In response to the Registrars proposal to institute pre-req checking in Banner, Becky Johnson proposed that the AAC have non-voting membership on the Curriculum Council. This proposal went to the Faculty Senate Executive Committee and is on the Faculty Senate agenda for 12/9/04. Jim Coakley moved and it was seconded that the past
chair of the AAC be our representative on the Curriculum Council. Passed unanimously.

5. John Shea, AAC internal policies. John stated that we need to have internal policies to guide our selection of officers and membership on other committees such as the Curriculum Council. We also need to define our quorum and majority so that we can pass resolutions to send to the Executive Committee. Any changes in the Standing Rules have to go before the Faculty Senate. However, we can change our internal policies with approval of the Executive Committee. Sherri pointed out that we do have guidelines which can be interpreted as internal policies. John and Jim Coakley will meet to define some internal policies to be discussed at the January meeting.

6. John Shea, Articulation Issues. John stated that issues were raised at the November meeting about articulation problems. Mina McDaniel stated that the institution needs to maintain quality, but also must remain flexible enough to allow students to graduate. Much discussion with the following points:
   A. Articulation agreements need to be posted on the web so that they are available to community college counselors, students, and OSU advisors.
   B. Why do individual colleges maintain agreements - shouldn't this be a university function?
   C. Some colleges & departments, e.g. Business and Computer Science, meet regularly with deans and chairs around the state to review course articulations and numbering systems.
   D. Why can't we speed up the transcript entering process for transfer students, especially when it is a Banner to Banner transaction? Phil Brown reported that Linda Sather and Jim Day are working on this. However, Admissions is not currently loading the transcripts in electronically. Instead they are retyping everything. The upload process is not yet perfected. John will ask Michele Sandlin to come to a meeting and discuss this.
   E. Everyone agrees that the Admissions Office is way behind on articulations and needs more resources to address this issue.
   F. The community colleges want to have more contact with 4-year schools. Mina replied that we are striving for articulation agreements with most of them.
   G. There needs to be a way to articulate a sequence of courses, e.g. Biology, to show that it is equivalent to a sequence here.

John stated that we have a number of informal systems at OSU that are starting to age as we grow and move into electronic record keeping. How can we invest so that the next step is better?

Announcements:

Phil Brown - ID's have been converted. We can use SSN's for the foreseeable future in Banner and Web. Students can use either, but should be encouraged to use the new ID's. On Feb. 18 they will remove prior SSN's from Banner so it will be harder to see them.

Submitted by Mary Ann Matzke, Secretary
November 10, 2004 Minutes


Guests: Karen Such, Valerie Rosenberg

1. Sandy Tsuneyoshi from the Minority Education Office distributed brochures and described the activities of the MEO. These include:
   A. monitoring student progress
   B. serving as a welcoming place on campus for students of color
   C. serving as an advocate for students
   D. serving on numerous campus committees
   E. bringing in speakers and putting on workshops
   F. serving as a council for the various clubs on campus
   G. helping to recruit students of color to OSU
   H. disseminating information on financial aid and scholarships
   I. working with the Cultural Centers

   She was asked to distinguish the MEO activities from EOP. EOP serves students of color as well as older than average students, those with disabilities, and first generation college students. EOP has tutors and runs some of its own classes for students.

2. Karen Such from admissions addressed several questions regarding articulation. The questions and her answers are included below:

   **Science Classes**: how are they being listed?
   When a science class includes a separate lab, the course description determines the placement of the attribute.
   
   - If the course description mandates a lab will be taken, enter the attribute on the class and not on the lab.
   - If the course description notates that the lab is optional, enter the attribute on the lab and not the class.
   - If the course description does not give any indication, enter the attribute on the lab and not the class.

   **Fitness Requirement**:
   The transfer catalog tables are continually being updated. We have over 50 pages of updates that we are working on to reflect the changes from HHP to HHS, AIHM to DHE; some of the EC to ECON have recently surfaced.
   
   - If you have a student's advanced standing record and it is not reflecting the correct articulation, such as the HHS Fitness requirement, email me with the students name and id number and I will re-articulate the students report to show the correction. We do not have a way, nor the resources to go back into each individual student's advanced standing record and re-articulation the thousands of records we would find each time we make changes such as the ones previously noted. It needs to be on an individual basis.

**Question:**
Is there a way for the system to indicate that a complete year of BIOL 201, 202, 203 at Green River Community College (for example) is equivalent to BI 211, 212 213 at OSU?

Reply:

The Office of Admissions does not have a way to do this. The Registrar's Office is working on bac core clearance and through researching what Banner is capable of doing maybe sometime in the future, this will be a possibility. Admissions would have to put them in as direct equivalencies to our courses.

Question:

Articulation agreements, who is responsible for these and where are they kept?

Reply:

The Office of Academic Programs houses these agreements. I do not believe they are accessible via the web. Mina McDaniel, Director of Academic Programs, has that information. During Mina's transition into her position, Michele Sandlin is working with the Colleges in setting up these agreements. The Office of Admissions does not load these articulation agreements into the system. The Registrar's Office works with Colleges when an individual student has taken courses that are within one of the articulation agreements and makes the changes to the records.

Question:

When students are petitioning a course through the Admissions, please be sure that Admissions is using the new form. The Biology Program still has students trying to make appointments to see the chair and expecting that these decisions will be made on the spot.

Reply:

Admissions does not have any of the old forms in our office. These were all destroyed when we went with the new 'improved' form. The old forms that still may be coming through are those that students picked up prior to our new form. Also, make sure all of your offices have destroyed the old forms and are not passing them out.

Karen is happy to answer any questions regarding articulation. Just e-mail her if you think a course has not been articulated properly. With regard to HHS 231, she said they are currently updating the tables so this should come in properly. They are 40–50 pages behind in the articulations. There should be a full-time person doing articulations, and currently this is not the case.

The articulations for Bacc Core from Oregon community colleges are kept by Mina McDaniel's office in Academic Programs. They also keep any articulation agreements with Oregon community colleges, e.g. Forestry has some agreements that bring in technical courses for academic credit. Community colleges petition Admissions for articulation of new courses. If Bacc Core, they go to Academic Programs. If not, Admissions articulates them.

Michele Sandlin in Admissions keeps the other articulation agreements. These are hard copies and some are located in the archives.

Mary Ann brought up the issue of articulation of a year long series of Chemistry or Biology. Karen responded that they might be able to treat it like UNST 101–103 at Portland State. If the student completes the entire year, they get Bacc Core clearance for the series.

Mary Ann urged advisors and Admissions to tell students that their petitions for Transfer Equivalency...
from a department may not be answered on the spot. Students will have to leave the documentation for the chair who will respond in a few days directly to Admissions.

3. Tom Watts and Valerie Rosenberg – Procedure for international students requesting late change of registration for a prior term:

**ARC Petitions**
When an international student files a petition for a late change of registration for a prior term, the Registrar's Office will, before processing the petition, contact the Office of International Education, to inform International Ed. of the petition. We will schedule the petition for the meeting docket of the Academic Requirements Committee only after the Office of International Education has had a chance to review the petition and lets us know that the petition can be reviewed by the ARC. This is necessary to avoid processing registration changes that then alter the prior term status for the student, without the knowledge of the Office of International Education.

Petitions for the current term do not need prior review by International Education, as they monitor the registration changes for international students on an ongoing basis throughout the current term.

**Academic Standing Committee Reinstatements**
When an international student is reinstated by the ASC, our office will notify International Education as soon as the reinstatement is approved.

4. Marcus Langford, SOAR – asked for suggestions for working with parents of university students. Suggestions included asking on the application for admission if the student is a first generation college student. Currently OSU has a parent program as part of the START and VISIT programs, gives a parent calendar out at START, university marketing is publishing a parent newsletter (once), there is a website for parents, Mom's Club, Mom's and Dad's weekends. Marcus said SOAR is going to participate in the purchase of Goal Quest. This is a media (e-mail/internet) package that will allow OSU to send messages to parents and build a bridge to OSU.

5. Phil Brown reminded us of the ID conversion. Over 50% of students have not yet picked up their cards. The switchover is Sunday, Nov. 14. For those students using the ID as a meal card, they will not be able to eat on Sunday unless they get a new card.
Academic Advising Council

October 13, 2004
Minutes

Debbie Bird McCubbin – Chair

1. **Tom Munnerlyn,** Director of Career Services, introduced Leslie Soriano, new counselor in Career Services. Leslie comes to us from PCC and will coordinate the Career Fairs. Upcoming Career Fairs will be on October 19 for the General Career Fair and October 20 for the Engineering Career Fair. Recruiters are expected to be 90 and 65 respectively, an increase from last year. Students are urged to sign up for Beaver Recruiting to make use of the on-campus recruiting services for jobs, internships, and co-ops. Charge is $20.00, however if students sign up before Oct. 31 this charge is waived (Orange Light Special). New students can try the service for free. Tom will send out the key contact list for updates.

2. **Becky Johnson,** Interim Vice Provost for Academic Affairs and International Programs and **Moira Dempsey,** Director of the Academic Success Center, spoke on the advisor's role in student success. Becky said the strategic plan calls for an increase by 2007-08 of the first year retention rate to 85% and the 6 year graduation rate to 65%. Advisors are influential in this metric and helping students' progress towards graduation. Moira is the leader of the retention efforts on campus. A Retention Council has been formed to look at other schools. Students that are involved outside the classroom are more likely to be retained. Moira said that advisors have key relationships with students. She wants to see a group formed to work with her on the best practices for advising at OSU and how to establish consistency across the 11 colleges at OSU. This group could go to the NACADA Summer Institute to put together a plan. Moira asked that advisors call or e-mail her if they are interested in participating.

3. **Barbara Balz,** Registrar, went over the ID conversion. All new students for fall and some readmits have been assigned new numbers and cards. All others will get new numbers and cards starting Nov. 1. Students will need to pick up their new cards in MU 109 from 8-5. Cards for faculty and staff will be distributed by the timekeeper for the unit. Departments and faculty will see old ID's on their class lists, but by final exam time, they will see new ID's on the grade rosters. The file upload process has been modified to accept old ID numbers this term. If faculty need crosswalks, they should work with their departmental or college computer administrators and Phil Brown. Units should think about how they are going to convert paper files. Nov. 14 is the official cutover date. We still can use SSN in Banner and Web for Advisors. Some discussion about whether we need to know SSN's for scholarships. John will ask Kate Peterson from Financial Aid to come to the next meeting to discuss scholarships.

Barbara also discussed pre-requisite checking. The Curriculum Council has approved the Registrar's Office to start implementing pre-requisite checking. This year SOC 204 was implemented as a test. To begin implementation, the Registrar's Office will ask every department to check pre-reqs and code them in Banner. This will be phased in - we don't know the full impact on our computer systems. Mary Ann asked about transfer issues - who will do the overrides for students that cannot register because their transfer course does not match the pre-req? Can departments decline to have pre-reqs checked? Barbara said that departments will be asked to pare down to essential pre-reqs. They do not want to list pre-reqs at all unless they are being checked. The U of O and PSU only have one set of pre-reqs that are enforced. The system can look at courses in progress. Jim Coakley expressed concern that the Curriculum Council decided to go ahead without checking with advisors. John will ask Walt Loveland and Kate Hunter-Zaworski who are chairing the Curriculum Council to our next meeting.

4. **Mary Rhodes** of the Registrar's Office handed out Academic Standing Reports. She stated that the Winter Term courses are being finalized. A schedule of classes will be printed and distributed for Winter Term. She announced a new web tool - Future Course Offerings by Term. To update Spring Term courses, communicate with Linda Miller at the Schedule Desk.

http://oregonstate.edu/dept/senate/committees/aac/min/2004/20041013.html[8/3/17, 1:02:05 PM]
5. **Julie Walkin** - The Office of International Education is now split into two entities under International Programs: the Office of International Education and Outreach (IEO) and the Office of International Students and Faculty Services (ISFS) plus the ELI and OUS programs. She handed out a brief guide for academic advisors to rules affecting international students for visa status and employment. International students must maintain full-time enrollment. MTH 65 and 95 count towards full-time if required for the major. Students are allowed only one exception per degree. There is an upgraded website and some forms are available on-line.

6. **Jim Coakley** expressed his concern with some of the Academic Regulations - particularly regarding Incompletes and S/U grading. He will e-mail to see if others are interested in joining a subcommittee. Barbara Balz asked to be included in the meeting.

7. **Mary Ann Matzke** announced that the Inform Lists have changed. Some names might have been purged off the Advisor List (C-10), so check with Gigi Bruce to see if your advisors are on the list.

8. **Sherri Argyres** addressed concerns about dual enrollment advising and course transfer. She asked if there was any way we could see what courses the LBCC Dual Transfer students are taking. Barbara said the LBCC transcripts are coming in automatically, but are not uploaded automatically into Banner. Can we get the registration table uploaded? She suggested contacting Bob Bontrager about this. John will talk to him about it for the next meeting. It was suggested that we invite an advisor from LBCC to our meetings.

9. **John Shea** - the head advisors will schedule a separate meeting each month on the Monday following the Enrollment Management meeting. The first one will be Monday, Nov. 8, 1:30-2:30 in Bexell Hall.

**Announcements:**

Mina McDaniel: She is looking for information on accessibility - which courses are so tight that they are holding up progress towards graduation? She will be sending out a questionnaire to each unit.

She requested 10 minutes to talk about assessment at the next meeting.

Kerry Kincannon - announced the Grand Opening of the Academic Success Center.

Gene Newburgh - announced that they have a 9 mo. advising position open. Closes Oct. 20th.

NEXT MEETING: Wednesday, Nov. 10, 1:30-3:00 pm, President's Conference Room

Respectfully submitted,

Mary Ann Matzke, secretary
May 12, 2004, Minutes, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

May 12, 2004
Minutes

Debbie Bird McCubbin – Chair

1. Jackie Balzer, Dean of Students (DS) discussed notification of instructors in case of a student emergency. Currently, the DS notifies the student’s college who then notifies the instructors. In the future, DS will directly notify the instructors. We agreed that we were not ready to resolve a process when the student is considering withdrawal from the university. As a side discussion, we need to know the status of the proposed change to the medical withdrawal Academic Regulations that was discussed earlier this year.

2. We welcomed Moira Dempsey, Director of the Academic Success Center, to the AAC. She provided an overview of her work and the foundation building that is being done – budgets, facilities, staffing, and university priorities. The ASC will be located in Waldo Hall. Focus groups will be held as part of the development of a student retention plan.

3. Mary Rhodes, Registrar’s Office, discussed changes to the layout of the OSU Catalog and Schedule of Classes web page. A printable (pdf), static version of the Schedule of Classes (similar to the current printed schedule) is available. The Registrar is working to implement optional prerequisite checking into the course registration process. The student will not be removed if the prerequisite was not passed. This will require manual override by the department.

4. Sabah Randhawa, Interim Provost, was invited after the April meeting to share his thoughts concerning academic advising.

   Director of Academic Programs: Job responsibilities include assessment, liaison, student grievance and petition, and advising and retention. Athletic advising is still undecided because a conflict of interest arises if the position has both advising and petition responsibilities.

   The Vice Provost for Academic Affairs (interim position to be filled) will have the Director of Academic Programs, Director of Academic Success Center, Director for Teaching and Learning, DPD, WIC and the Center for Writing and Learning.

   We discussed lines of communication to head advisors – the minutes from the Provost’s Council and the Cabinet meetings will be sent to the chair of the AAC. It was noted that head advisors report to the college Dean but communication varies substantially by college.

   Role of the AAC Chair: We also discussed adding the chair of the AAC to the Academic Affairs Council. The chair is a member of the Undergraduate Education Council but meetings have been infrequent.

   Investments in academic advising, e.g. web based advising tools: The first step is to present a vision – what it can look like and how to get there. A proposal for funding to develop the vision was submitted to the Strategic Plan Initiatives request for proposals. President Ray wants to improve student retention – advising is a key piece, so how integrate.

   OSU accreditation visit: OSU will receive the report in May, with a meeting scheduled the end of June. The overall evaluation was fair, with a perception that we are a “work-in-progress”, i.e. OSU is addressing all of the concerns but more remains to be done.
5. **Linda Johnson**, Athletic Advising. Linda passed out the remaining audit forms for Spring 2004. Athletics will supply Fall 2004 audit forms the end of finals week in Spring term. Recent NCAA graduation rules will increase emphasis of academics for athletes and that OSU is in good shape. Linda introduced Mark Roundtree, new compliance officer, replacing Mary Alice Stander.

Respectfully submitted,

John Shea, Secretary
1. **The AAC** voted unanimously to add the Director of the Academic Success Center as a voting member of the committee. Debbie will obtain job descriptions for the Director of the Teaching and Learning Center and the Director of Academic Programs, and will propose AAC membership based on alignment with AAC membership rules.

2. **Judy Hughes** from Human Resources presented an update of the ongoing activities with the union’s challenge of the professional faculty classification for some OSU positions including some doing academic advising. Using advising as an example, some positions are clearly classified, some unclassified and some are somewhere in between. Position creep, where job responsibilities increase as the employee gains experience, is one cause for the problem.

   A group representing the colleges will be convened to clearly identify the distinctions between classified and unclassified job responsibilities for academic advising. (This meeting is scheduled for June 2.)

3. **Tracy Bentley-Townlin**, Services for Students with Disabilities, was unable to attend but is seeking AAC approval for funding (average $1500 per person) to pay for SSD testing for students. Some funding has been approved by Dr. Randhawa, but the extent is unknown. This is a good idea but no data were provided on project costs or where the money was coming from. On a separate note, John Shea will check with Tracy about confidentiality – what, if any, information can be conveyed beyond direct communication with the student’s instructors?

4. **Kerry Kincanon** discussed his work with Transitional Learning Communities (TLC). A flyer will be included in all START mailings – all interested students must attend START. This year, TLC’s have more visibility in colleges. The process of overrides is the same. Residential TLC’s were piloted last year – good idea but complicated by timing between TLC and housing. We are about at the capacity limit given the work that goes into each TLC and the number of reserved seats.

5. **Meeting with President Ray:** Those who attended the March 17th meeting with President Ray discussed their observations. A summary of the meeting is included at the end of the minutes. President Ray emphasized the need to provide better advising to students who are considering changing their major.

   We had a general discussion on ways for academic advising to gain a stronger voice within university discussions and allocation of funds. Many are involved but no clear voice exists. Debbie will invite Sabah Randhawa to our May AAC meeting.

6. **Heather Chermak**, Registrar’s Office, announced that Commencement Kickoff will be next week.

7. **Rick DeBellis** announced that START mailings will begin the end of April to admitted students who have paid their ATD.

8. **Laura Garren**, ROTC, announced the open house with helicopter rides. She will contact eligible people who did not participate in 2003.
Respectfully submitted,

John Shea, Secretary

Notes from Academic Advising Council w/President Ray
March 17, 2004 – 3:30pm – 5:00pm

Who/What is the Academic Advising Council?

- Good in some places, not in others. He related a story from his discussion with a student who was considering a change of major – the faculty advisor was unhelpful.
- Need professional staff to compliment faculty, recognizing cultural differences in colleges.
- More help for selecting a major

Challenges and Issues

Alignment, Hierarchy, and Coordination
Course Access
Advising Access and Satisfaction of Students

- OSU lacks data and a model to develop a sustainable university, recognizing changing distributions and resulting needs for services.
- Academic Success Center (ASC) is focal point and champion for advising.
- OSU expenses are increasing which will result in another tuition increase and may still result in a shortage for next AY.
- 18K to 22K is sustainable by physical plant and staff.

Ideas for Improvement

Recognition

- ASC will coordinate
- Gary Beach working with aggregate data (IRIIS, Institutional Research Interactive Information System)
- OSU has committed $50,000 for professional faculty development and recognition. The funds require 50% match for the college – Sabah.

View of Advising

- Freshman retention rate has increased
- ASC will make progress on major selection
- Sharing of best practices
- Don’t hesitate to go to Ray as a collective group
March 10, 2004, Minutes, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

March 10, 2004
Minutes

Debbie Bird McCubbin – Chair

1. **Campus Climate Survey (Janet Nishihara):** Sponsored by the Diversity Council of the Faculty Senate and the Office of Multicultural Affairs. This is a web-based survey that will be made available 4/12/04 and is open to everyone. We discussed how to make student, faculty and staff aware and interested in participating. We decided that email distribution lists through the head advisors were the best way. I have a note that the survey web address can’t be in the email but I notice that it is.

2. **Military Credits (Debbie Bird McCubbin):** Each college has responsibility for articulating military credits to a student’s degree. Unfortunately, there is no standardization between the colleges for Baccalaureate Core requirements. This puts students in a bad spot if they change colleges. We agreed to address standardization for basic Baccalaureate Core requirements, e.g. not allowing boot camp for Lifetime Fitness. Someone needs to speak with Michele Sandlin.

3. **Department student organizations:** Jackie Balzer is working to improve Risk Management training among all student organizations – recognized by OSU or not. Many activities are done in fun but carry a risk for injury and liability. She wants to develop a list of all student organizations.

4. **Disruptive behavior:** Jackie, along with Debi Stabler, are developing a presentation for faculty and staff on how to reduce the number of incidences of and how to deal with disruptive situations. This will include a campus warning system.

5. **Announcements:**

   1. Stephanie Hamington – will be leaving OSU this summer and moving to Indiana.
   3. Jim Coakley – New Professional Certificate in business. This is a two-week, non-degree credit crash course.
   4. Julie Walkin – OSU, and other US academic institutions, are experiencing a significant decrease in international students. Causes include unfriendly US policies and increased international competition.
   5. Mary Ann Matzke – Spring term course availability is very limited. Extra seats in Honors College courses are available for students with GPA >= 3.25.

6. **Agenda for meeting with President Ray:** Ideas were shared on the topics for the AAC meeting on 3/17. The final set of discussion topics is below.

Respectfully submitted,

John Shea, Secretary
February 11, 2004, Minutes

Debbie Bird McCubbin – Chair

1. **AAC attendance:** Vickie Nunnemaker (Faculty Senate) will keep record of AAC attendance. It will no longer be included in the minutes.

2. **Requests for mailing lists:** Colleges receive requests from various organizations (e.g. honor societies, scholarship awards) to identify students meeting specified criteria, e.g. top 10 academic students. All such requests should be referred to the Registrar because of the confidentiality of student data. The Registrar does not charge for the service but the Computer Center does to setup the query ($15).

   This gets tricky. OSU, college and department honor rolls seem OK (directory information) because they are “degrees and awards received” from the institution. However, an honor society that requests a list of students that meet a set of criteria can’t be given the list. Instead, the Registrar may send the letters to the list of names. It is then up to each student to decide whether to come forward or not.

   The discussion evolved to the release of student information in letters of recommendation. The law is that the student must authorize release of any part of their academic record. However, the requests are so ubiquitous that the requirements are probably not met most of the time. The Registrar will develop a standard release form.

3. **Proposed AR changes:** Subcommittee report with AAC discussion points. Debbie will write the official AAC response. The AAC extends its appreciation to the Academic Regulations Committee for seeking our input.

   AR 30: Support allowing earlier enrollment for audit. Oppose extending the deadline for enrolling for audit (to the end of week 7) on the grounds that a student may change registration to audit and effectively avoid having a “W” on their transcript.

   AR 11. Support all proposed changes.

   AR 13. The Registrar’s new wording for weeks 1 and 2 to better define days (no policy change to current) is below. Starting the end of week 2 (Friday at 5pm) through the end of the term, a student can add a course with the instructor’s and head advisor’s (addition approved by AAC) signatures.

   **STUDENTS MAY ADD COURSES DURING THE TERM THROUGH THE END OF DEAD WEEK, DEPENDING ON THE NATURE OF THE COURSE AND THE AVAILABILITY OF SPACE. DURING WEEK 1 OF THE TERM, STUDENTS MAY ADD CLASSES VIA THE WEB. DURING WEEK 2, PERMISSION FORMS MUST BE SIGNED BY INSTRUCTORS AND RETURNED TO THE REGISTRAR’S OFFICE. DURING WEEK 3 AND CONTINUING THROUGH FRIDAY OF DEAD WEEK, PERMISSION FORMS MUST BE SIGNED BY INSTRUCTORS AND THE STUDENT’S COLLEGE HEAD ADVISER AND RETURNED TO THE REGISTRAR’S OFFICE.**

   AR 14 and 16. Support proposed changes.

   AR 13. The AAC proposes keeping the current wording. Requiring a student with a medical condition to obtain the instructor’s approval for an incomplete based on medical withdrawal is an undue hardship. The instructor can always change the grade – the granting of the Incomplete and the options available
to the instructor must be clearly presented to him/her. The Registrar has the responsibility to grant a medical withdrawal.

AR 9b. Support proposed change

4. **NCAA forms**: Head advisors will be provided with a list of practice times – please avoid advising for courses that conflict. This has been a problem because the new certification requirements are course specific.

The new NCAA requirements and resulting forms continue to be the source of much frustration and consumer of much time. Kevin Price will call a meeting to brainstorm improvements.

5. **Degree Audits**: The Registrar is working on a 2-year project to input all degree programs and options into Banner to aid in degree audits for students with more than 90 credit hours. This system has the potential to have a significant positive impact on academic advising well beyond degree audits – broader input needs to be heard now. Heather and John will report back to AAC in March.

6. **Pilot advising assessment update**: Karen and John have conducted a site audit of UESP and will begin in CLA on 2/25/04. Focus groups will be held during the first two weeks of Spring term. The results of the audits and focus groups will be used by the head advisors to develop an advising assessment survey – hopefully for use in Spring 2004.

7. **Interviews for Academic Success Center**: AAC members are encouraged to participate in the designated interview sessions, scheduled for February 18-20.

8. **Schedule of Classes**: The Registrar reported that times for group midterms and the final exam will now be posted as class times.

Respectfully submitted,

John Shea, Secretary
Academic Advising Council

January 14, 2004
Minutes

Debbie Bird McCubbin – Chair

1. Bob Burton, Academic Programs: OSU is required (legal and accreditation) to conduct assessment, including academic advising. Bob desires to separate advising assessment from academic assessment and to have it controlled by advisors. He reiterated that the goal is improvement and that assessment results will not be reported at the individual level. Karen Kvist and John Shea are taking the lead on this – with pilot plans to begin in CLA and UESP Winter 2004 – volunteers welcome. While OSU is committed to improvement, assessment results will drive investment.

2. Lissa Perrone, Business Affairs: Lissa was invited after our discussion in November on the cost difference between campus and distance courses, and how students frequently don’t understand the difference when they register. Lissa mentioned that they are getting similar feedback from students – it would be nice to know the bill when registering. Currently, bills are not posted until 2 weeks before the start of the term.

Business Affairs acknowledges that goal, is limited by existing software that can’t accomplish the task, and has taken the first step by creating a web page that contains all of the factual information about fees. It is not complete yet. There was discussion about billing when a student is in a course for only a short period of time – minutes to days. It sounded like the student is billed the prorated variable cost per credit, for however long they are registered for the course (once the term starts).

3. David McMurray, Academic Regulations Committee: David distributed proposed changes to the Academic Regulations and is seeking AAC feedback as part of the liaison process. After discussion, it was decided to form an AAC sub-committee to review the proposed changes and give their recommendation to the committee – Polly Jeneva will chair.

4. Monya Lemery, International Education: Advising materials (e.g. degree audit checklist) for the International Degree have been created and were distributed. The process for gaining admission to the degree program has been simplified. The ID is a second degree and the appropriate degree audit forms for the ID are sent by the Registrar to the student's primary college.

5. Kyle Cassady, Career Services: There is an incorrect perception on campus that Career Services and the Career Fairs are only for seniors. The reality is that internships and networking with prospective employers are available to all OSU students. Kyle recommends that advisors attend the Career Fairs to gain familiarity with employment prospects and how to make the most of the events.

6. Mary Ann Matzke, COS: The Lost PIN feature has been added – the system only requests the PIN number the first time a student enters their account for the term(s) the PIN is valid. Many thanks to Heather and the Registrar’s Office for taking the lead in implementing this advisor time-saving feature.

7. Phil Brown, Central Computing: Degree audits will show total credit hours – the sum of OSU and transfer hours.

8. John Shea, COE: The November AAC minutes were posted directly to the Faculty Senate web site – committee meetings are public record. Previous minutes have been posted on the web site – just not so quickly. Barbara Balz reiterated that we, as a committee, must be aware of this when the committee discusses “possible” changes that are being discussed for feedback. On a related issue, Phil Brown cautioned that Mailman archives on list serves are accessible by searching OSU’s web site.
9. John Shea, COE and Brenda Baxter, COB: Students who come to OSU with the intent of transferring coursework to their home institution, e.g. national and international exchange students, come expecting to get into classes, not considering that they may not have the necessary preparation and/or are either not offered or are full. The informal systems have been dealing with these students but some investigation is needed to see if we should invest in formalizing how advising is considered prior to admission and/or how it is done prior to the student “showing up” just before classes. John and Brenda will report back.


11. Debbie Bird-McCubbin, Chair - Announcements: 1) Email Vickie Nunnemaker if your email address on the AAC list serve still has the orst address. 2) She introduced Beth Ray to the committee. Beth has extensive advising experience at The Ohio State University, and we welcome her observations and ideas.

NEXT MEETING: Wednesday, February 11, 1:30-3:00 pm, President’s Conference Room

Respectfully submitted,

John Shea, secretary

Attendance

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November 12, 2003 Minutes

In attendance: LTC Keith Lumbke, Military Science; MSG Bob Beale, Military Science; Kay Bell, E-campus; Megan Hoffart, Ag Sci; John Shea, COE; Polly Jeneva, CLA; Mary Alice Stander, Athletics; Barbara Balz, Registrar's; Heather Chermak, Registrar's; Mary Rhodes, Registrar's; Linda Johnson, Athletics; Gene Newburgh, HHS; Angela Austin Haney, Pharmacy; Kris Winter, SOAR; Kyle Cassady, Career Services; Stephanie Hamington, UESP; Phillip Brown, IS; Carla Simonson, IS; Julie Walkin, Int. Ed; Bonnie Maxwell, Education; Rebekah Lancelin, Honors College; and Mary Ann Matzke, COS.

John Shea - is serving as acting chair of AAC while Debbie Bird McCubbin is on leave fall term. Mary Ann Matzke is serving as acting secretary.

1. Kay Bell, Extended Campus. Kay shared the new revenue model for E-campus. Tuition for undergraduate courses is $97/credit hour plus an additional $75 distance education fee and $5 technology fee = $177/credit hour. The new revenue sharing model gives 80% of the tuition to the colleges/departments and 20% is kept for E-campus. Expenditure of funds within the college/department depends on a memorandum of understanding (MOU) - some can go for advising. The tuition is billed in addition to the student's regular OSU tuition. No faculty/staff discount or grad student tuition waivers are accepted. A pop-up menu comes up when students register for these courses so that they are aware of the regular tuition.

2. Barbara Balz, Registrar. University will be converting SSN's to Student ID numbers for security purposes and because the Legislature and OUS are demanding it. This is a very complicated project. SSN's will still be collected for new student and employees because of regulations with IRS, Financial Aid, etc. However, faculty and students will get a new ID number and the SSN will be less available. For now, Phil Brown urged advisers to start using the terminology "student ID number" on forms and in person so that students get used to hearing that term. The new number will not look like an SSN. We still cannot post student ID numbers or release them without written authorization.

As recommended in the 2007 process, the catalog is moving to the Registrar's Office. Larry Bulling has already moved. This includes oversight of the on-line catalog and curriculum processing.

3. Mary Rhodes, Registrar. She handed out the Academic Standing statistics for summer term 2004. The Registrar's Office is moving to not publish a Fall Schedule of Classes for Fall Term 2004. They are proposing to print a smaller publication once a year that will contain the Academic Regulations, Finals Week Schedule, Departmental Contacts, Bacc Core list (suggestion to indicate which terms these courses are offered), etc. They will only print a very limited number of the actual class times. They might have a PDF version that we could print out for our use. Advisers reacted that the printed Schedule of Classes is useful with new students and in situations where a computer is not available.

Web Viewer is being released soon. It contains room scheduling information arranged by classes, building, room, etc. It is for classes only, not special events. It lists features in every room, pictures of buildings and enhanced classrooms. There will be training in December and January.

4. Heather Chermak, Registrar. Marty Mains has been hired as the new degree audit specialist. He will be visiting departments and colleges to talk about requirements relating to degree audit.
Removal of incomplete - the procedures are being tightened for security reasons. Faculty/Staff will be requested to show ID when delivering change of grade cards in person. They will only be accepted by mail in pre-printed departmental envelopes. They will not be accepted by e-mail.

E-campus will now be entering K-12 courses into Banner. These are non-credit and will not be in the Schedule of Classes.

5. Ross Artwohl made a presentation on Student Depression and Suicide. He urged advisers to use their relationship with students to get them to the Counseling Center. Use behavioral, non-judgmental terms, repeating the gist of what the student said. Avoid power struggles. If concerned about safety, ask the student directly if they are thinking of hurting themselves. Recognize your limits. Utilize consulting function of UCPS. Call with the student in the office (737-2131) and walk the student over if concerned. UCPS cannot confirm or deny if the student kept an appointment. Counselor is always on-call 8 am - 5 pm, 5th floor Snell Hall, 7-3121. After hours, call Benton County Crisis Line 888-232-7192, or 911 or Emergency Room at Good Samaritan Hospital.

6. John Shea - Assessment of Advising. Karen Kvidt and John Shea have taken this on after the departure of Sarah Ann Hones. This issue was forced by the Accreditation Review process of April 2001 which cited inconsistencies across campus. There is now a response due back. John and Karen are getting started by defining terms. They are planning to implement something winter term. Programs will be assessed, not individuals.

7. Mary Alice Stander - NCAA forms are coming in. Reminded advisers to fill in the grade requirement, if there is one. Send forms back to Mary Alice.

8. Army ROTC Open House - Nov. 25, 1200-1700. RSVP 7-3511 to Gitte Johnson.

Next Meeting: Wednesday, December 10, 2003, President's Conference Room.

Mary Ann Matzke, acting secretary
In Attendance:
Gene Newburgh, HHS; Mary Alice Stander, Athletics; Kevin Price, Athletics; Stephanie Hamington, UESP; Tammy Brown, UHC; Rebekah Lancelin, UHC; Jim Coakley, COB; Laura Garren, Army ROTC; Keith Lembke, Army ROTC; Carla Simonson, Central Computing; Nicole Kent, Pharmacy; Janet Nishihara, EOP; Clay Torset, Forestry; Bob Burton, Academic Programs; Mary Rhodes, Registrar's; Heather Chermak, Registrar's; Kris Winter, SOAR; John Shea, COE; Polly Jeneva, CLA; Dan Schwab, Student Conduct; Julie Walkin, Office of International Education; Monya Lemery, OIE; Bonnie Maxwell, SOE; Sherri Argyres, CAS; Barbara Balz, Registrar's; Kyle Cassady, Career Services; and Mary Ann Matzke, COS

John Shea - is serving as acting chair of AAC while Debbie Bird McCubbin is on leave fall term. Mary Ann Matzke is serving as acting secretary.

1. Dan Schwab is the new Student Conduct Coordinator. He will be attending our meetings. He passed out flyers on Student Appeals and Grievances, Classroom Disruption, Academic Dishonesty, and Report of Academic Dishonesty. He is forming a new group to look into disruptive behavior on campus.

2. Monya Lemery - International Education. She passed out information on Fall Study Abroad Meetings and International Programs for 2003-04. She also passed out the new forms for the International Degree. The Foreign Language Department will now certify the foreign language and the OIE will certify the study abroad experience. There is a proposal going through the Curriculum Council to change the requirement of a "B" or above in every language course to a 3.0 average in the foreign language courses used for the degree.

3. LTC R. Keith Lembke is the new Army ROTC representative. He will be holding an open house around November 25 (check e-mail) for advisers and faculty. He would like to orient faculty and advisers to the military careers offered through ROTC. His goals are for them to become more familiar with ROTC and to better understand the academic required for the military.

4. Jim Coakley - College of Business. Discussion of issue when student S/U's a required course in their last term at OSU. If the student gets a D (D+, D or D-) they still pass the course, but since the student chose S/U grading, the grade is changed to a U resulting in no credit for the course. Jim's concern was that the choice of grading mode is preventing the student from graduating. The head adviser can accept the U as a passing grade (if the student got a D) and still allow the student to graduate, but then there is no consequence for not doing well in the course (the U does not count in the GPA). The policy is that the student petitions the ARC to change the grading basis back to A/F. Lately the ARC has been turning down these petitions. In the past, the ARC had an unwritten rule that if the student S/U a class in their last term and then needed it to graduate, the committee would allow them to change it back to a D and graduate. Much discussion but no action taken. General conclusions: 1. Better advising is needed for students before choosing the S/U option, particularly in the last term; 2. Advisers should strongly state on the petition form to the ARC if they would like the committee to approve the change of grading basis back to A/F for a student in the last term before graduation; 3. Student has the right of appeal to appear in person before the committee and then to appeal to Bob Burton's office.

5. Heather Chermak - Registrar's Office.
1. Telephone registration ending on Nov. 7.

2. Winter Term PINS for colleges changing PINS every term (Forestry, UESP, Engineering, Pharmacy, and Ag) will be out Wednesday or Thursday of next week.

3. Changing fees - there is no charge now for add/drop/withdraw/change of grading basis. Transcripts are free (student account must be paid up and there is still a $25.00 rush fee). Exam fee is going up to $80.00. This may change to a per credit fee in the future. Change of grade procedures will be changing.

4. Second week adds are still done at the Registrar's Office. Student must have a form signed by the instructor to add a class.

5. Retirement reception for Linda Cameron will be Oct. 23, 2-4 pm, Hawthorne Suite, Milam.

6. Kevin Price - Athletic Department. There will be a 3-part NCR form for advisers to use for athletic certification. The athlete takes this to his/her adviser before registration. Adviser (or head adviser) certifies which requirement each course will meet. Student then takes the form to Athletic Department. Adviser could approve extra courses in case student changes his/her mind. Athletic Department will certify that student is actually registered for these classes. Mary Alice will check the students' schedules and send any changes back to the advisers. John Shea recommended another head adviser meeting on this topic before winter term registration. The comment was made and seconded that START advising for athletes was much better this year.

7. Stephanie Hamilton - UESP. UESP will not give out student PINS after a student has declared a major. They will have to go to their new adviser for this. Stephanie handed out migration data for UESP students. The most students move in from Business and Engineering and move out to Liberal Arts, HHS, and Business. Stephanie summarized the National NACADA meeting in Dallas. The sessions can be accessed on-line at: http://www.nacada.ksu.edu/NationalConf/2003/handouts.htm. She urged us to apply for NACADA awards. There also is a Graduate Certificate in Academic Advising available through KSU in distance format. NACADA Region 9 meeting will be in Tacoma, WA April 21-23, 2004. Academic Advising Administrator's Institute will be Feb. 2-4, 2004 in St. Pete Beach, FL followed by an Assessment of Academic Advising Seminar on Feb. 5-6.

8. L.L. Stewart grant - John Shea asked for ideas for application. He would like to apply for a grant to survey best practices in advising across campus. Bob Burton said that advising is a central part of student learning. He has set aside 1-2 of these awards to be used for advising. Projects must be framed in terms of how they will help students.

John has distributed an adviser contact list by college. Be sure to look at the bottom of the Excel spreadsheet for tabs for the different colleges.

John read a draft he had written thanking Tim White, Bob Burton, the college deans and department heads for working hard to provide courses for incoming students during START. The formal and informal systems worked well to provide access for students.

ANNOUNCEMENTS:
Kris Winter - SOAR. Preview (Oct. 10) numbers are up. We are at 320 now vs. 350 at the actual event last year.
Bob Burton - Academic Programs. There will be an accreditation evaluation in the spring. They are making progress an advising assessment in CLA and UESP.

NEXT MEETING:
Wednesday, Nov. 12, 1:30-3:00 pm, President's Conference Room

Respectfully submitted,
Mary Ann Matzke, acting secretary
June 11, 2003, Agenda, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

Minutes
June 11, 2003

1:30 Major Changes in NCAA Academic Rules (20 minutes) Mary Alice Stander
OUTCOME: To educate head advisors and service units about the changes.

1:50 Update on advising assessment (15 minutes) Sarah Ann Hones; Bob Burton
OUTCOME: To update AAC members on the progress of the committee for advising assessment.

2:05 Change in Prerequisite Policy (20 minutes) Bob Burton
Outcome: To obtain feedback from the AAC regarding a proposal to change the prerequisite policy to allow
each department to determine which courses should have their prerequisites enforced by Banner. The
Curriculum Council and the UEC have approved this. See attached.

2:25 Retention Pilot Program (20 minutes) Debbie Bird
Outcome: To inform the AAC about and discuss a new retention pilot program.

2:45 Election of Secretary-Elect (5 minutes) All
Outcome: To elect a new secretary-elect (i.e., secretary for 2004-05 (and fall 2003?))

2:50 Announcements (10 minutes)
New Entrepreneurship Minor in the College of Business
Debbie Bird has an announcement!

Next meeting: October 2003
OUTCOME: Have a good summer!

Announcement
New Entrepreneurship Minor in College of Business
Academic Advising Council

April 9, 2003
Minutes

In Attendance:
Heather Chermak, Registrar's; John Shea, Engineering; Jim Coakley, Business; Sherri Willard-Argyres, CAS; Jane Siebler, UHC; Susie Nelson, E-campus; Kim McAlexander, HHS; Janet Nishara, EOP; Bill Smart, OIE Admissions; Mary Alice Stander, Athletics; Polly Jeneva, Liberal Arts; Monya Lemery, OIE; Mary Ann Matzke, Science; Allison Woods, Army ROTC; Judy Beck, School of Education; Stephanie Hamington, UESP; Angela Austin Haney, Pharmacy; Rick DeBellis, SOAR; Jennifer Duvall, Admissions; Jackie Balzer, SOAR; Linda Johnson, Athletic Academic Advising

1. Informing students about Services for Students with Disabilities - Tracy Bentley-Townlin (ALS 199 handout, for Fall 2003)
SSD is introduced to parents at START dessert sessions. Tracy encouraged advisors to include SSD as part of our START presentations, especially the new ALS 199 course described below. SSD encourages students to let their advisors know they have a disability and need/receive services. The disability has to be documented in order to receive services; however resource referrals are given to students (and advisors) with questions.
There is no diagnostic testing on campus; off-campus referrals can run anywhere from $350 for straight learning disability (LD) testing to $1500 for Attention Deficit Order and Attention Deficit Hyperactive Disorder (ADD or ADHD).
During K-12, students had their special education teachers to advocate for them; now in college, they need to advocate for themselves. Very difficult for many students. Tracy is introducing ALS 199 Introduction to Disability Services for Fall 2003. This is a co-taught class by Tracy and students who have previously used SSD services. The course will use role modeling on how to tell instructors/advisors of their disability and need for services. This course does not replace Odyssey.
SSD currently has 100+ incoming students identified as needing services for Fall 2003. Only about two of those show up for the Connect Session, hoping the ALS Class will provide an alternative forum for students to attend and receive information.

John asked to make alternative testing as easy as possible for faculty and noted issues about where/when to pick up tests.
Tracy noted the on-line database for testing contracts, which the student and faculty member complete. They, together, set the time/date and pick-up/drop-off location for the test. SSD then sets up a proctor for the test. SSD currently provides proctors for 1500 tests each term. Tracy also noted student jobs available through SSD as Note-takers (over 300/year), Proctors (about 30 graduate students), Readers (about 30 graduate students and emeritus faculty), and Lab and Library Assistants. Request to remind faculty to put statement in their syllabi about need for access. Tracy noted this makes students feel more accepted in the classroom, better success.

2. MTH 102 and 103, alternatives to MTH 65 and 95 (Hal Parks, Larry Griggs)
Curriculum Council approved MTH 102 and 103 as preparatory courses for MTH 111. MTH 103X has been successful in EOP; students better prepared for MTH 111 than those that took MTH 95. MTH 103 combines components of MTH 95 and MTH 111, and can replace as ALS 199, Algebraic Reasoning. MTH 102 combines components of MTH 65 and 95.

MTH 103 does not count for Baccalaureate Core. MTH 103 is good preparatory for MTH 211, 212 and 390 sequence. MTH 102 and 103 are currently for EOP students only. Future opening to all students depends on Math department and funding.

MTH Placement comments came up and need for future meeting to talk about self-placement test to
take "before" coming to campus. It seemed consensus of the group that the Math department needs to
take ownership of the Math placement tests, etc., not the advisors.

3. **Scheduling of MTH 65 and 95 (Susie Nelson)**
MTH 65 and 95 load in mainly in the fall. E-campus wondering how advisors might help spread the
demand to other terms. Comments were that students needed to take 65 or 95 before moving on thus Fall is the logical term.

Suggestion to offer 65 and 95 in the Summer, currently not happening. Also suggested evening
sections and "mid-session" sections the week before school.

E-campus handout for distance courses that students can take while still in high school. Questions
regarding these courses can be directed to Tryna Luton, 737-9732.

4. **Career Services Open House/Feedback from Winter Career Fair (Kyle Cassady)**
Open House Handout - April 17, 2:00 - 4:00 PM, 8 Kerr Admin. Bldg. Designed for advisors, come and
go format.
Career Connections Newsletter - FYI
Career Fair Success - Kyle thanks advisors for their assistance in forwarding information regarding the
career fairs, since the two top ways students found out about the career fairs are "Email," and "direct
word of mouth from advisors and professors."

5. **Academic Standing Report (Heather Chermak for Mary Rhodes)**
Heather handed out the Academic Standing Report summary.
Also discussed priority registration for Fall '03. Spread out Juniors and added a day for all others.
(Someone brought up that N-R is at the "end again.")
Summer Session registration opens Sunday, April 13; Fall opens Sunday, May 18.

6. **Commencement (Heather Chermak)**
Honor cords are based on Winter term grades. Let Registrar's office know if you have students that are
"close" and may qualify by Spring graduation.

VISA issues for undergraduate international students and commencement participation were discussed. Students apply for Summer graduation; letter from head advisor, indicating which term they'll really
graduate. Students can't come back into the country due to VISA issues. Jim Coakley noted it's an
ethical issue to advise to file in Summer Session, when they won't graduate until Fall. Would prefer for
letter to emphasize that it's a 'process issue', not advising to "lie" about graduation timing. Registrar's
personnel suggested applying for Summer graduation, with "process letter," noting they'll be walking in
the spring.
Question? Can all fall grads walk in this same manner? It was really set up for international students. Current "rule" is, "summer potentials are included in Spring graduation.

7. **AAC Guidelines (Sherri Argyres)**
Sherri had presented the draft guidelines at an earlier meeting. Office of International Programs moved
to accept the guidelines as written; Athletics seconded. Unanimous.

8. **Disruptive Behavior (Scott Etherton, Paulette Ratchford, Rich Shintaku)**
Handout drafts were attached to agenda. Send feedback to Rich or Paulette.
Main emphasis: have boundaries (and make them known), hold accountable, seek change in behavior,
and empower.
Preparing to create a website for faculty resources. Important to have faculty define
parameters/expectations/boundaries in syllabi, day one course introductions, etc. Other resources that
are or will be available via the web: Q&As regarding Disruption in the Classroom, Student Conduct
Regulations, Conduct Mediation, Workshops (however, no workshop resources available currently). To
find these resources: [www.collegepubs.com/ref/SFX000911.shtml](http://www.collegepubs.com/ref/SFX000911.shtml)

Important to have process set up in your office/classroom to follow in case serious situation arises.
Student Conduct perspective: Call their office when in question about an issue/occurrence. Send email -
"write it down" to have a written record of what was said/transpired that was disruptive. What were the expectations that were violated?

Suggestions for getting information to new faculty: New Faculty Orientation.

9. **Announcements**
   - Need for AAC meeting place for 2003/04. MU will be charging for meeting room usage. Need space for up to 30. Options might be, Peavy, Pharmacy, Women's Bldg., and Science. Vickie Nunnemaker will contact those that noted possibilities.
   - Sabah will be invited to present 2007 at a future meeting; particularly addresses the "service centers" and how that may effect advising.
   - Debbie will call meeting for those interested in learning more about the Union's calling up advising positions, and how to best move forward.
   - Bob Burton will be invited to future meeting to update on Academic Assessment.
   - Athletics (Linda Johnson) Athletics is working hard to have all new athletes attend START. She asked for feedback on how to address student athletes' needs. SOAR's chart on 'how to contact' at non-START times, may already work. Also noted group appointments.
   - Debbie, on behalf of the Academic Standing Committee, commented that it's important for the College Academic Advisor, as well as Athletic Academic Advisor, attend academic standing hearings for students they wish to see reinstated.

   **Reminder for Jennifer's going away party**
February 12, 2003
Minutes

In Attendance:
Mary Rhodes, Registrar's; Heather Chermak, Registrar's; Rick DeBellis, SOAR; Linda Johnson, Athletics; Roy Rathja, Engineering; Jennifer Duvall, Admissions; Susie Nelson, Extended Campus; Dick Thies, Science; Janet Nishihara, EOP; Stephanie Hamington, UESP; Louie Bottaro, CLA; Sherri Argyres, Ag Sciences; Jane Siebler, UHC; Laurel Ganon, Army ROTC; Carol Leder, Business; Bonnie Maxwell, School of Education; Rebecca Sanderson, Student Affairs Research and Evaluation; Monya Lemery, OIE; Gene Newburgh, HHS; Bob Burton, Academic Programs; Phil Brown, IS; Kyle Cassady, Career Services; and Debbie Bird, Forestry

SEVIS Student Tracking System - Valerie Rosenberg
Outcome: To make the group aware of this new system for tracking international students. Val's presentation can be seen at: http://oregonstate.edu/international/oie/iss/SEVIS%20Update%20General_files/frame.htm

SEVIS = Student and Exchange Visitor Information System
Highlights:
- Only the F and J visa categories will be in SEVIS.
- "Falling Out of Status"
  Most important advice to students is to register full-time! If not full-time, they're considered out of status. Undergraduates cannot drop below 12 credits. It's better to receive an "F" for immigration purposes.
- Reinstatement Period
  - Limited to 5 months
  - Reinstatement only occurs if:
    - Natural Disaster
    - Health
    - Other circumstances beyond student's control.
- International students "must" attend an orientation or a "hold" will be placed on their registration. This applies to Exchange students as well, but a special orientation can be set up for them. Contact Valerie Rosenberg in OIP.
- Any paperwork on international students after February 15 must be SEVIS compliant.
- Limit of 3 credits of distance education can be used towards full-time credit status for F1 and J1 visas.
- Immigration has special rules when it comes to FERPA; has discretion to ask for special information. Refer all such requests to Mary Rhodes in the Registrar's Office.
- Curricular changes need to be reported. Not as important for undergraduates as for graduates.
- General Student Questions call:
  - Valerie Rosenberg, 737-4629
  - Laurie Lewis, 737-4630
  - Marybeth Trevino, 737-6477

Updated AAC Standing Rules, Guidelines, Membership - Debbie Bird
Outcome: To Review the new draft of AAC standing rules, guidelines, and membership.

Subcommittee's draft was reviewed. The changes are noted in the attached. The revised Standing Rules portion will be brought forward to Faculty Senate as needed.

The Standing Rules sentence referring to selecting Dar Reese Excellence Award will now read: "The immediate past chair of the AAC shall participate on the Faculty Recognition and Awards Committee in selecting the recipient of the Dar Reese Excellence in Advising Award."
Sherri was concerned that the AAC needed clearer guidelines, or "guidelines." She will draft her thoughts and bring back to the council.

**New Admissions Criteria** - Roy Rathja
Outcome: To update group about its requests regarding urging students to take meaningful, advanced course work in preparation for college.

Roy noted a final meeting was going to be held, then brought to Faculty Senate to vote on. Roy will forward finalized copy to Sherri to distribute to the AAC. Roy noted they've moved away from the "three tiered" proposal; will be using an "Admissions Index" rating system comprised of a composite of various factors including GPA (based on the core 14 subject requirements), SAT or ACT; AP, IB, CC credits, and HS College prep; and the written assessment (that will not be called "behavioral assessment").

The cost to implement will be about $50K more than current cost. The "Admissions Index" can also be used for University scholarship selection, so this would save some in overall costs.

**Registrar's Update** - Mary Rhodes
Outcome: Provide information update.
- Students can now order transcripts off the web, official and unofficial. (hand out)
- Web Grading - One-hour information/training sessions (flyer was handed out and will be sent via email notification). As of summer '03, all grades must be submitted via Web Grading.
- Grades can be maintained in Excel and dumped into Web Grading.
- Academic Standing Report for summer and fall '02 (handout)
- Registrar's office now has web page: [http://oregonstate.edu/registrar/](http://oregonstate.edu/registrar/)

**National Survey of Student Engagement** - Rebecca Sanderson
Outcome: To inform about the results of this survey, which assesses the degree to which students are actively engaged in empirically derived good educational practices.
(Refer to handout of Executive Summary)

Highlights:
- Data was collected February and March 2002, 2nd survey is going on currently.
- 42% response rate. According to Benchmark (handout), the OSU results don't look very stellar.
- Student Affairs can "over sample" your students in this current survey if you wish. Cost is $6/student sampled. If interested contact Rebecca Sanderson, 737-8738; [www.iub.edu/~nsse](http://www.iub.edu/~nsse)
- Next Steps:
  - NSSE Research Project
  - Oversampling as requested (response rate about 40%)
  - More in-depth conversations about the data w/in the colleges.
  - 2003 data collection.

Other:
- UHC Spring Schedules were handed out.
- Career Services handouts:
  - Career Week - February 17-24
  - Engineering Career Fair February 26
  - Both events in the Alumni Center
January 15, 2003, Minutes, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

January 15, 2003
Minutes

In Attendance: Kyle Cassady, Career Services; Janet Nishihara, EOP; Joan Gross, CLA/International Issues; Angela Austin Haney, Pharmacy; Clara Horne, Business; Roy Rathja for John Shea, Engineering; Polly Jeneva, Liberal Arts; Susie Nelson, Distance Education; Monya Lemery, OIE; Bill Smart, OIE Admissions; Jennifer Kuzepa Specter, SOAR; Mary Alice Stander, Athletics; Mary Ann Matzke, Science; Rebekah Lancelin, UHC; Sherri Argyres, CAS; Bob Burton, Academic Programs; Judy Beck, School of Education; Jennifer Duvall, Admissions; Stephanie Hamington, UESP; Heather Chermak, Registrar's; Mary Rhodes, Registrar's; Phillip Brown, Central Computing; Carla A. Simonson, Central Computing; Wende Feller, Student and UESP Advisor; and Debbie Bird, Forestry

OSU 2007 International Program Issue Group - Joan Gross (refer to handout)
Joan summarized the "2007" International Issues Group proposal, addressing international academic and informal programs, for more association to OSU's mission.

Number one priority identified was the need for more students to be involved with International Programs. Goal is 10% of undergraduates enrolled in International programs; currently 2%. Would involve: changing the OSU culture, increasing scholarships for study abroad. Introduced credit program in Anthropology which would fulfill the Western Culture or Cultural Diversity requirement.

Referenced 4.2d and 4.2e of her handout; Holding an International Fair start of fall term; include returned study abroad students to talk to START, Odyssey and other freshman-heavy classes.

Number two priority was desire to increase the number of international students at OSU. Encourage individual colleges/departments to market better on websites; highlighting all international programs, alumni groups around the world.

Joan asked for comments to be returned to any of the four major subgroups of the 2007 strategic team. Comments from those in attendance:
- Orientation course suggested for those going on exchange.
- Difficulty finding relevance with all programs.
- Structural issue, doesn't take professional student programs into account. Problem with credit for Bacc Core, Engineering students need a Bacc Core each term so as not to burn out. All in one semester doesn't allow for this balance. Waiver, as recommended to CIPT, won't count; the students need the credits.
- Needs to also address distance students, Cascades Campus students.
- Solicit international alumni for financial assistance for students coming here.
- Parents of current international students being advocates too.
- Chronicle of Higher Education article, more aggressive recruiting on behalf of U.S. We've been sitting on our laurels and U.S. government impediments.

Proposed Changes to Admissions Criteria - Roy Rathja (Refer to handout.)
Roy emphasized that the admissions committee was:
- not a 2007 or Faculty Senate committee,
- interested in student success, not enrollment management (even though the proposal does address enrollment management, it's not its sole function).

SAT scores are a poor indicator of student success (about 7-8%); while high school GPAs are (about 27% predictability); both GPA and SAT about 30% predictive ability variability; other factors are also good (i.e. Sedlacek's behavioral interviewing).

Current procedures:
  3.0 GAP; GPA & SAT; Admissions Committee.

Proposed:
  3.25 GPA; behavioral assessment, rigor of coursework; petition to Committee.

Responses from those in attendance:
- Transfer students will not be evaluated with this process.
- Concern not encouraging students to take AP, IB, etc. with HS preparation. Dilution of HS coursework.
- Right of College what to count or not.
- Issue of no "ands" and "ors" in the proposal (needs clarification).
- Suggest needing 3.25 "IN" the 14 required courses (many felt this would be best)
- IB?
- Tier II, College level in HS or Community College? (either one)

**PRAXIS - Judy Beck** (Refer to handout)
Tests to be a licensed teacher. Three workshops to be offered by Education Testing Services. First two limited to 80 students; third limited to 50 students. February 1 deadline. We can also provide our own workshops. Honor Societies sometimes do these workshops too.

**Meeting with Tim White - Polly Jeneva**
Polly asked if the AAC wished a meeting with Tim White. There was no response, thus no meeting will be asked with Tim at this time.

**OSU 2007 Student Experience Core Planning Team - Larry Roper**
Larry gave a brief overview from the subgroups of the Student Experience Core Planning Team. Suggested referring to the 2007 website for full proposals submitted.

**Academic Access, Advising and Student Success**
Promoting student success through strengthened advising and integrated opportunities; advising; testing; tutoring; information; integrate relationships of various offices, as well as structurally.

**Career Development/Student Experience**
More coherence to internships. Ways to provide more uniform access to employment opportunities while at OSU. Partnerships with employers and departments at OSU. Structure and coherence to departments.

**Community and Student Development**
Institutional outlook on Student Development to department level. Sense of community of campus among students, faculty and staff. Development? Project progressive growth of student, and role we play in shaping those. Create Undergraduate College - this was rejected by another group. Front loading resources in 1st two critical years to ensure success.

**Enrollment Management Group**
Address issues that impinge enrollment management that affect retention; how to manage student access to courses and curricular activities; financial aid and ability to pay; relationship with business processes of University; departmental management; access to Higher Education; employment issues (ability to pay). Structural recommendations to have all together in one structure, organizational variables. Student financial services main area. Larry thought one place for student to take care of all financial issues to pay for their education.

**Assessment Group**
Create structure to help assessment of University functions. To support anyone who wanted to do assessment and ability to produce the data for collection and provide for others assessment. To draw on relationships. Create program structure for institutional assessments.

**Diversity Group**

Degree to which we manage and support diversity instruction, personal tools for success, processes and structure. Diversity programs and services to be coherent, effective and relevant. How to organize what exists to make sense to students. What type of leadership is necessary to pull these resources together and effectively lead and manage them over time to be coherent and make sense to people (organizational structure and leadership). No new $$ in this proposal.

**Housing/Dining Group**

Capital construction for next 50 years, and institutional structure to do so. Partner with City of Corvallis, housing management and standards plan. Habitation standards and managing information about that. Database for housing availability for students. Particular focus on first year living in residence halls. No first-year pledges to fraternities/sororities; Greek community highly involved.

**International Education Programs**

Ways to integrate access to information. International Experience with the general student experience. Partnership with student involvement to work with information on international programs, etc. Bridge with OIP for information sharing to broaden international perspectives.

Someone asked about the Proposal for Undergraduate College. Larry noted this was in another group, but explained the Undergraduate College proposal was for all new students to enroll in UG College. All have same UG experience, then go to a major. Some Universities do this sort of process. Group felt it would serve ourselves well focusing first two years of experience and resources there.

The 2007 Steering Committee will integrate all and a series of recommendations will go forth. Overlaps and contradictions will be dealt with prior to final submission to the Provost.

Send Larry your comments regarding the Student Experience subgroup proposals.

For February 12, 2003 AAC Agenda:

- SEVIS
- AAC Standing Rules/Committee Structure Proposal
Academic Advising Council

December 11, 2002
Minutes

In Attendance:
Jane Siebler, UHC; Susie Nelson, Distance Ed; Mary Ann Matzke, Science; John Shea, ENGR; Stephanie Hamington, UESP; Bob Burton, Academic Programs; Valerie Rosenberg, OIE; Monya Lemery, OIE; Clara Horne, BUS; Bonnie Maxwell, SOE; Heather Chermak, Registrar’s; Jennifer Spector, SOAR; Linda Johnson, Athletics; Mary Alice Stander, Athletics; Polly Jeneva, CLA; Kim McAlexander, HHS; Sherri Argyres, CAS; Karen Estrada, HHS; Jennifer Duvall, Admissions; and Phillip Brown, Central Computing.

1. Intros (see attendance list)

2. Curricular Issues Planning Team (Nancy Rosenberger, Gordon Matzke, Polly Jeneva)
   - Academic Advising: Establish standards for academic advising with the recognition that the standards may need to be customized by college. Focus on effectiveness of advising beyond just student satisfaction. Must provide for professional development.
   - Technology to assist advising: Not addressed by this committee but warrants attention by head advisors. Simplifying graduation requirements, e.g. eliminating overlapping college and university requirements, would help.
   - Study Abroad: Considering block transfer to Baccalaureate Core. This has many issues including DPD and overlapping requirements. Also, there has been discussion about using language study for Cultural Diversity.
   - Advising group: Liberal Arts and UESP will be used to identify possible performance measures for advising.
   - Testing out of a course: How to make it easier.
   - PASS proficiencies: Maybe OSU credit, future.
   - Large classes: Must invest in making large classes better. As a corollary, small classes required of all students (e.g. WR 121, COMM 111) are the current bottleneck.
   - TA training: Part of the proposed teaching center.

3. Planning for next meeting
   - Proposal to make registration PIN available to students who have already registered. This was generally supported by everyone. A draft proposal will be circulated.
   - January meeting to include Student Experience Core Planning Team, International Programs Issue Group and proposed changes to admissions criteria
   - February: SEVIS Student Tracking System.

4. Institutional and Unit Management Core Planning Team (Clara Pratt)
   - Clara provided an overview of the committee's proposals. The details are available at the 2007
Big picture focus on five institutional principles:

- Access: All students in Oregon, revisions to admissions criteria to improve retention.
- Graduate Study: Concerned that approving many more new programs than eliminating existing ones.
- Diversity: Going the wrong way.
- Resources: Ensuring equitability.
- Quality: Establish standards.

5. Scholarship, Research and Creativity Core Planning Team (Rich Holdren and Debbie Slover)

- Looked at current opportunities on campus, not just creating something new.
- Used Honors College and other programs to better understand current opportunities.
- Recommendations: Promotion of activities that already exist, explore service learning, and better promotion of successes to recruit students.
November 13, 2002, Minutes, Academic Advising Council, Faculty Senate, Oregon State University

In Attendance:
Jackie Balzer, SOAR; Jennifer Specter, SOAR; Kyle Cassidy, Career Services; Stephanie Hamington, UESP; Sherri Argyres, CAS; Bonnie Maxwell, SOE; Judy Beck, SOE; Jane Siebler, UHC; Mary Ann Matzke, SCI; Susie Nelson, Distance Ed; Kim McAlexander, HHS; Mary Rhodes, Registrar's; Clara Horne, BUS; Bill Smart, OIP; Janet Nishihara, EOP; Mary Alice Stander, Athletics; Polly Jeneva, CLA; John Shea, ENGR; Jennifer Duvall, Admissions; Carla Simonson, Central Computing; Phillip Brown, Central Computing; Tracy Ann Robinson, WIC; and Bob Burton, Academic Programs

1. **Intros (see attendance list)**
   Leslie Davis Burns briefly stopped by to say 'hi' to everyone and reflect on her experiences with the AAC.

2. **"2007" process and AAC's input**
   As chair of the AAC, Sherri had been invited to meet with Bruce Sorte, Faculty Senate president elect. Bruce remarked on the size of the committee, and asked what issues would likely be of importance to the AAC this year. Sherri replied OSU 2007 and assessment of advising. Bruce encouraged the AAC to be proactive in providing feedback about OSU 2007 proposals and in furthering assessment of advising. Sherri asked what the AAC would like to do regarding these. The conclusion was to have Sherri, as chair of AAC, contact the chairs of the various "2007" committees and ask about engagement opportunities in areas of academic advising or areas which would have an affect on academic advising. Bob Burton said that he has formed a task force on assessment, and the task force has selected CLA as a test college for assessment of advising. Sherri asked whether the AAC would have opportunity to provide feedback to the task force prior to the initiation of its activities. Clara Horne said that she and a representative for Polly Jeneva are on the task force, and that they could be the representation for the AAC. Also, Bob agreed to regularly inform the full AAC about the task force's progress.

3. **AAC Standing Rules and Membership**
   Sherri asked for issues group to redefine purpose of group, membership, official representative list and who votes. After much discussion, it was decided to have a subgroup (Jackie Balzer, Jennifer K. Specter, and Debbie Bird) recommend a list for AAC Membership. This was to include listserv membership as well, members of which may or may not attend meetings regularly, but important to receive agendas, minutes, etc. NOTE: This subgroup met and will have a draft recommendation out forthwith.

   Comments re: purpose of AAC from the full AAC meeting included:
   - History was shared by Clara Horne, Bill Smart, and Polly Jeneva. AAC was developed as an information sharing body, and not necessarily intended as a Faculty Senate committee.
   - More attendance at AAC helps put faces with names of those we work with.
   - Importance of outreach of the various groups so they know they're on AAC (noting some folks never attend, yet they are on the membership list)
   - Important place to exchange and share information relevant to how we advise students.

4. **IV. School of Education Dual Degree Program**
   Purpose to update all on the proposed new dual degree program being developed. Refer to handout (if you need handout, contact Bonnie Maxwell in School of Education).
   Summary of conversation:
   - 6 task forces working on design & details of new dual degree program. January 1 projection date.

"Double degree" to earn concurrently with academic degree. Modeled much like the International Degree. Student must have a primary degree, with the Education degree done concurrently.

- Generally it will take four years. Students still have to complete MAT within six years of the double degree program for permanent teaching certificate.
- There are two tracks: licensure program, Pre-K through 12; and adult education oriented track for Community college teachers; 4-H reps, etc.
- Send student questions to Bonnie Maxwell. She's putting together a FAQ page.
- Send names and emails of interested students to Bonnie Maxwell.
- As details unfold, AAC will be sure to be notified and updated.

5. **V. NCAA Rules**
   Refer to handout from Mary Alice Stander, paying particular attention to Rule IV, "Raises percentage of degree required from "25/50/75" to "40/60/80."
   - 40% after two years (instead of 25%)
   - 60% after three years (instead of 50%)
   - 80% after four years (instead of 75%)

   Biggest effect will be UESP students and transfers as they will need to meet these percent completion rates as well.

   (If you would like the handout, please contact Mary Alice Stander, Athletics)

6. **Course Access**
   "We will find places." (R. Burton) There will be a temporary reinstatement to access funds. Carla Simonson's GQL query for open classes can be obtained from John Shea or Michelle Abbott. Carla was asked to add these buttons to the queries.

7. **VII. Announcements**
   Student emails are on BANNER.
   International Education, SEVIS requirements and VISAs need to be discussed at a future meeting.
October 9, 2002
Minutes

In Attendance:
Sherry Argyres, College of Agricultural Sciences; Karen Kvidt (for Polly Jeneva), College of Liberal Arts; Mary Alice Stander, Athletics; Jennifer Duvall, Admissions; John Shea, College of Engineering; Mary Ann Matzke, College of Science; Stephanie Hamington, UESP; Mary Rhodes, Registrar's Office; Keith Parrott, College of Pharmacy; Bonnie Maxwell (for Judy Beck), The New School of Education; Clara Horne, College of Business; Jane Siebler, Honors College; Ruth Erin Carter, Honors College; Jill Gutzler, International Programs; Monya Lemery, International Programs; Kim McAlexander, College of Health and Human Sciences; Bob Burton, Academic Programs; Jackie Balzer, SOAR; Debbie Bird, College of Forestry; Phil Brown, IS; Carla Simonson, IS; and Delphine Jackson (for Janet Nishihara), EOP.

INTROS OF NEW FOLKS OR OLD FOLKS IN NEW ROLES

1. Requiring PINS for degree-seeking students for summer (Karen Kvidt)
   DESIRED OUTCOMES: To determine whether this is a way advisors can ensure that new freshmen who enter summer receive advising.
   OUTCOME: Sub-committee, lead by Bob Burton will look into technical issues and report back to AAC. Suggested to get enrollment data and START attendance from Jennifer.

2. Paying for classes (Karen Kvidt)
   DESIRED OUTCOMES: To determine if there is a way to deal with the emerging issue of students being offered money to drop classes.
   OUTCOME: FYI item. Watch and monitor for future discussion.

3. Advising students seeking a minor (Sherri Argyres)
   DESIRED OUTCOMES: To gather information on how advisors handle advising for the minor, and to determine whether there are informal agreements the colleges might make about the messages we give students about the importance of seeking advising for their minors and declaring minors.
   OUTCOME: Most reported sending students seeking minors to the minor department. Issue of graduation audits was raised and noting Business and HHS' minor audit forms they send out. All should advise their students on "officially declaring" their minors so they're captured in BANNER.

4. Associate of Science Oregon Transfer (ASOT) (Bob Burton)
   DESIRED OUTCOME: To explain the ASOT Community College course transfer articulation agreement, and to obtain feedback and address any questions, issues, or concerns about the ASOT.
   OUTCOME: Make both AAOT and ASOT consistent; removing DPD from both. Bob Burton will work with the Baccalaureate Core Committee. Advisors will continue to "check off" requirements appropriate with articulation agreements.

5. Enrollment 2007 Design Team Proposal (Bob Burton)
   DESIRED OUTCOME: To obtain feedback on the proposed movement of some Academic Programs functions from the Academic Programs unit to the Enrollment Management unit. See two EM 2007 attachments.
   OUTCOME: Bob handed out a revised draft of his concerns on EM 2007 recommendations. Jackie clarified role of seeking input from AAC. Asked for feedback be sent to Bob or reps on the various "2007" committees.

6. Phi Kappa Phi Lists (Jane Siebler)
   DESIRED OUTCOME: Answer to the question: Do you (advisors) prefer to provide your own list of students to be honored (i.e., juniors with at least a 3.5 and in the top 10% of their class), or do you
want Phi Kappa Phi to generate each college list, to which you may react?
OUTCOME: Advisors agreed that PKP would pull and send out lists for advisors to check. PKP will include "explicit instructions, including definitions" for the various pulls they do for PKP Junior Accolades, Membership, Graduate Fellowship, etc, so that advisors can check the PKP pulls against their own lists.

7. **International opportunities for students** (Monya Lemery)
DESIRE OUTCOMES: To make advisors aware of the international opportunities available, and to address any questions advisors have about those opportunities. See Information for Advisors attachment.
OUTCOME: We got treats! Along with valuable information and request to better inform students about International Opportunities. Request was based on student feedback that OIP had received.

8. **Announcements**

**Career Services** will be conducting 3-part workshops for students who are undecided about either their major or career. The workshop's centerpiece is the Discover computer assessment of interests, values, majors, careers, etc. that Career Services offers online. Workshops start on October 16 and on October 17. See Discover attachment

Mary Rhodes handed out an explanation of the **Dual majors, Double degrees**. Dual or Multiple Majors receive "one" diploma; Double degree majors receive two, or more, diplomas. (i.e. FE/CE with International Degree will receive a diploma in FE, a diploma in CE, and a diploma for International Degree)

Request was made for **student rep for AAC**. Do your recruiting for this and have interested students contact ASOSU in the Student Involvement office, MU East.

**MEETING ADJOURNED TWO MINUTES AHEAD OF SCHEDULE. WAY TO GO SHERRI!**

**Future Meetings** (all in MU Council unless noted otherwise)

- Wednesday, November 13, 2002
- Wednesday, December 11, 2002
- Wednesday, January 15, 2003
- Wednesday, February 12, 2003
- Wednesday, March 12, 2003
- Wednesday, April 09, 2003
- Wednesday, May 14, 2003
- Wednesday, June 11, 2003
May 8, 2002, Minutes, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

May 8, 2002
Minutes

In attendance:
Stephanie Hamington, UESP; Bill Smart, OIE, Admissions; Clara Horne, Business; Dick Thies, Science; Susie Nelson, Distance and Continuing Education; Jane Siebler, Honors College; Kim McAlester, Health and Human Sciences; Michele Sandlin, Admissions; Jennifer Duvall, Admissions; Phillip Brown, Central Computing; John Shea, Engineering; Polly Jeneva, Liberal Arts; Bob Burton, Academic Affairs; Jackie Balzer, SOAR; Debbie Bird, College of Forestry; Kendall Watkins, College of Agricultural Sciences; Janet Nishihara, EOP; Heather Chermak, Registrar; Keith Parrott, College of Pharmacy; Kate Peterson, Financial Aid and Scholarships; and Monya Lemery, OIE, ID Program

April minutes accepted as submitted.

Schedule of Classes update - Heather Chermak
Fewer copies were printed this year because we have been using fewer copies. If anyone needs more, let Mary Rhodes or Barbara Balz know. As far as Heather knows, the Schedule of Classes will not be eliminated completely.

There is a mistake in the fall book: for the Writing III bac core course, PHL 101 should not be included in that list - it does not meet the Writing III requirement.

University Scholarship Program - Kate Peterson
Applications for financial aid have increased 23% since 2000-2001 From 1925 in 2000-2001 to 4047 in 2002-2003

Average need for Oregon students has increased 17%

We are facing an increase in demand without a corresponding increase in supply of funds, so Financial Aid and Scholarships is trying to spread the money more thinly. There is more and more unmet need with out-of-state students being hit the hardest. They are trying to shift more to nonresidents, but are still not even approaching the amount of need.

After 9/11, endowments took a beating and the Foundation has been squeezed (Presidential Scholars especially as more accepted the offer last year than was expected)

Criteria for university scholarships
Presidential - 3.85 GPA, 1300 SAT, top resume (357 applicants met minimum criteria; there are only enough spots for a total of 200 students in all class levels at one time)
Diversity Achievement - 3.25 GPA, 1200 SAT, preparedness and financial need (very broad)
Provost - 3.75 GPA, 1200 SAT, top resume (out of state)

Math Placement - John Shea
He did not receive any comments on proposal to go back to written test, therefore he is proceeding with plan to return to pencil and paper math placement test. It is important to remember that timing will be tight at START sessions, especially the one-day sessions.

There is also discussion of converting it to an internet exam in the future so that students can take the test prior to START.
Foreign Language Placement - Michelle Sandlin

If a student does not have 2 years of the same language in high school, then he or she has not met OUS requirements and must take 2 terms of the same language at OSU. This requirement also applies to transfer students who graduated from high school after 1997.

American Sign Language counts toward fulfillment of the requirement (COMM 377, 379).

Credit by exam option. If a student places in Spanish 112, for example, he or she can challenge Spanish 111 BEFORE completing 112. It costs $60.

Bilingual students must take an assessment. Admissions has a list of certified assessors. Advisors can also check with the foreign language department for qualified examiners.

If a student shows a DFL code on the graduation audit, but the student has fulfilled this requirement (usually by being bilingual), the advisor can send a note to Admissions letting them know that the student has met the requirement by being bilingual (student must take assessment).

Requirements Committee - Clay Torset

Late add petitions - during periods of tight enrollment, students find innovative ways to get into classes such as staying in class until the last day to withdraw, adding during dead week, adding the entire schedule after the term is over, registering for the 500 level in 400/500 courses then switching to the 400 when space becomes available, etc.

The ARC proposes requiring the department chair to sign late adds to make sure that they indeed wish for the student to add the class. Thus, in severely impacted departments, the chair can say no to these requests.

Discussion:
It is very hard to get into classes and it will get harder; couldn't we help a little?

Isn't it ultimately up to the instructor?
Students not on the roster should not have their work graded.
English department already doing this.
Won't be consistent across departments.
ARC looks for student intent - financial hold, family circumstance, registration error (hard to tell on this one)
Should the last day to add be earlier, or should the drop date come before the add date?

Clay requested comments by June 17th.

Academic Advising Discussion - Bob Burton

Without the new budget model, 1.5 million is set aside for access funds. The money is still there, but has been thrown into the budget model. The total is still close to 1.5 million in the draft budget. Some colleges do better than others - those that provide more access/classes do better.

What was previously the Provost's responsibility has now been shifted to the deans so that they are ultimately responsible for sections being created. The deans need to identify where they expect problems, bottlenecks.

It may become necessary to adjust program requirements in the face of course access problems. If this appears necessary, get in touch with Bob Burton.

What do we do in August if all classes are full? It is not practical to invite students to campus if we don't have any classes available for them. Is it indeed our goal to guarantee each student a full, relevant schedule?

The dire nature of this situation is finally being heard at the higher levels. Bob encouraged us to go to the President and the Provost as well.

June 12 will be the last meeting of the academic year. Beginning at the following meeting, Sherri Argyres will be the chair of the committee and Debbie Bird will be secretary.

Adjourned.
Chaired by Jane Siebler while Keith Parrott was out of town.

**Introductions/Announcements**
Susie Nelson, DCE, announced that DCE will no longer honor staff rates or student teacher/mentor vouchers beginning Summer Session 2002. Bob Burton, Academic Affairs, noted the Summer Study Privilege is also considering not accepting vouchers beginning Summer Session 2003.

**Implementation of New Colleges - Barbara Balz**
Barbara Balz, Registrar, explained the changes effective Fall '02 for the new college merger (HHS) and the School of Education. Enrollment restrictions for college code will be in effect, same as with pre-requisites and notes for college codes. Currently enrolled students' records, in the two colleges that merged (HHP & HE&E), will change for fall term just prior to PINS and registration for fall term (April 29). This does not effect records for spring or summer terms.

Advising and graduation audits will not change for spring. Will be the "old college." July audits will have the new codes on them. Admissions updated records for Fall term to reflect the new codes.

New college codes: HHS = 21; School of Education = 03
Use new codes for fall term after April 29.

**Commencement - Heather Chermak**
Before talking commencement, Heather noted:
April 7 Summer Registration began
April 29 Fall PINS available
May 19 Fall registration begins
Priority registration dates with alpha designation will be sent by Mary Rhodes.

**Commencement Countdown - April 23-25 in the Ballroom**
Cap/gown, tickets, etc.
3,904 graduation letters have been mailed.
Will be held at Reser Stadium, rain or shine.
Commencement Hotline (541) 737-9390 - tickets, seating, etc.
Website: [http://www.oregonstate.edu/events/commencement](http://www.oregonstate.edu/events/commencement)

Heather also asked if we still wanted the printed grade slips and labels. Since it varies by college, Heather asked that we email her with our preferences.

**University Scholarships - Status/Update**
Laurie Franklin was unable to attend so the following conversation took place. Debbie emailed Laurie with our questions and she will be asked to a future meeting. Ask Laurie for preferred deadlines and update on what’s going on. Colleges would like to coordinate scholarships with financial aid awards as best as possible.
Questions we wish Laurie to address are:
- Competitiveness of Scholarships - parents asking why their 4.0, etc. student hadn't received a scholarship offer.
- Where's the Money? - status of number and amounts of awards due to economic picture and loss of OSU earnings.
- Lack of information from Financial Aid, this comment had come from students and parents.
Math Assessment - John Shea

Meeting on April 11, seeking recommendation from committee. It's (Math Assessment) currently scheduled for right after the academic presentations. Noted the math assessments are just a sample, not the end all when placing students. Committee is not fixed one way or the other on paper or computer tests. Bob Burton noted two (2) critical issues for determining recommendation:

1. clear academic reason to prefer one over the other;
2. timing of test and tightness of day's schedule.

Question was asked, what about mail out test to have taken at home, as part of the START confirmation packet. Michigan State uses similar system. While this won't happen this summer, the questions/comments on take home exam were:

1. Return rate?
2. Concern over misadvising and retention.
3. What's Michigan State's data from before and after take home testing.
4. Honor code statement on exam itself re: "my work" and reference to how this will affect placement. ("teachable reminders")
5. Mail it back "ahead of time?" (before their START session)
6. No one else in the PAC 10 is using Acuplacer.
7. Delays in placement scores with paper/pencil testing and START schedules.

The decision for 02/03 will be made within two weeks.

Other:

1. John Shea addressed issue of late adds after another student withdraws.
   The "late adds" are in class, taking exams, etc. then late add after other student withdraws.
   Barbara Balz referenced statement in catalog re: having to be registered before attending class. It appears, from people's comments, this isn't necessarily the case.
   After discussion, felt it really varies throughout colleges/departments depending on what faculty allows.
   Issues/concerns with this are:
   - allows student to "try out class" the whole term without registering;
   - liability issue if not enrolled in the course;
   - suspended students in class, forms, etc. especially between Winter/Spring
   - financial issues with students;
   - with plateau fees we should be OK, but if that changes, we'll be in jeopardy;
   - with more and more access issues, students are being more 'creative;'
   - students are registering for two sections of same course and as friends add, they drop.
   - fraternity houses have sign up lists for friends to sign up in more than one section, then drop after friend's registration dates come up and they enroll;
   - discussion ensued on ways to circumvent 'creative' students. No solutions were determined.
   Possibility of waiting lists was asked. Barbara Balz noted it's functionality in BANNER and the fact that it doesn't do anything. Problems of students locking in to a particular course. Departments could do wait list on their own.

2. April 30, MU 213 at noon, is community hearing on whether email should be added to "directory information."

3. The following was asked to be on the next AAC agenda:
   1. Any resolution to take the late adds, etc.? Ask Clay to next meeting to formally address ideas of:
      a. educating faculty, taking attendance, head advisor signature and comments.
      b. Faculty approval beginning 2nd week of class; make it up to the faculty and their viewpoint.
      c. Issue of adding bogus classes. Issue from California schools. Faculty were at fault.
   2. ASOT (Associate of Science Oregon Transfer)
      a. Not approved yet
      b. Not a done deal for Baccalaureate Core (HHP & DPD). Block way to check off Bacc core, except for little bits to be checked by departments/colleges.
      c. Guarantees Junior standing.
   3. AAOT doesn't include DPD, but doesn't need to because it pre-dates DPD.

Scribe: D. Bird for Kendall Watkins
February 13, 2002, Minutes, Academic Advising Council, Faculty Senate, Oregon State University

In attendance:
Stephanie Hamington, UESP; Andrea Herling, International Degree Program; Janet Nishihara, EOP; Linda Johnson, Health and Human Performance; Bill Smart, OIE, Admissions; Diane Denning, Business; Dick Thies, Science; Mary Rhodes, Registrar's Office; Mary Alice Stander, Athletics; Susie Nelson, Distance and Continuing Education; Jane Siebler, Honors College; Kim McAlexander, Home Economics and Education; Jennifer Duvall, Admissions; Phillip Brown, Central Computing; John Shea, Engineering; Tom Munnerlyn, Career Services; Kendall Watkins, Agricultural Sciences; Polly Jeneva, Liberal Arts; Bob Burton, Academic Affairs; Rick DeBellis, SOAR; Blake Vawter, Admissions; and Michele Sandlin, Admissions

January minutes accepted as submitted.

1. DVD Project - Jill Schuster
   - DVD funded by the OSU Foundation
   - to be used as a tool for presenters, not for distribution
   - 6 sections:
     - OSU overview
     - Faculty (test) and departments (View Book system)
     - Student services, student affairs
     - Alumni, Foundation, athletics
     - Graduate students (test)
     - Transfer students (test)

   - the group viewed the 4}\ minute introduction, academic sections, and student services sections
   - comments addressed the music, pacing of video clips for intro section, extensive use of the word 'training' when referring to academic programs, images that didn't quite fit the voice over or the subject matter, and a statement about advising from a student that may not be sending the right message (basically, the student's message was that his advisor did everything for him)

   - at this point, it is too late to add anything to the DVD, although pieces can be cut
   - presenters will fill in gaps with their spoken presentations
   - Jill is keeping a list of comments for future revisions

2. Foreign language: admission or graduation requirement - Michele Sandlin
   - Note: Foreign language as an admission requirement is not going to go away.

   - students admitted without foreign language requirement are notified of their status in their admission letter and given instructions on fulfilling the requirement while at OSU
once a year, the Registrar's Office sends to advisors a list of students still needing to fulfill the requirement, but advisors can pull a list from Data Warehouse whenever they want. Stephanie will send the instructions on how to do this.

3. Update from Academic Affairs - Bob Burton

- Accuplacer has received mixed reviews from advisors
  it seems to work sort of OK at lower levels, but there are more problems at the higher levels (esp. MTH 251) and students are not being placed high enough (see Dick Theis' spreadsheet)

  Bob should have more data on the test's accuracy soon

  he will also check with LBCC (where the test was more successful) and Accuplacer to see what might be wrong (is summer the worst time to take the test?)

  a group was formed to deal with the math placement issue and prepare for START 2002

- The Center for Teaching, Learning, and Advising was a victim of budget cuts, but hopefully it can open anyway

  is anyone interested in giving a workshop or directing the center?

- in response to the accreditation team's observation that there is a lack of uniformity in advising assessment at OSU, the Assessment of Educational Programs will include advising

- the Catalog and Schedule of Classes will be moving online, although the print versions won't go away yet (they won't be as pretty, however). Bob will be looking into legal issues associated with these publications going online as well as ways to ensure access to academic regulations

Adjourned.
January 16, 2002, Minutes, Academic Advising Council, Faculty Senate, Oregon State University

In attendance:
Debbie Bird, Forestry; Jennifer Kuzeppe Specter, SOAR; Stephanie Hamilton, UESP; Yelitza Moreno, UESP; Andrea Herling, International Degree Program; Janet Nishihara, EOP; Louie Bottaro, Liberal Arts; Linda Johnson, Health and Human Performance; Bill Smart, OIE, Admissions; Clara Horne, Business; Dick Thies, Science; Mary Rhodes, Registrar's Office; Mary Alice Stander, Athletics; Heather Chermak, Registrar's Office; Keith Parrott, Pharmacy; Susie Nelson, Distance and Continuing Education; Jane Siebler, Honors College; Kim McAlexander, Home Economics and Education; Janice Lentsch, Alumni Relations; Ryan Hildebrand, student; Gary Beach, Academic Affairs; Jennifer Duvall, Admissions; Phillip Brown, Central Computing; John Shea, Engineering; Tom Munnerlyn, Career Services; Kendall Watkins, Agricultural Sciences; and Joe Kerkvliet, Economics

December minutes accepted as submitted.

Joe Kerkvliet presented 3 potential changes to Academic Regulations

1. Proposed change to regulation #25 (baccalaureate core regulations): beginning with students admitted for fall 2002, each bacc core course must be completed with a letter grade of C- or above if student chooses A-F grading basis.
Rationale:
This is consistent with S-U grading requirements, which stipulate C- is the lowest letter grade that can count as an S.

C- or better is required for the BA language requirement

If bacc core is such an important part of an undergraduate education at OSU, it is appropriate that it be subject to certain academic standards.

Discussion points:
- Inconsistencies with departmental requirements (i.e. 2.0 average in major)
- Under an agreement with community colleges, transfer students can satisfy bacc core requirements with D grades
- More students could end up repeating classes, which could result in two problems: (1) repeated courses do not qualify for financial aid, and (2) we are already having problems accommodating students the first time they take some courses
- Dual admit students

2. Special letter grade (instead of F) for students who have never shown up for class due to 'accidental' registration.
Discussion points:
- Potential exists for use as negotiating tool by students
- It is the student's responsibility (not ours) to take care of his or her registration and track his or her academic records.
3. Automatic change of I grade to W (or something else) after a certain period of time
   Discussion points:
   - Even though the I can stay on the student's transcript forever, this does tell the reader of the transcript much more than does a grade of W
   - I is used as R for undergraduate thesis work and it can be up to 12 months before it is changed
   - Some faculty may be using I to avoid giving an F

Ryan Hildebrand introduced the Circle of Orange program, an online bulletin board for e-mentoring developed by the Alumni Association. The site will be moderated to ensure quality of discussions. He asked the following of the committee:

- Input on the best way to market the Circle of Orange to students (suggestions from the group included the Barometer, Career Services, visits to student groups, the Greek community, Residence Life, and student clubs)
- One student from each academic unit to serve on the Circle of Orange steering committee (please nominate students by the end of the month using the online form available at http://alumni.orst.edu/saa/steering_nomination.html)
- Volunteers to help moderate the online discussion

Heather Chermak discussed the Alumni College. She distributed one descriptive handout and two forms.

- The Alumni College is for OSU graduates only; it enables them to avoid the post-baccalaureate admissions process when they wish to add a minor, another major (aka subsequent credential), or a second bachelor's degree.
- If a student returns to complete a minor, they are placed in the department of the major they have already earned (i.e. if a biology graduate wishes to return to finish a chemistry minor, that student will still be in the biology department)
- Financial aid is only available to students pursuing a second degree, NOT students completing a subsequent credential
- There is no degree audit for subsequent credentials - departments need to submit Completion of Subsequent Credential form to Registrar's Office

Jennifer Specter gave the SOAR update.

- CONNECT RFPs are ready. There is a new, user-friendly form for this year's proposals. The window for events has been extended to include the weekend before CONNECT and the first week of classes.
- Kaleidoscope of Colleges and Cultures and SOAR schedules were distributed.
- Academic Success Week was a success. Jackie Balzer thanks us for our support.

Mary Rhodes distributed the Priority Registration Schedule

Susie Nelson announced that the distance education courses will be listed in the on-campus Schedule of Classes in the back of the booklet.

Tom Munnerlyn distributed fliers from Career Services.

Adjourned.
December 12, 2001, Minutes, Academic Advising Council, Faculty Senate, Oregon State University

In Attendance:
Kim McAlexander, Home Economics and Education; Andy Saultz, student rep; Mary Rhoades, Registrar's Office; Clara Horne, Business; John Shea, Engineering; Jennifer Duvall, Admissions; Mary Alice Stander, Athletics; Mary Ann Matzke, Science; Stephanie Hamington, UESP; Jackie Balzer, SOAR; Keith Parrott, Pharmacy; Susie Nelson, DCE; Rich Shintaku, Student Affairs; Tom Munnerlyn, Career Services; Polly Jeneva, Liberal Arts; Debbie Bird, Forestry; Linda Johnson, Health and Human Performance; Gary Beach, Academic Affairs; Nan Scott, Agricultural Sciences; Jane Siebler, University Honors College; Heather Chermak, Registrar's Office; Bill Smart, Office of International Programs

November minutes accepted as submitted.

HHP 231 (Tony Wilcox)
Tony handed out guidelines for "Special Examination for Waiver or Credit" and "Revisions in the Fitness Course Requirement in the Bac Core" for HHP 231. The information is also on their website: http://osu.orst.edu/instruction/hhp231 as well as in the course packet. The revisions will be effective Spring 2002.

SPECIAL EXAMINATION FOR WAIVER OR CREDIT

A special exam is offered for those students who wish to demonstrate their understanding of the material covered in the course in place of taking the entire course of lectures and labs. Those who wish to take the special exam must submit a Petition for Approval form to the Registrar's Office. There is a $60 fee for taking the special exam for waiver or credit (refer to Academic Regulations 23 or 24 in your Schedule of Classes).

You can take the special exam one time only. You cannot take the special exam if you have previously taken the HHP 231 course.

You cannot take the special exam if you are enrolled in the course. Therefore, if you are enrolled in the course, you must drop it.

If you elect to take the special exam, you must file your Petition for Approval form at the Registrar's Office by 5:00 PM on Friday, January 18. Obtain the Approval form from the Registrar's Office, and bring it to Langton 214 for the HHP 231 coordinator's signature. When you receive approval to take the exam, the $60 fee will be assessed to your account, and you will receive the Permission to Take Special Examination form.

Upon receipt of an approved petition for examination, the Registrar's Office will backdate your current term HHP 231 drop to excuse you of tuition liability for this course.

On exam day, you must bring:

- your copy of the Waiver Exam form given to you when you received the course
- coordinator's signature,
- your student ID card,
- the Permission to Take Special Examination form you received from the Registrar's Office,
- #2 pencil,
- calculator.
For the Winter 2002 term, the special exam will be given on Wednesday, January 23 from 6 to 8 PM in Pharmacy 305.

The special exam is a 2-hour exam. There will be 125 multiple-choice and true/false questions and 4-5 pages of short essay questions. The grading scale will be the same as that given for the course. Exam results will be available approximately 3-1/2 weeks from the exam day. It is against University regulations to post exam results. Therefore, you must contact the lab coordinator by email to find out your grade.

You are responsible for all the material covered in the lecture and the labs. Be sure to study the textbook and the lab supplement to prepare for the exam. Also review information found on the HHP 231 website http://osu.orst.edu/instruct/hhp231/waiverexam.htm. If you have any questions, contact Todd Shoepe.

Options When Taking The Special Exam

You can petition to take the exam for credit or for waiver.

1. Taking the exam for credit (see AR 23) means that the course with its grade will be recorded on your transcript. If you pass the exam, you will receive 3 credits. If you do not pass the exam, that will be noted on your transcript as well. You can choose to receive either a letter grade or S-U grading (see below). As stated in AR 23, to take Examination for Credit, a student must be regularly enrolled and in good standing.

Grading options:
Traditional letter grade (A-F, using +/-)
Satisfactory- Unsatisfactory (S-U). Be aware that you must receive a grade of C- or better to earn an "S" grade (see Academic Regulation 18). If you receive a grade of D+, D, or D-, you will have passed the course if you registered for traditional letter grades, but you will receive a "U" for the course if you registered for S-U grading. You must decide whether you wish to receive a letter grade or S-U grading when you submit your Petition for Approval form.

2. Taking the exam for waiver (see AR 24) means that a waiver of the Fitness requirement in the Baccalaureate Core will appear on your graduation audit report if you pass the exam. You must receive a grade of C or better on the exam to fulfill the requirement by waiver. No grade or credit for the course will appear on your transcript. Do not elect to take the exam for waiver if you need the 3 credits from the course to meet the credit requirement for graduation (180 credit hours for most degrees).

Contact Information
Exam Coordinator: Todd Shoepe, 737-6785, Langton 123E, todd.shoepe@orst.edu
Faculty Coordinator: Anthony Wilcox, 737-2643, Langton 214, anthony.wilcox@orst.edu

Recap of the exam waiver/credit (referencing ARs 23 and 24) are:

- Offered third Wednesday of the term, 6:00 - 8:00pm.
- Deadline for application for exam, end of business day the previous Friday.

Fall '99 data on exam for waiver/credit:

- About 80% who took the exam for waiver/credit achieved "S," satisfactory completion.
- Roughly 4-5% failed.
- Greater than 90%, of those opting for a letter grade, passed.
- About 5% of student population took the exam for waiver or credit.

Questions were asked about availability in the Summer (as the course for waiver/credit is not currently offered Summer term); and what about "distance student" access. Tony said they hadn't considered distance ed, but they'd look into it.

Recap of the Revisions of HHP (Refer to handout or website for full information.):
The Baccalaureate Core Committee reviewed the Fitness course requirement in the Baccalaureate Core in the
1999-2000 academic year, and the Committee reaffirmed its support for the requirement while recommending that additional choices be created for fulfilling it. As a result, the Fitness course criteria were revised (see below), and the Faculty Senate in its November 2000 meeting unanimously approved them. The revised criteria creates the opportunity for diversity in the courses offered to fulfill the requirement. To maximize the opportunity for choice, the lecture and activity/lab sections of the course have been separated. Below is a list of the revised or new courses that have been approved by the Bac Core Committee and the Curriculum Council, as well as two that are being developed:

**Fitness Lecture options (each is 2 credits)**

Approved:
- HHP 231 Lifetime Fitness for Health In development:
- NFM 232 Nutrition and Fitness (coming through NFM Dept.)
- HHP 233 Stress Management and Fitness (coming through PH Dept.)

**Fitness Activity options (each is 1 credit)**

Approved:
- HHP 241 Lifetime Fitness
- HHP 242 Lifetime Fitness: Aerobic Training
- HHP 243 Lifetime Fitness: Resistance Training
- HHP 244 Lifetime Fitness: Weight Management
- HHP 245 Lifetime Fitness: Running
- HHP 246 Lifetime Fitness: Walking
- HHP 247 Lifetime Fitness: Aquatic Exercise
- HHP 248 Lifetime Fitness: Yoga
- HHP 251 Lifetime Physical Activity and Behavioral Change

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**Baccalaureate Core - Fitness Course Criteria**

Fitness courses shall:

1. be lower division and consist of a lecture component of at least 2 credits and an activity-based component of at least 1 credit (these components are graded independently and can be taken in different terms);

2. emphasize critical thinking in approaches to principles of health and fitness;

3. provide information and experiences in the safe and effective means to initiate and maintain healthful behavior change and a physically active lifestyle;

4. have a fitness lecture component that will:
   i. focus on an understanding of the scientific principles of physical fitness and positive health behaviors;
   ii. expose students to concepts related to physical fitness and health, such as stress management, nutrition, and risk avoidance behaviors;
   iii. provide practice in the development of personal fitness and health programming;

5. have a fitness activity component that will:
   i. provide techniques and opportunities to assess, evaluate, and practice physical fitness and associated health behaviors;
   ii. lead to the development of an appropriate fitness program based on assessments and in-class experiences in physical activity.

Physical fitness and positive health behaviors are recognized as central to wellness. Students should understand the relationship between diseases and behavior. In order to achieve wellness, students need to assume personal responsibility for a physically active and healthy lifestyle.

Questions regarding HHP requirement and new course layout:

Asking if courses would still be alpha sectioned, Tony said probably and that we’d continue to see routine overrides when space allows. Community college articulation still needs to be dealt with. Military credit for HHP? Group felt this needed to go to Bac Core committee and should be consistent throughout the University if it’s accepted or not. What about a section for older than average students? Felt courses had always been inclusive and would continue to be. The new format will help by giving choices for the fitness activity sections.
Dean of Students (Rich Shintaku)
Rich Shintaku described the Dean of Students role and stated his main concentration was on student issues of success and grown outside the classroom. Rich's concerns for the AAC are:

* Unsure if the University is clear on what Dean of Students can/should do, etc.
* Areas of overlap (used example of sick student and who contacts instructors).

John Shea asked about Rich's strategic issues/plans. While Rich stated he's still figuring OSU out, he does feel the following need to be addressed: Housing; Cultural Competency; Greek Issues; Graduate Student Issues; Retention; community/student issues; duplication of efforts. Rich will be added to AAC listserv to keep up to date with issues discussed.

NACADA Proposal (Polly Jeneva, Debbie Bird, handout)

* Propose OSU send at least one person per year. This would be in addition to those with departmental funds and may be attending anyway.
* Emphasize the accreditation report and quality in advising.
* Discussion of the redesign and other models of advising.
* Proposal subcommittee will make appointment with Sabah to go over proposal.
* Plan would be to select candidate in February to attend conference in June.

Gary Beach noted his concerns due to Bob Burton's comments regarding budget. Clara made motion and Mary Alice seconded to continue to pursue the proposal. Also noted that NACADA has a registration fee grant that could be applied for to assist in funding. Committee will go forward and report back to AAC. Will also find out if Leslie Burn's commitment was one time or recurring. Group agreed this was the way to proceed.

Grade Roster Change and PIN Changes (Mary Ann Matzke)
Mary Ann asked if there was a way to add notation to grade roster for someone who'd never attended class to better help with petition processes, once professor is gone so we can deal with "F" situations. After discussion of what's required by registrar's office and what would better assist student petitions, it was decided to create a subcommittee to pursue this to determine if regulations could be changed. (Referenced AR 18.)

Requested clarification for when PIN changes when a student changes college. Change of college does not designate change of PIN for current term. Only time PIN would be changed in current term if student said they'd received their PIN for "X" college and now are in "Y" college. Registrar's office would then provide new PIN. Conversed ensued on when we thought PINs were changing, difference in when PINs are required by various colleges, etc. Phil Brown summarized:
PINs are generated two weeks prior to registration. No automatic process to change. Athlete PINs receive priority registration time with seniors if they're participating in sports that term. If they're no longer in sports, they're given regular PIN, not priority PIN. PIN generation has no condition to registration holds. The following change PINs each term: UESP, AG, Forestry, Engineering, Athletes.

Overall, the group felt that it didn't matter if the PIN stays the same or changes, we just need to know. Heather said she'd let us know.

Mary Rhodes
Academic Standing Committee Schedule: Jan 2, 3, 4 and 11. Turn in forms at least the day before appointments. Appointments made "after" forms are complete and turned in. Future meetings: February 15; April 3, 4, 5 and 12.

Guidelines update for Release of Records
(Hand out, Mary also has available in electronic version)
Change in OARs created need for updates. (December 6, 2001) Student Directory Information has changed somewhat. The following is considered "Directory Information" and can be released without students' written consent:

* Student's name
* Current mailing address and telephone number
* Campus office address
* Month and day (NOT year) of birth
* Major field of study
* Status as a graduate teaching assistant or graduate research assistant
* Participation in officially recognized activities and sports
* Dates of attendance
* Degrees and awards received
* Most recent previous educational institution attended

Refer to frequently asked questions and be familiar with them. Antiterrorism legislation: Send any requests from FBI, police, etc. to Registrar's Office.

Production of SOC in Electronic vs Printed formats. Due to cut backs in budget and use, the SOC will be produced in electronic format and used more readily this way. Mary noted there may come a time when the SOC will not be published at all in hardcopy format.

Clara noted her thanks to Mary, Phil and Heather for quick grade turnaround. Reminder was given that faxes need to be hand entered.

Mary noted 143 suspension letters were mailed today or tomorrow; as well as 240 Probations and 1560 warnings for Fall 2001.

**University Honors College Class Openings** (Jane Siebler)
Jane noted the general rule is any non-UCH student can enroll into a UHC class if they meet 3.25 OSU cumulative GPA and there is no objection of the teacher. Jane does the overrides for these situations. Jane also noted the Faculty Senate Chairs Budget committee urged to protect faculty salaries and ensuring faculty are involved in the redesign and budget processes.

**OTHER:**
Heather noted that PIN list and other reports/documents will include secondary curriculum. Asked if a student has two majors, how does the PIN work? The PIN is assigned to the student's primary college.

Phil commented they're juggling multiple problems, thus the slowness issues for web for advisors and web registration.

Adjourned.
Present: Sherri Argyres, Agricultural Sciences; Susie Nelson, Distance Education; Judy Beck, Education; Keith Parrott, Pharmacy; Janet Nishihara, EOP; Polly Jeneva, Liberal Arts; Clara Horne, Business; Mary Alice Stander, Athletics; Linda Johnson, Health and Human Performance; Jennifer Specter, SOAR; Bill Smart, OIE and Admissions; Kerry Kincanon, UESP; Stephanie Hamington, UESP; Phillip Brown, Central Computing; Clay Torset (for Debbie Bird), Forestry; Andy Saultz, Student; Bill Oye, Student Affairs (Student Conduct and Mediation Program); Gary Beach, Academic Affairs; Susan Hopp, Bend/Cascades Campus; Jane Siebler, UHC; Andrea Herling, International Degree Program; and Kim McAlexander, Home Economics and Education

Advising and Record Keeping at Cascades Campus, Susan Hopp, director of advising OSU Cascades Campus

* OSU Cascades Campus has one half-time advisor, Tom Daniels, who is available Monday through Thursday 12:00pm-5:00pm. Tom works with college head advisors on advising.
* There are eight partner institutions: OSU, COCC, OIT, EOU, OU, PSU, Southern Oregon, and Linfield. Each institution has its own academic advisor. OSU is an umbrella organization with partners.
* Most of the students are liberal studies, a few business, a few engineering in combination with OIT, and a large group of natural resources students, who are advised by Bob Ehrhart. As Bob Ehrhart's program grows, he will need more advising help.
* Students can be an OSU Cascades Campus student getting a degree from another university there or they can be an OSU student at OSU Cascades Campus. For example, University of Oregon has social science and general science degrees and students get a University of Oregon degree.
* Degree seeking and non-degree seeking students with other institutions will be in Banner at their home institutions. Students from another institution who take OSU courses at OSU Cascades Campus will appear in our Banner. Right now OSU Cascades Campus is still trying to figure out who its students are and to get them into Banner.
* Web registration will be available for Cascades Campus students and will be restricted to those students so that Corvallis students aren't signing up for courses at partner institutions.
* OSU Cascades Campus students who take courses from other institutions must transfer their courses to us. Linfield courses are not accredited to the same standard as OSU courses. By the end of calendar year, more partner school (UO and EOU) courses will be loaded into Banner, but they won't include grades. The real record will have to come from the partner institution. OSU courses are already in Banner.
* Partner institution classes listed in the OSU Cascades Campus catalog are approved for OSU. Students need to check with OSU degree program determine whether a course can be accepted for the degree.
* Cascades Campus issues important to college head advisors:
  * Early application for graduation will be critical at Cascades Campus to ensure credentials at OSU Cascades Campus are the same as those on campus.
  * If advising load here increases due to Cascades Campus, it would pose difficulties because the Corvallis campus load is increasing and even more so due to budget cuts.
  * Which classes at OSU Cascades Campus count toward OSU requirement for residency?

Student Support Services Program at OSU, Anthony Weir, new director of Student Support Services Program

The Student Support Services Program (SSS) is a four-year, renewable federal grant connected to TRIO programs, such as the McNair Scholars Program. The program serves first generation, low income, and learning or physically disabled students for their four years in college. It offers personal and academic counseling, tutors, and study skills courses. Also, the grant has some direct aid for students-tuition relief.

The program differs from EOP in that it serves a smaller population and it focuses its services more directly on students. For example, program staff has more mandatory meetings with students. If a student is both SSS and EOP, the student has to meet the program requirements of both.
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Susie Nelson is an advisor in Distance and Continuing Education. She orients students to the four degrees OSU offers through distance education.

Discussion about Budget, Re-Design, and Other Issues
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Regarding a centralized advising center:
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* It's important for students to see someone close to their major. This wouldn't happen in centralized advising.
* College head advisors and other advisors have a range of responsibilities beyond advising. For example, some have 40% advising and 60% other responsibilities. How would those other responsibilities be performed?
* Centralized advising would be less personal.
* Curriculum nuances wouldn't be caught with centralized advising.
* One person can't do NCAA audits for all programs.
PROS
* Not sure if a centralized place for advising freshmen is the worst thing.
* Would save money.
* Duplication of services from college to college may be reduced if centralized (some clearly can't be centralized though).

Other comments about budget and redesign:
* Should we be growing the campus in this type of environment and at expense of the new admission requirements? We are getting underprepared students, especially transfer students and in math.
* We need to distinguish between the $19 million issue and the redesign, but they are closely related.
* Regarding the idea that more students means more money: tuition was never meant to cover full tuition, only one-third of tuition. Therefore, more students means we have more one-thirds, not full tuitions.
* Prospective student visit numbers are down all over the state because of the recession.
* If we want students to have a positive experience at OSU, advising is not the area that should be tinkered with. Advisors have a lot of student and parent contact, and it has long lasting and long reaching impact on students. Therefore, advising greatly influences public relations.
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Advisors complete the phrase: if we had X we could do a much better job:
* For example, if we could convert to two semesters . . . . The last time that was visited, it was determined that the cost and toll to people would make it prohibitive.
* The College of Pharmacy advises twice a year already.
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Tentative Agenda Items for December and Beyond ...
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* Discussion and Deconstruction of Math Placement Test
* New Dean of Students, Rich Shintaku
* Grade Roster, Dick Thies
* Role of AAC and other groups
November 7, 2001, Minutes, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

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- Discussion and Deconstruction of Math Placement Test
- New Dean of Students, Rich Shintaku
- Grade Roster, Dick Thies
- Role of AAC and other groups
October 1, 2001

Minutes

Attending: Keith Parrot (Pharmacy), Dick Thies (Science), Polly Jeneva (CLA), Mary Alice Stander (Athletics), Jennifer Kuzepa Specter (SOAR), Rick DeBellis (SOAR), Clay Torset (Forestry), Kim McAlexander (CHEE), Lisa Rivas (CHEE), Diane Denning (COB), Janet Nishihara (EOP), Kerry Kincanon (UESP), Angela Austin Haney (Pharmacy), Jane Siebler (UHC), Sherri Argyres (CAS), Gary Beach (Academic Affairs), Andrea Herling (International Degree), Laurie Lewis (International Education), Tom Munnerlyn (Career Services), Heather Chermak (Registrars Office), John Shea (Engineering), Linda Johnson (HHP), and Phillip Brown (Central Computing)

1. **Campus Advising Assessment and Accreditation** (Gary Beach)
   Academic Affairs is planning to hire a 0.5 FTE Director of Teaching, Learning, and Advising who will be located Third Floor Snell Hall. Comments about the position can be sent to Gigi Bruce.

   By Spring 2004, OSU must submit to the Northwest Association of Schools and Colleges a report on the changes OSU has made to advising. OSU must have identified problems and how to improve them and must have implemented an assessment plan, including assessing student learning outcomes. Gary Beach is putting together an advising assessment action plan and Academic Affairs is establishing a position for the assessment. Gary Beach is hoping that there will eventually be an Assessment Council and that, via the council, colleges will be able to apply for performance indicator funds so that they can conduct surveys.

   A concern was raised: how will we get an advising survey to the students and get it back from them.

   OSU is in the process of administering two surveys: CIRP from UCLA and the National Student Satisfaction Survey from Indiana. CIRP will go to all new freshmen. The satisfaction survey will go to a random sample of undergraduate and graduate students.

   (We have a record enrollment of 18,082 students, not including the Cascades campus, with an FTE around 95%. We have 128 students enrolled at Cascades.)

2. **Cascades Campus** (Gary Beach)

   The process for developing the schedule of classes has been streamlined for Cascades, and the handbook for Cascades is available from Gary Beach.

   AAC members requested the following information about Cascades:
   - A comparison of systems between Cascades and the Corvallis campus
   - A summary of who's who at Cascades and what it is that they do (a copy of the organizational chart can be found in The Fact Book)
   - An invitation for the major players at the Cascades campus to meet with the AAC
   - Knowledge of who's responsible for what student services between the two campuses
   - Information on budgets (It is expected that an E-mail will go out at the end of October concerning budget cuts.)

3. **Career Services** (Tom Munnerlyn)

   Tom Munnerlyn announced several October and November events:
   - Orange Light Special: Through October 31, students can register for the on-campus job interview program without paying the $15.00 annual fee. Starting November 1 students will need to pay...
fall career fair: the general fair is october 23, 12:00-5:00, CH2M-Hill; the engineering fair is october 24. about 20 organizations will be at both fairs. students can attend either or both fairs. last year there were 180 employers at the fall fair; this year there are 135 signed up. student volunteers are needed for both fairs.

- dining etiquette dinner: evening of october 15 in MU ballroom. $5.00 fee.
- A professional speaker on applying to graduate school: October 29, 5:00, MU.

4. SOAR Update (Jennifer Specter and Rick DeBellis)

The final agendas for Preview Day and the latest draft agenda for the Veterans Day recruitment program were handed out. Screen and overhead will be in each college presentation room. Other AV arrangements should be made with the MU. As of the day of this meeting, about 300 student had signed up for Preview and 300-400 for Beaver Open House.

Concern was expressed about the close proximity of Preview Day to Beaver Open House. The response was that it could not be helped because of the calendar.

5. Distance and Continuing Education Schedule and Winter Registration (Heather Chermak)

The winter-term priority registration schedule was handed out (it was also sent earlier by E-mail). Students with disabilities can register the Friday before the start of registration. New transfer student can start registering November 30.

Starting spring term, DCE courses will be listed in the Time Schedule of Classes. AAC members suggested that these courses be specially identified, with shading for example.

6. NACADA Funding Update (Polly Jeneva)

Roy Rathja, Polly Jeneva, and Debbie Bird are redoing the proposal asking the university to fund one advisor per year to attend the NACADA Institute. They hope the proposal will be approved in time for this June’s institute in Colorado Springs, CO. Please forward to Polly examples of how NACADA Institute attendance will benefit the university.

April’s NACADA regional conference will be in Oregon.

7. Other

- CLA has a new major: media communications. An information session is planned for November 13, 5:00-7:00, Peavy 130.
- Some advisors are having problems with students using alternate first and last names, which makes it difficult for students’ records to follow them. Students can have their current name put in Banner at the Registrars Office. Their legal name will also remain recorded in Banner. All past and current names of a student are kept in Banner. Name and ID changes are noted in the change indicator: N is for name change, I is for ID change, blank is for no change. Students who would like to use their preferred name on class rosters, can request this at the Registrar's Office. Students who have requested an OSU ID number can't use their social security number for data accessed via the web. One cannot find a student in Datawarehouse using the student’s social security number; the ID number must be used. A student's social security number can be found in Banner. If a student requests that their identification number be switched back to their social security number, then the student's ID number is permanently cancelled. If you find that a student has multiple records in Banner, please report it.
Attendees:
Mary Alice Stander (Athletics), Linda Johnson (HHP), Jennifer Kuzeppa and Jackie Balzer (SOAR), Clara Horne (Business), Phillip Brown (Central Computing), Stephanie Hamington (UESP), Dick Thies (Science), Andrea Herling (Int'l Ed/Deg), Jane Siebler (Chair and UHC), Kim McAlexander (Home Ec & Ed), Mary Rhodes, Heather Chermak, (Registrar's Office), Debbie Bird, (Forestry), Keith Parrott (Pharmacy), Polly Jeneva (CLA), John Shea (Engineering), David Fuller (AF ROTC), Gary Beach (Academic Affairs), Sherri Willard-Argyres and Kendall Watkins (CAS).

1. **Follow-up to military credit discussions**: Jane discussed this issue with Karen Such in Admissions. Admissions issues block credits only. Questions should be directed to Karen Such in Admissions.

2. **Financial Aid for NACADA Conference** (Polly Jeneva and Gary Beach): A proposal for funding was made but its status was unclear. Polly will follow-up. A sub-committee of the AAC will select the recipient - see proposal of 1-3-01. Other ways to improve advising were discussed: (A) campus workshops as an outgrowth of the NACADA meeting; and (B) Advising workshops.

3. **Accreditation report and Advising** (Gary Beach): Gary distributed the report as a handout. Advising is mentioned throughout the report. President Risser will meet with Commission on June 15 to get additional input. An agenda item for next year may be assessment of advising across campus. It is important to make a distinction between process vs outcome.

4. **Registration Update: Bend** (Heather Chermak): this process is ongoing and changes are occurring; OSU students can’t register for a Bend class. More information will be available in the fall. Restricting priority registration to on-campus students has been a problem, especially for dual-enrolled students. The Registrars Office will continue to evaluate this problem.

5. **Academic Standing for Winter term** (Mary Rhodes): Reports were distributed.

6. **Transfer Students and Departmental Articulation** (Sherri Willard-Argyes): Students are asked to check with departments for articulation questions - this is an important point of information for students.

7. **START & CONNECT Updates** (Jennifer K): more info distributed, plans are made and away we go! See website for CONNECT schedule.

8. **New Study Abroad courses approved for BAC** (Andrea Herling): Anth 208/Ling 208 and Anth 209/Ling 209 have been approved for Western Culture and Cultural Diversity, respectively.

9. **New Officers for next year**: Chair, Keith Parrott, Pharmacy; Secretary: Sherri Willard-Argyres (fall quarter) - Debbie Bird (winter and spring)

adjourned, 2:59 PM
K Parrott, secretary
Academic Advising Council

April 11, 2001
Minutes

Present: Polly Jeneva (CLA), Diane Denning (COB), Jane Siebler (UHC), Andrea Herling (International Degree), Lucy Noone (DCE), Emilio Vejil (Financial Aid), Kathleen Tighe-Smith (AFROTC), John Shea (COE), Barbara Balz (Registrar's), Sheila Roberts (EOP), Jennifer Kuzeppa (SOAR), Heather Chemrak (Registrar's), Mary Rhodes (Registrar's), Bob Burton (Academic Programs), Linda Johnson (HH), Bill Smith (OIE), Debbie Bird (COF), Nan Scott (CAS), Mary Alice Stander (Athletics), Dick Thies (COS), and Bonnie Kanter (UESP)

1. Western Undergraduate Exchange (WUE) Program (Handout) - Emilio Vejil
Patti Brady-Glassman sends letters to students who meet the WUE eligibility requirements as listed on the handout. (Additional handouts can be obtained from the Financial Aid Office.) Students on WUE will now be monitored to make sure they're meeting the renewal requirements listed on the handout. Questions raised about the handout, 'grandfathering' in students previously on WUE, and whether Mth 65 and 95 count towards the 36 credit hours required/academic year will be forwarded to Patti for response. It was also suggested to invite Patti to a future meeting to update us on scholarship renewal requirements, etc.

Response to our questions from Patti Brady-Glassman:
Yes, a WUE approved major is OK if they transfer, I see how that was interpreted, but they will still only have 4 years of eligibility.

Yes, Mth 95/65 will count in the credit hours without written approval, we change that issue when the regulations change for us. They can have up to one year with remedial course work counting. We are only tracking the current 2000-2001 students for the 3.0/36 hours. All others will follow the rules prior to the GPA/Hours change. It officially went into place in 1999-2000, but Admissions did not monitor it. Our office will monitor it along with all other scholarships.

2. Degree Audit - Barbara Balz
The Registrar's Office is working on including the major requirements in the Degree Audits. Mike Rainbolt will assist in this effort along with Heather Chemrak and Linda Sather. They've started with Business, which is almost complete and will do a BANNER query and focus next efforts on hi-impact areas first, lowest numbers in majors last. International and Honors degrees will be done as well. Some majors may never be included due to their nuances. Progression of doing college by college or by major is unknown at this time. In this huge undertaking, they will include department and college requirements and options, but not minors. Establishing procedures for maintenance of colleges may have preference as to which majors they want done first. Engineering is doing their own.

3. Spring Visits/START/CONNECT - Jennifer Kuzeppa
Jennifer highlighted the announcement of the new SOAR programs. Jennifer and Jackie Balzer will be co-directors of the new Student Orientation and Retention Programs. SOAR is the internal, retention efforts including Spring Visits, START, CONNECT, Odyssey/Footsteps and will also include OSU Nights. Admissions will concentrate on the external, recruitment, processing part of the old A&O operation. Spring Visits April 27 (Alumni Center) and May 11 (MU). Currently there are approximately 75 pre-registered for the April 27 visit. Info and agenda will be coming.

START (handout)
We can give out dates "except" the June 27 and August programs (unless certain circumstances prohibit students from earlier ones, use our best judgment.) STARTs are on a first-come, first-served basis and first mailing will go out May 1 to those who've paid their ATDs. The ATD reminder has gone out. START sessions are limited to approximately 350-500 per session. Linda Johnson asked when students are told about their
April 11, 2001, Minutes, Academic Advising Council, Faculty Senate, Oregon State University

Financial Aid package. Emilio let the group know that award letters started going out in March and all letters should have been mailed at this time. Students should be able to make decisions by May 1.

May 9 will have a luncheon meeting for Head Advisors to start the info/training for this Summer's START program.

CONNECT - keep in mind, and be sensitive to, religious conflicts when talking with students as CONNECT coincides with Rosh Hashanah. CONNECT schedule will be out next week. New session Thursday afternoon for FYI/Academic Success. Back-to-back workshops on Math resources, Center for Writing and Learning, Bert Epstein's "How To Do Better in Less Time," and a speaker sponsored by the Greek Life (Dr. Chip Bonnerfell).

4. Academic Affairs Update - Bob Burton
Changed Undergraduate Academic Programs (UAP) to Academic Programs to incorporate graduate as well as undergraduate. Academic Affairs includes Academic Programs and Enrollment Management. It's not meant to be a split. Further announcements will be coming explaining various roles/responsibilities for Bob Burton and Bob Bontrager.

Bob asked us to let him know if we have course proposals we've not heard of yet, as some things may be falling through the cracks in all the transitions and staff changes.

Openings:
Director for Center of Advancement of Teaching and Learning (internal search)
DPD Director (next year search, will be looked at as a faculty development position)

Directions that are new:
-more attention paid to formal assessment; including advising.
-workgroup on under-prepared students.
-retention reports and what we want. (Debbie will send Bob what we've been receiving, as well as the "Migration" report Leslie handed out last fall.)

Bob will be chairing the Academic Learning Services.

5. Zonta Scholarship (handout) - Bill Smart
10 - $1500 scholarships to currently full time OSU or LBCC students. Annual awards. The scholarship is broadly to promote status of women or welfare of children for returning students who've had a break in their education. Recipients don't have to be women. Deadline, May 3, 2001.

6. DCE Announcement - Lucy Noone
Distance Education changing the way their advising works. Position open for Head Adviser, Distance and Continuing Education. Once position is filled, Lucy will bow out of AAC and new person will take her place. (She'll miss us!) Brief discussion on students abusing distance education courses to get financial aid without intention of completing the course.

Reminder:
April 23-25 is Commencement Countdown in MU Ballroom, 10:00am - 4:00pm for graduating seniors to purchase their caps and gowns, etc. Faculty announcements regarding graduation specifics have gone out.

Fall term PINs will be ready May 2 (but don't distribute until Registrar's Office has confirmed). Registration begins May 20. Mary forwarded priority schedule via email following the meeting.

Submitted by Debbie Bird
Filling in for Sherri Argyres who was filling in for Keith Parrott!
Present: Jane Siebler (Honors College), Heather Dumas (FYE), Clay Torset (COF), Delphine Jackson (EOP), Bill Smart (OIE and A&O), Mary Alice Stander (Athletics), Clara Horne (COB), Kim McAlexander (CHEE), Philip Brown (Central Computing), Heather Chermak (Registrar's), Linda Cameron (Registrar's), Tom Watts (Registrar's), Lucy Noone (DCE), Robert Banagale (Student), David Anderson (AFROTC), Kathleen Tighe-Smith (AFROTC), Sherri Argyres (CAS), Kerry Kincaon (UESP), Tom Munnerlyn (Career Services), Andrea Herling (International Degree Program), Polly Jeneva (CLA), Dick Thies (COS)

1. Introduction of Tom Watts. Heather Chermak and Linda Cameron.

Tom Watts is the new special programs manager in the Registrar's Office. Among his program areas are distance education and national student exchange.


The Registrar's Office is sending commencement letters to students March 27. The undergraduate commencement is from 2:00 to 4:00 p.m. The numbers for commencement are thus far up a couple of hundred students and will continue to climb.

3. Dual majors vs. double degree. Heather Chermak and Linda Cameron.

A dual major is two majors from the same college on the same diploma and can be obtained with a minimum of 180 credits. Advisors complete one graduation audit for a dual degree.

A double degree is two separate degrees from a different or the same college, and students receive two diplomas. A double degree requires a minimum of 212 credit hours. Advisors complete two graduation audits for double degree recipients.

The international degree is a double degree, and a student receiving an international degree receives two diplomas. Students completing the honors college curriculum receive honors degrees for each degree completed.


The Registrar's Office handles 90% of the applications for non-degree enrollment. The Office of Admission and Orientation handles non-degree enrollment for international students.

The Registrar's Office hopes to have the non-degree application on the web.

Advisors should let the Registrar's Office know if a student is switching from being a non-degree student to an admitted student so that the office can move the student's non-degree undergraduate records to the student's degree-seeking records. In other words, the records have to be consolidated.

5. OSU Bookstore Board of Directors selection. Rob Banagale.

Student director positions on the bookstore board are open. The bookstore board discusses issues related to students and meets once a month. Please give applications to students you know. The application deadline is April 14, and elections are May 8.
6. Articulation of community college courses to OSU. John Shea.

John Shea wanted to get a sense from the group whether other colleges have problems with departments making informal articulation agreements, agreements that have not been placed in the articulation tables.

CAS has an issue similar to COE's. COB reviews the community-college catalogs as a formal review process each year. HEE doesn't do a formal review. CLA negotiates with the Office of Admission and Orientation if they see changes that need to be made to the articulation table. The Office of Admission and Orientation makes changes to the articulation tables at the request of a college.

Techie note: Articulation tables can be obtained via Data warehouse, and sorted by institution. However, the tables in Data warehouse may not be as complete as those on the web.

7. AFROTC One-Year College Program. David Anderson.

The AFROTC is offering one-year scholarships to undergraduate and graduate students who are graduating by end of summer 2002. Students must be 35 years old or less. The students will receive $1000 per term for tuition, a $200 per month stipend (perhaps to be raised to $400), and will graduate as lieutenants. Students must make a four-year commitment to the air force. This offer is for a limited time until the officer shortfall ends.

Kathleen Tighe-Smith will be replacing David Anderson. Good luck, Dave!


Modular courses must be officially recognized as modular courses by being approved by the Curriculum Council. Courses that are not approved will not be able to follow a "parts-of-term" schedule and will be treated as full-term courses with regard to deadlines. The Registrar's Office will look into creating a published parts-of-term schedule. Also, note that there are different fee rules for these parts-of-term courses.

9. Announcements.

Web for Advisors training will be offered April 5 and May 10 for two hours.
Attendees: Mary Alice Stander (Athletics), Linda Johnson (HHP), Jennifer Kuzeppa (A&O), Clara Horne (Business), Tom Munnerlyn (Career Services), Phillip Brown (Central Computing), Stephanie Hamington (UESP), Dick Thies (Science), Andrea Herling (Int'l Ed/Deg), Lucy Noone (Dist & Cont Ed), Jane Siebler (Chair and UHC), Kim McAlexander (Home Ec & Ed), Mary Rhodes, Heather Chermak, (Registrar's Office), Debbie Bird, Clay Torset (Forestry), Keith Parrott (Pharmacy), Bill Smart, Polly Jeneva (CLA), Robert Banagale (student representative), Judy Russell (EOP), John Shea (Engineering), Edward Tanghy (Army ROTC), and Bill Oye (Student Conduct & Mediation). Guest: Becky Martinez, Financial Aid

1. Repeated courses for improving GPA: Ms. Martinez referred to the policies and rules of Financial Aid. Repeat courses do not count for financial aid and D is a passing grade. Advisors can notify Financial Aid office of need to repeat and advise student of aid situation. If FA is notified of situation they can work with the student in many cases. FA learns of incompletes, failed courses, etc the next quarter so there is some delay. Dual Enrollment and hours over 108 - FA problem? Refer question to Dual Enrollment Committee. Other questions should go to FA. Review of hours, etc is currently done manually.

2. Registrar -- CRNs for 503/603: will be needed for each professor starting fall 2001. Exam for waivers - statement will now be on audits. Post-bacs now eligible for Honors at graduation.

3. Connect, Spring Visits: Ms. Kuzeppa reviewed plans etc. Approximately 28,000 invitations mailed for Spring Visits. START planning is underway. NODA conference scheduled for March 9-11.

4. NACADA Conference - plans underway for car pool, cost sharing, etc. contact Debbie Bird. Conference April 25-27.

5. Information Items: Jane Siebler made a number of announcements, contact Jane for additional information. (A) LBCC Crosswalk - integration of OSU/LB programs (B) Signatures on petitions --- Head Advisor/Faculty Advisor - recommendation of this group (C) UEC work group on under-prepared students being organized (D) Odyssey teachers needed for next year, contact Jackie Balzer (E) Search for Leslie's replacement has been re-opened.

6. Student Conduct: Bill Oye is available to consult about the student Reinstatement Process. The contested case procedure for student suspensions has also been revised to allow the Student Conduct Committee to play a larger role. Some of the legalistic procedures have been modified.

adjourned, 2:33 PM
K Parrott, secretary
Attendees: Mary Alice Stander (Athletics), Linda Johnson (HHP), Jennifer Kuzeppa (A&O), Clara Horne (Business), Tom Munnerlyn (Career Services), Phillip Brown (Central Computing), Stephanie Hamington (UESP), Dick Thies (Science), Andrea Herling (Int'l Ed/Deg), Lucy Noone (Dist & Cont Ed), Jane Siebler (Chair and UHC), Kim McAlexander (Home Ec & Ed), Leslie Burns (Academic Affairs), Mary Rhodes, Heather Chermak, Barbara Balz (Registrar's Office), Debbie Bird (Forestry), Sherry Argyres (Ag Sci), and Keith Parrott (Pharmacy).

Guest: Nancy Wendt, Academic Standing Committee

1. Academic Standing Committee: Nancy Wendt discussed reinstatement decisions and information needed by the committee. The advisor letter is very important - a handout was distributed with suggestions for information that the committee would find helpful. Information about any extraordinary circumstances concerning a particular student is especially helpful to the committee.

2. Signatures on various OSU forms. Discussion on Dean vs other college advisor signature. Moved and seconded (Balz, Thies) that signature of Head Advisor or Faculty Advisor be required for OSU forms. Registrars Office will implement as appropriate.

3. Change priority registration date for new students - recommended that new students register after current students. A proposal was distributed to fund an advisor's attendance at a week long institute in the summer. The institute is offered by the National Academic Advising Council. Applications made to AAC; selection by a subcommittee of the AAC. Funding to come from the President's Office ($1000), recipient's college ($500), and Undergraduate Academic Programs ($500).

4. Commencement 2001: B. Balz reported on plans for commencement. Graduate students, 9 AM, Stewart Center (4 tickets); Undergraduates, 2 PM, Reser Stadium, 8 tickets. Students will purchase caps and gowns. Informational mailing to students in mid-April.

5. Student Address: H. Chermak reported on efforts to update student addresses. Starting winter, student addresses will be collected and updated each quarter as part of the registration process.

6. Student Migration Study and Update on Dual Admissions programs. L. Burns distributed a summary of the Fall 1998 Freshman Cohort study and the Dual Enrollment Programs. PCC - going well; LBCC - 700 students enrolled; COCC - holding for branch campus decisions. Financial Aid has a pilot program with LBCC to establish an aid clearinghouse. Concerns raised about TOEFL scores and their use at different schools. Leslie will bring these concerns to the Dual Enrollment Committee.

7. Winter term Orientation and KCC Updates: plans discussed and reviewed. START dates for 2001 were distributed.

8. ASR (Advanced Standing Reports) are now available via the Web for Faculty and Advisors.

9. This is the last AAC meeting for Leslie Burns. The AAC expressed their thanks and appreciation to Leslie for her hard work on behalf of undergraduates and their academic advising. Thanks Leslie!

adjourned at 2:56 PM
K Parrott, secretary
November 8, 2000
Minutes

Attendees: Ed Tanghy (Army ROTC), Mary Alice Stander (Athletics), Linda Johnson (HHP), Jennifer Kuzeppa (A&O), Clara Horne (Business), Michael Welborn (Air Force ROTC), Tom Munnerlyn (Career Services), Phillip Brown (Central Computing), Robert Banagale (student rep), Stephanie Hamington (UESP), Dick Thies (Science), Andrea Herling (Int'l Ed/Deg), Judy Gelbrich (Education), Fred Obermiller (CAS), Lucy Noone (Dist & Cont Ed), Vicki Tolar Burton (WIC), Jane Siebler (Chair and UHC), Kim McAlexander (Home Ec & Ed), Roy Rathja (Engineering), Karen Kvidt (CLA), Bob Burton (math), John Shay (engineering), and Ataa Akyeampong (EOP).

1. WIC Program - Vicki Tolar Burton reviewed the WIC program briefly and responded to questions and concerns. Courses approved prior to 1996 must be recertified. A task force in the COS is investigating the WIC program in science. WIC Guidelines were distributed - provide feedback to Vicki as appropriate.

2. Career Services - Tom Munnerlyn updated the Council on the activities of Career Services and distributed some of their informational material and brochures. A website is now available, Beaver Recruiting. An open house was held Nov 30.

3. Math 65/95 - Bob Burton and Lucy Noone discussed the math placement system and enrollment figures for Mth 65 and 95. Most sections are scheduled for fall quarter although this causes problems in finding sufficient instructors from the instructor pool. Discussion followed. Lucy requested information, by specific college, about the need for fall sections of these math classes.

4. BOH and Winter term orientation - Jennifer K reported on these items. BOH enrollment was similar to last year; more information will be available at the December Head Advisor meeting. Planning is underway for the winter orientation session. Unfortunately for us, Kristi May will be leaving A&O December 1. Best of luck to Kristi.

5. 108 credit limit - This community college transfer limit was discussed again. The limit varies throughout the OUS system and nation wide. However, the limit seems appropriate for OSU and continued education of community college counsels or students as strongly recommended.

6. AAC Standing Rules - Stephanie, Jennifer and Jane will go over existing rules and suggest revisions as appropriate.

K Parrott
Secretary
October 11, 2000, Minutes


Introductions and announcements -- Rob Banagale is the new student member of the AAC this year...other news members include: Andrea Herling, International Education and John Shay, new Head Advisor in Engineering.

Jane Siebler represents the AAC as a member of the Undergraduate Education Council.

1. International Education - C. Sproul and A. Herling reviewed the International Degree and Study Abroad programs and distributed informational brochures. These programs offer numerous and varied opportunities for students. However less than 1.5% of OSU students go abroad each year.

2. Registrars Office - Barbara Balz reviewed the new Web for Faculty and Advisors page. This is a Banner product that we use "as is". Instructors must be listed for access to class lists; faculty must attend Banner class and have Banner access to access the Web for Advisors. No demo was available today. An Audit via Web is a future project. A position announcement for Special Programs Manager was distributed. Mary Rhodes discussed student email address and confidentiality issues. Student email addresses are not directory information and may not be released without student permission. OSU guidelines for Release of Student Records were distributed and discussed. These are important privacy issues - contact Mary Rhodes for further information and clarification. Requirements for posting of grades were also discussed. Using the last 4 digits of a student's social security number is not legal. Options include having a different code of some sort that is known only to the student and the instructor.

3. Funding NACADA participants - the question was raised of OSU funding for one person to attend a national meeting each year. Polly and Leslie will discuss the various possibilities that include the Stewart Development Award and/or an award from Leslie's office.

4. General Advising Materials - various materials are now in Leslie's office. Leslie will investigate the possibility of having these materials on reserve at the library.

5. Direct Transfer Degree Program from LBCC - the LBCC Associate in Science degree has been endorsed the same as the AAOT degree, ie the LBCC AS degree will satisfy the lower division portion of OSU's bac core. Other community colleges may seek to have approved direct transfer degrees. These options are under
discussion...refer questions to Leslie.

6. **Career Services** - Information and schedules were distributed. A Graduate and Professional School Forum is scheduled. Contact Tom Munnerlyn for more information.

7. **Admissions** - Karen Such reviewed changes in policy regarding credit for military classes. Block transfer credit can be granted in some circumstances as of July 1, 2000. This is not retroactive. Credit will be listed on the ASR...contact Karen for more information.

Meeting adjourned at 3:08. Jennifer Kuzeppea then met with Head Advisors to review program dates and plans for OSU Preview and winter term orientation.

K Parrott, Secretary
Nov 1, 2000
June 14, 2000, Minutes
Academic Advising Council


1. Introductions and announcements

Those in attendance introduced themselves. Jane Siebler, our new chair, reviewed the meeting schedule for next year:

MU Board Room, 1:30 to 3:00, Wednesdays NOTE ROOM CHANGE

| October 11 | March 14 |
| November 8 | April 11 |
| December 6 | May 9    |
| January 17 | June 13  |
| February 14 |

The December meeting is set during finals week to avoid conflicting with possible vacations the next week.
The January meeting is set to avoid meeting during the first week of classes (classes start January 8, 2001).

2. OSU Odyssey (Jackie Balzer)

Jackie reviewed plans for Odyssey (ALS 111) next year. There are 56 sections scheduled and several new sections for ALS 112 - footsteps. The Footsteps program involves day trips or overnights, no experience necessary! Brochures and other Odyssey info was distributed. Contact Jackie (7-2382) for questions.

3. START/CONNECT (Jennifer Kuzepa, Kristi May)

Jennifer distributed draft #8 of the Connect schedule. Schedule is nearing the final version. Check the OSU website for the final Connect schedule. Contact Jennifer for questions.

4. Other

Phil Brown discussed email accounts for START students - students can establish their campus email accounts if they have paid the ATD. There have been some problems with the registration webserver but problems during START are not expected. Contact Phil Brown

Meeting adjourned at 2:47 or so......

K Parrott, secretary

1. Those attending introduced themselves. Barbara Balz introduced Mary Rhodes, new Associate Registrar.

2. The group elected officers for the next two years. Jane Siebler is Chair for 2000-01, with Keith Parrott as Secretary for 2000-01 and Chair-Elect for 2001-02. Sherri Argyres is Secretary-elect for 2001-02.

3. Nancy Wendt, Chair of the Academic Standing Committee (ASC) reported on the activities of the Committee. This Committee is charged with reviewing students’ records for reinstatement from suspension. The Committee allows exceptions to standard reinstatement policies when extraordinary circumstances existed that have been demonstrably corrected; when the Head Advisor argues for student success with a documented record of ability; and after gathering data related to grades, overall record, family situation, use of supporting services and repeated courses. The Committee is concerned with students seeking reinstatement who are proposing to take too many credits; that is, they are unrealistic in their plans for succeeding after suspension. Often, Head Advisors do not see their students until after the students have been to the Committee. The ASC has evolved to engage in much more advising with the students appearing before it. The Committee provides a list of recommendations for each student being reinstated. These recommendations provide a type of contract or set of conditions the student must fulfill. These actions are advisory. Each term, the Committee sees about 30 students, with approximately 27 reinstated. One concern the Committee has is that students don’t seem to take responsibility; advisors are working for the student, but the student isn't helping himself or herself. The Committee is now looking at some type of process to ensure that the student accepts responsibility. The Academic Success Work Group is working on a flowchart that will describe the process. Different Head Advisors described their letters and processes for students returning from suspension. It was agreed that the short time between Winter and Spring terms is the worst time for students seeking reinstatement. The Academic Success Work Group will work on this timing problem. Nancy provided statistics on numbers of students on Academic Warning, Probation and Suspension this past year. The group also looked at strategies for early intervention—how to intervene and when to intervene with students in academic difficulty. Barbara Balz indicated that those students who are suspended and attend school somewhere else have a better chance to succeed upon return to OSU than do those students who merely sit out and work or travel for two years. Nancy hopes that an outcome of the Academic Success Work Group will be a flowchart of recommended steps, with earlier intervention, and clearly stated requirements for support and responsibility. It was decided that at an early AAC meeting next year, Nancy will report again on the progress of her Committee and the Work Group.

4. Transcript-visible minors, options and specializations were discussed. Barbara Balz indicated that Continuing Education students are identifiable in the Banner system by a campus code.

5. Stephanie Hamington asked about UESP students being admitted to "majors only" courses such as orientation courses. It was decided that she should work with individual Head Advisors to devise a system to enroll UESP students in certain classes. She also asked Head Advisors to advertise new classes to UESP students.

6. Heather Chermak gave some Commencement reminders and handed out copies of the 2nd letter being
sent to graduating seniors 5/24/00. Preliminary grades are due 5/22/00. Honor cords are allowed for students based on grades at the end of winter term. Students who want to wear another level of cord can do so, if grades at the end of spring term warrant it. Head Advisors may be asked to assist with students who want to change levels for their cords. Barbara Balz indicated that the Commencement web site is up and running with lots of valuable information. Shuttle busses will be running routes around campus that day. Barbara Balz will send out an email asking for interesting graduation stories. She also reported that ushers are badly needed for Commencement this year, so volunteer! Barbara also reported on changes to the Academic Regulations. These changes are printed in the Fall 2000 schedule. AR 10 is shorter; AR 23, Exam for Credit, has been changed to allow exams in any term, including the last term. Exams for credit also cannot be done in class after the second week; students must drop on time and then take the exam. AR 25-f-1 has been changed so that residency is defined as 45 out of the last 75 credits. Barbara provided information about the Registrar's Office staff and responsibilities, including those of the new Associate Registrar, Mary Rhodes.

Clara Horne extended thanks to Roy Rathja for his service as Chair this year. Roy will be missing the final meeting of the year, so this was the official thanks from the group. The next and final meeting of the year will be June 14, 1:30 pm in the Council Room.

Jane Siebler, Secretary

1. **Introductions and announcements**

   Those in attendance introduced themselves. Jane Siebler, our new chair, reviewed the meeting schedule for next year:

   MU Board Room, 1:30 to 3:00, Wednesdays NOTE ROOM CHANGE

   October 11    March 14
   November 8    April 11
   December 6    May 9
   January 17    June 13
   February 14

   The December meeting is set during finals week to avoid conflicting with possible vacations the next week. The January meeting is set to avoid meeting during the first week of classes (classes start January 8, 2001).

2. **OSU Odyssey** (Jackie Balzer)

   Jackie reviewed plans for Odyssey (ALS 111) next year. There are 56 sections scheduled and several new sections for ALS 112 - footsteps. The Footsteps program involves day trips or overnights, no experience necessary! Brochures and other Odyssey info was distributed. Contact Jackie (7-2382) for questions.

3. **START/CONNECT** (Jennifer Kuzepa, Kristi May)

   Jennifer distributed draft #8 of the Connect schedule. Schedule is nearing the final version. Check the OSU website for the final Connect schedule. Contact Jennifer for questions.

4. **Other**

   Phil Brown discussed email accounts for START students - students can establish their campus email accounts if they have paid the ATD. There have been some problems with the registration webserver but problems during START are not expected. Contact Phil Brown

Meeting adjourned at 2:47 or so......

K Parrott, secretary
Academic Advising Council

March 8, 2000
Minutes

In Attendance: Leslie Burns, Sherri Willard Argyres, Scott Elmshaeuser, Jackie Balzer, Polly Jeneva, Roy Rathja, Heather Chermak, Phillip Brown, Linda Johnson, Clara Horne, Marie Flamme, Bill Smart, Lucy Noone, Mary Alice Stander, Stephanie Hamington, Kim McAlexander, Pam Henderson, Justin Roach, Kristi May, Jennifer Kuzeppe, Tom Trossen, David Anderson, and Jane Siebler

1. Those attending introduced themselves.

2. There was considerable discussion about current mailing addresses and email addresses in the information system. Justin Roach was asked to work with ASOSU to get email addresses as part of the defined OSU Directory information. Phil Brown indicated that the ucs account is created after registration, and it would be a significant change to get faster access. He also reported that there is progress toward getting the current mailing address update as part of the prompts student receive in the registration system. Students will be asked to update their current mailing address the first time they visit the web registration system each term. Phil will look into the possibility of setting up ucs accounts ahead of START or CONNECT for all ATD paid students. These students could then access their ucs accounts at START and the advisors could get the email address then.

3. Heather Chermak handed out a timeline for commencement-related dates. She announced the upcoming meetings of the Academic Standing Committee: March 28 from 9 am -1 pm; March 30 from 10 am - 2 pm; March 31 from 10 am to 2 pm and April 6 from 10 am - 2 pm. There was discussion regarding the last meeting date. It is difficult for students who are waiting for their decisions at that late date. The Council asked that Heather report these concerns to the Academic Standings Committee.

4. Sherri Willard Argyres presented the idea of having conversations among Head Advisors to discuss needs and concerns. She will be inviting all Head Advisors to attend such a meeting.

5. Kristi May reported that TOUR applications are now available. She handed out copies to everyone who wanted them. She reported that the March 24 Spring Visit will be about the same size as the last one. It will be held at the Alumni Center. She also reported that there have been about 100 RFPS for CONNECT week turned in—an increase from last year. Draft #1 of the CONNECT schedule should be out in about 30 days. Jennifer Kuzeppe indicated that good progress had been made with IFC and Panhellenic regarding CONNECT and Rush conflicts. She also reported that START leaders have been hired. There are 30 total students hired this year, with 12 returning students. The START agenda will be ready for the April meeting of A&O staff and the Head Advisors. Work has begun to computerize the Math Placement test. She provided copies of the Spring Term Orientation schedule. They are currently adding Head Advisor's email addresses to this information.

6. Justin Roach asked if the AAC could have another student member. Robert Banagale, student representative on the OSU Bookstores, Inc. Board, is interested in participating with the AAC. The group agreed that it would be beneficial to have more student involvement. Roy Rathja will check with Faculty Senate to see about such representation.

Miscellaneous:

Leslie Burns announced that RFP's for Undergraduate Research opportunities will be coming out
during Final Week. Advisors are urged to tell students about these opportunities, since the application deadline is April 6. Students must prepare the research proposal and have a faculty sponsor with a department providing matching funds.

The meeting was adjourned way early—clearly an unusual occurrence!

Jane Siebler
Secretary
Minutes, Academic Advising Council, Faculty Senate, Oregon State University

Faculty Senate

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Academic Advising Council

Minutes

Wednesday, February 9, 2000


1. Those attending introduced themselves. Polly Jeneva chaired the meeting in Roy Rathja's absence.

2. Polly Jeneva introduced Phil Brown who will represent IS at AAC meetings.

3. Prof. Joe Kerkvliet, Chair of the Academic Regulations Committee, presented proposed revisions to AR 25, Academic Residence. He invited advisor's comments. Dick Thies asked if students going on various exchanges can do more credits under the revisions-the answer is "yes." Keith Parrott was concerned that changing from 15 to 20 upper division credits allowed was too much. Major requirements can be handled at the college level under the revision, so there is not a change here. Parrott and Sherri Argyres expressed concern for more flexibility. The issue is how much of the degree is OSU work, and the changes are not significant in that respect. Kim McAlexander reported that the Academic Requirements Committee had previously reviewed the proposed changes, and the ARC supports the changes. Lucy Noone indicated that Continuing Education needs the flexibility the proposed revisions allow.

4. Prof. Mike Scanlan, Chair of the Baccalaureate Core Committee, asked for advisor input regarding the HHP 231 requirement. The Baccalaureate Core Committee is looking at this requirement and seeking information. Barbara Balz reported concerns regarding the HHP in-class waiver procedure versus the examination for credit regulation. The difference between the HHP waiver and the petitioned waiver was discussed. Some students are confused about how best to accomplish waiver of the class. Justin Roach indicated that students overall seem to dislike the requirement and believe that it is not a college-level class, nor is it college-appropriate. Scanlan reported that a variety of options are being considered. Advisors were asked to email him with their ideas and concerns.

5. Barbara Balz discussed updating student address information. There are various options and considerations: At web registration, student inputs address information the first time he or she visits in a term; Email address information may be added; A valid, active Current Mailing address must exist to register; Residence Hall addresses are not in the Current Mailing address file now; Current address could be required for Financial Aid checks. She pointed out that the Registrar's Office will take a hard line on adding anything extra to the web registration process. It is difficult to add actions or functions to the system, and it can inconvenience the student. Phil Brown pointed out that it is very important to have Current Mailing address accurate for various federal reporting requirements. Reliable email addresses are also very important to financial aid and other systems, but those addresses are difficult to track. Barbara Balz indicated that email addresses are not considered directory information at OSU, and as such are confidential. Listservs are one way to ensure that email addresses remain confidential. The consensus of the group was that a system where the student must update/verify the Current Mailing address the first time he or she visits the web system in a term seems to be best. Phil Brown reported that email could be added to the system. Barbara Balz confirmed that OSU will have to go through a legal process to have email addresses added to directory information under the Privacy Laws.

6. Jennifer Kuzeppe handed out START applications for summer workers. Kristi May provided draft agendas for the upcoming Spring Visits. Michele Sandlin gave an update on ATD dates/deadlines. She was asked to provide all advisors with a listing of these dates via email. One of the problems with ATD's is that advisors indicate that they don't need to be paid, but they must be paid by August prior to Fall Term, or the student's

http://oregonstate.edu/dept/senate/committees/aac/min/2000/02092000.html[8/3/17, 1:03:02 PM]
admission is canceled. Some students do not have to pay ATD: international students; EOP students; Dually enrolled students; Professional program students.

7. There was no discussion on the evening exam schedule item.

8. Michele Sandlin provided a handout and discussed Admissions internal policy change with respect to undergraduate admissions. The 5% disadvantaged special admissions process is not affected, but there will be a general tightening up of existing standards.

9. Tom Munnerlyn announced the upcoming Career Fair sponsored by Career Services. He handed out flyers and cards for all advisors to use in advertising the event to students. Faculty and staff are welcome to attend the Career Fair on Feb. 24 in the CH2M HILL Alumni Center.

10. Sherri Argyres expressed concern for different signatures required on many different forms. She wants students to go to their closest advisor for advisor's signature. Barbara Balz asked her to send an email regarding the specific forms with which there were difficulties. Barbara will then take the request to the appropriate committee to look at the signature requirements.

11. Rob Banagale from the OSU Bookstore's Board of Directors announced open positions for student directors on the Board. He passed out applications and information so advisors could encourage students to serve. Barbara Balz remarked that this was a great opportunity for students to serve OSU and get good experience.

12. Polly asked all members to review the Standing Rules for the AAC and email Roy Rathja with any comments or suggestions.

Miscellaneous items:

Chris Sproul announced the Zonta Scholarships and asked advisors to take applications for students.

Lisa McDonald, CSSA student, asked advisors to complete a questionnaire exploring perceptions about advisors.

Leslie Burns handed out information profiling OSU first-year students.

Advisors were asked to provide questions or comments if they were interested in having a follow-up session to Pres. Risser's February 3 meeting with advisors.

Meeting adjourned at 2:55 pm. Next meeting is March 8 at 1:30 pm in the MU Council Room.

Jane Siebler
Secretary
Academic Advising Council

Minutes

January 12, 2000

Attending: Jane Siebler, David Anderson, Dan Schwab, Stephanie Hamington, Angela Austin, Sherri Argyres, Jackie Balzer, Jennifer Kuzepa, Justin Roach, Heather Chermak, Mary Alice Stander, Leslie Burns, Pam Henderson, Michele Sandlin, Linda Johnson, Bill Smart, Clara Horne, Kim McAlexander, Polly Jeneva, Dick Thies, Roy Rathja, Blake Vawter, Lucy Noone

Agenda items #1 and #2. Members introduced themselves. Chair Roy Rathja introduced Justin Roach who is the newly appointed student representative to the Council.

3. Leslie Burns reported that monitoring of WUE students for progress in the required major will begin next year. WUE students will be treated as scholarship recipients, with criteria and rules governing progress and grades, etc. Currently, departments desiring to remove students from WUE status can contact Michele Sandlin in Admissions & Orientation to initiate such action.

4. Dick Thies asked the membership for ideas on how to improve ways of contacting students, specifically how to obtain and maintain correct email and street addresses. The group discussed the problem at length, and suggested that requiring updated addresses as part of web registration be looked at as a mechanism for getting and maintaining accurate information. Chair Roy Rathja will take this item forward for action.

5. The council discussed the need for representation from the Information Services (IS) department to the group. Chair Roy Rathja will extend the invitation to IS to begin sending a representative to all regular meetings. There was considerable discussion about Winter Term 2000 registration difficulties during the first week of classes.

Agenda items #6 and #7. Jennifer Kuzepa distributed a variety of hand-outs regarding upcoming Admissions & Orientation events. She included an updated schedule for the Kaleidoscope event. Connect Week was also discussed. Requests for Proposals for Connect Week are now being sought. Anyone wanting to be part of a Connect Work Group should contact Kristi May in A&O. Spring Visits invitations will be mailed out soon to juniors and seniors in high school, as well as to transfer students.

8. Leslie Burns, Michele Sandlin and Blake Vawter provided an update on Dual Admission and Enrollment Programs. Programs now exist for LBCC, Southwestern Oregon CC, and Portland CC. In the future, Eastern Oregon University might also be part of a dual program. OSU has benefited from the Dual Programs with a variety of results: old articulation agreements have been reviewed and updated; new articulation agreements have been instituted; systems have been tested; enhanced transfer student recruiting is occurring; relationships with community colleges have been improved; OSU Distance Education programs are part of the effort. Blake Vawter explained how the new Transfer Centers work at the community colleges. OSU personnel, both from A&O and from OSU colleges and departments, can use on-site offices for advising appointments.

9. The group discussed how increased enrollment is being handled in the units. It was decided that some time might be set aside at each AAC meeting to discuss new and creative strategies and approaches to the tasks related to advising, depending on agenda. Members are requested to send/suggest ideas at each meeting for sharing strategies.

10. Chair Roy Rathja invited discussion about OSU’s projected enrollment. After considerable discussion about increasing enrollment and how it might be handled, the group decided to invite President Risser to a meeting. Since there is an informal Advising Brown Bag meeting scheduled with Pres. Risser for February 3, it was decided to combine the AAC meeting with that meeting. Polly Jeneva and Roy Rathja will work with the
Advising Brown Bag group to ensure that AAC members are invited to the meeting. The meeting is scheduled for February 3, from noon to 1 pm in MU 213.

The meeting was adjourned at 3 pm. Next regular meeting is February 9 in the MU Council Room.

Jane Siebler
Secretary
In attendance: Jane Siebler, Dan Schwab, Dave Anderson, Leslie Burns, Kristi May, Barbara Balz, Heather Chermak, Jennifer Kuzepa, Edie Blakley, Dick Thies, Pam Henderson, Sherri Argyres, Kim McAleander, Mary Alice Stander, Bill Smart, Rebecca Sanderson, Stephanie Hamington, Clara Horne, Polly Jeneva, Roy Rathja

1. Those attending introduced themselves. Chair Roy Rathja asked for an appropriate joke to be told, but no one could think of one. At the next meeting, someone needs to think of 2 jokes to tell.

2. Polly Jeneva asked the group to discuss the issue of OSU enrollment and the ideal size for our campus. Since conversations are being conducted about OSU's enrollment, Polly is concerned that the voices of advisors be heard. Leslie Burns and Roy Rathja reported on the activities of the Undergraduate Education Council and the Enrollment Work Group, both of which are looking at the issues. In both arenas, the "advising voice" is being heard. Dick Thies remarked that advisors are all very busy and overbooked—both professional advisors and faculty advisors. The advising resource must be considered in capacity issues. All advisors with thoughts and concerns about the long-term strategies for managing OSU's enrollment are encouraged to forward them to the Enrollment Work Group, c/o Bob Bontrager. One area of agreement among the attendees was that the OSU Admissions Office must enforce existing minimum admission requirements. Leslie will continue to carry AAC concerns to the appropriate groups and report back regularly.

3. Polly Jeneva proposed that an Athletic Work Group be created to look at communication between the Athletic Department and the Colleges. It was suggested that Mary Alice Stander's attendance at the AAC meetings provides liaison. Clara Horne was concerned that the Athletic Department shouldn't be given preferential treatment aren't there other groups with whom the AAC might need to provide liaison as well? Roy Rathja proposed that only certain Colleges might need to have special liaison with the Athletic Department—such as CLA, HHP or COB—where there is larger enrollment of student athletes. It was decided that with representation at the AAC from Mary Alice Stander and Marianne Vydra of the Athletic Department, the AAC can keep communication active. Ultimately, the best way is for advisors to work directly with the Athletic Department representatives to maintain necessary communication.

4. Dick Thies reported for Chere Pereira on new coding within Banner for students who want to declare a Pre-Med Option. Barbara Balz reported that the Registrar's Office is changing some curriculum rules in Banner to clean up the system with respect to tracking certain options.

5. Rebecca Sanderson presented information and handouts about the services provided by OSU's University Counseling and Psychological Services (UCPS). Rebecca discussed the mission of the unit and shared data about the services and the types of contacts made there. In addition to offering individual and group counseling services, the UCPS includes the University Exploratory Studies Program, The Sexual Assault Support Services Program, and the National Testing Program. In response to a question about the testing program, Rebecca reported that the UCPS now only offers testing for SAT and ACT. Although the UCPS isn't a site for other types of testing, they do provide information for tests such as the GRE, GMAT, and LSAT. For Counseling Services, the UCPS is authorized only to serve OSU-enrolled students. Students may be served at the Student Health Center or at the Kerr Administration building offices. Students receive 5 counseling sessions for free, then they are asked to pay $5.00 per session, if they are able. The Service does not
currently
limit the number of sessions in total that a student may receive. Some cases are referred to Benton County
Health Services for further treatment.

6. Edie Blakley presented information and handouts about the National Student Exchange program,
including listings of students coming here on NSE, as well as OSU students who are currently out on
exchange. She urged advisors to encourage students to participate in the NSE as an affordable way to get
a different college experience. Edie also provided a handout of Career Services seminars coming up in Winter
Term 2000.

7. Barbara Balz provided the schedule for the Committee on Academic Standing (CAS) meetings for Winter
Term reinstatements. This is identical to information provided in an email from her to advisors and
department
chairs. Barbara reported on the CAPP audit and improvements already made to it, as well as improvements
that are forthcoming. The improvements/changes indicated in the sample CAPP provided to the AAC are
great, and the advisors applauded Barbara and her staff on all their hard work. There are some difficulties
remaining with transfer courses and their attributes, but this problem is being addressed. Anyone who has
other concerns about something that is missing from the CAPP, as opposed to formatting concerns, should
contact Barbara directly. The formatting changes already made are about as far as the program can go.
Heather Chermak provided a listing of students by college and major who are deficient foreign language
(DFL). Barbara announced that Banner migration is scheduled to be complete by 1/1/00.

8. Jennifer Kuzeppa showed the new Kaleidoscope agenda format that will be coming out soon. She
reminded everyone that Winter Term Orientation for new OSU students is January 4, and Spring Term
Orientation is March 26.

Since the meeting was running over its allotted time, the agenda items for WUE students and Contacting
students were deferred until the January meeting. The next meeting is January 12 in the MU Council Room.

Happy Holidays!

Jane Siebler, Secretary
November 10, 1999, Minutes


1. Members and guests introduced themselves.

2. Roy Rathja thanked everyone who nominated students to serve as members of the AAC. The selection process is continuing, and there should be student members at the next meeting.

3. Roy Rathja reported on the Graduation/Progress Audits for Barbara Balz who could not attend the meeting. Meetings are continuing with Registrar's Office staff, faculty and advisor representatives and Information Services staff. By the next AAC meeting, Roy expects that more than 70% of the areas of concern expressed by advisors should be taken care of. Much of the unnecessary information on the audits will be eliminated, and concerns such as BAC core formatting and alphabetical listing of classes should be addressed. There are some areas of concern that simply cannot be fixed in Banner, and there are no resources currently for another solution. Barbara Balz will report at the next meeting.

4. Louan Johnson provided hand-outs listing upcoming dates for Admission and Orientation activities through the end of the academic year. There was discussion of possible courses to be taught as part of Kaleidoscope in January.

5. Bill Oye handed out the Report of Academic Dishonesty form and discussed some of the issues related to academic dishonesty. One important change in the reporting process is that the report itself does not have to be kept separate from the student's regular file in the academic unit. The report must be secure (as is the student's file) and it should be sent with the file when students change majors/colleges. The report is not part of the transcript kept in the Registrar's Office. The group also discussed policy and practice with respect to when a grade of "F" is given under academic dishonesty. Bill Oye will be checking with the Registrar's Office as to current practice regarding "F" grades so given.

Students receiving a Report of Academic Dishonesty are now required to attend a special seminar. Students not attending the required seminar will have Holds placed on their registration.

Bill reported that there will be a faculty seminar about academic dishonesty on February 16 from 3:30 - 5:00...
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pm in the Willamette Room of the OSU Library.

6. Marianne Vydra provided a hand-out with information about student athletes' practice schedules, travel schedules, and academic services in general for student athletes. Advisors discussed various concerns related to student athletes. In general, it is a good idea to try to work student schedules around practice times, but there is some flexibility with coaches and other athletic department personnel. Students with athletic scholarships must apply for their aid each year, and any fifth year scholarship aid must also be applied for. Roy will add Marianne Vydra to the AAC listserv and she will be invited to attend meetings. Advisors' Guide to Working with Student-Athletes

7. Susan Longerbeam and Lara Jasman presented information about the Student Health Center, including a hand-out of the organizational chart and the unit's Mission Statement. The Student Health Center's current mission is to provide leadership for the health of the University community. The SHC is a comprehensive service provider, with more than 40,000 visits per year. Advisors are important to students' health in many ways, but certainly by listening to their concerns. One of the services for students is a wellness visit. This service is prepaid for all students through their fees, and students can be encouraged to take advantage of this opportunity to get information about nutrition, sleep, stress and relationships. Students need not be sick to visit the SHC! Students can call 737WELL for appointments. The SHC is open 7 days a week during the school year, and while appointments are encouraged, there is drop-in service. University psychologists are housed in both the SHC and University Counseling and Psychological Services, and students can call either place for assistance. Advisors wanting to refer a student for psychological services can call either campus unit, but generally SHC services are more accessible. The Nurse Advice Line at 737-2724 is the best number to call when advisors want to help a student with an appointment or for questions about medical releases. This line is also a good choice for faculty members who want information about medical excuses. The nurses can discuss the general aspects of an illness or recuperation period. In general, the SHC does not provide medical excuses for students. Advisors had questions regarding light boxes—there is a waiting list for 2 week rentals of the boxes, and the SHC is currently looking at a lower cost source so students can purchase boxes for their own use. Advisors also had questions about the diversity of the staff at the SHC. The SHC is working hard to increase clinical staff of color, and all current staff attend sensitivity training.

8. Linda Johnson provided information about the AIDS class (H312) for Winter Term, 2000. The class is offered during winter, although it was left out of the official OSU Schedule of Classes. Students enrolling must be juniors, but others can enroll after priority registration, if there is room in the class. Students with questions about H312 should be sent to Langton 125 for more information. Linda also reported that the format for listing HHP231 in the Schedule of Classes has changed. Any questions about the HHP231 class should also be directed to Linda's office, Langton 125.

9. Barbara Moon announced additional sections of math being offered through Continuing Higher Education for Winter
Term 2000. Meeting adjourned at 3:05 pm. Next meeting is December 8, MU Council Room.

Jane Siebler, Secretary

1. Members and guests in attendance introduced themselves.

2. Student representation on the Council was discussed. Members should send nominations of student representatives to Roy Rathja who will select the representatives based on their ability to hold a broad perspective and their availability to attend meetings. Each Council member is asked to nominate only 1 student.

3. It was agreed that the immediate Past Chairman of the AAC will serve as the member of the Dar Reese advising award committee. Polly Jeneva serves this year.

4. Barbara Balz discussed the student level conversion that will become effective Winter Term. Conversions will affect students registering in November/December for Winter Term 2000. The Council discussed how to assign new Level 03 and Level 04 students in the registration priority system. It was moved, seconded, and passed to assign new Level 03 students with seniors and new Level 04 students with others.

5. Barbara Balz presented information regarding OUS policy governing nondegree students taking 8 credits or less. Nondegree undergraduates with more than 8 credits who are NOT National Student Exchange students will receive a letter advising them that they must achieve regular admission and/or reduce their credits for Winter Term. In the future, the Registrar's Office will monitor such nondegree undergraduates each term and advise them of the need to get regular admission before the next term.

5b. Nondegree students were required to have PINS for Fall 1999 registration, and this caused problems, especially for OSU Statewide students. It was recommended that this requirement be eliminated for students in the New level 04. It was moved, seconded and passed to eliminate the requirement that students in the new level 04 have PINS for registration.

6. Barbara Balz reported that on October 20, GAPS expire. The expiration will be announced in BAROMETER advertisements. This action is required to ensure proper security for all student records, including any employment records on students. Students will be able to change their GAP using the Online Services. If a student forgets his/her GAP, they can have access authentication to reset the GAP through the voice system or through the Registrar's Office.

7. The public relations implications for the use of the GAP were discussed. Advisors who wish to register a distant student by phone can call or email Heather Chermak or Barbara Balz who can then provide the service for the student. It is best not to ask a student for the GAP. Access to the GAP is covered under rules regulating student confidentiality and privacy, and it should be handled the same with respect to student rights and the waiver of those rights.

8. Advising for student athletes was discussed. After inappropriate advising involvement by a coach during Summer, 1999, advisors are seeking better information and integration of advising for student athletes across campus. It was moved, seconded and passed that the AAC hear about Student Athlete Services at a future meeting, and that AAC then look at representation of Student Athlete Services advising staff on the
A group of advisors will be meeting with student athletes and their advisors at a Study Hall session this fall. Admissions staff is also working with the Athletic Department to ensure that the latest START date of the summer will allow student athletes to attend.

9. Leslie Burns reported on changes to the WUE program. WUE will be treated like a scholarship program, beginning with Fall 2000. There will be GPA, test score, and progress requirements for all WUE students. The WUE scholarships will still be college and major specific, with tracking required to ensure that grade and progress requirements continue to be met.

10. Tom Munnerlin reported on various Career Services events. The OSU Career Fair will be October 19 in the CH2M Hill Alumni Center. More than 130 employers will attend, and the event is free for students and alumni. More information is available on the Career Services web site. On November 1, there will be a speaker providing information to students applying to graduate schools. Also, this year’s Graduate School Fair will be held November 1 - 12 in an online format. Tom provided hand-outs for these events. Advisors needing more information or more copies can contact him directly.

11. The advising workload in UESP and attendant implications for serving students were discussed. The issues involve immediate assistance to Stephanie Hamington with the sheer numbers of students needing advising, and the larger issue related to UESP as a unit. Those who would like to help Stephanie with advising her students should contact her. The AAC will discuss the larger issue at the next meeting.

12. The new Banner Degree Audit was discussed. Dick Thies enumerated various dislikes advisors have reported as they use the new form. For many advisors, the new product is not acceptable in its current form. Barbara Balz reported that the new baseline form cannot be changed, nor can the old form be resurrected. The new form can be "tweaked" to better serve the needs of advisors. A small group was formed to work with Barbara on tweaking the new form. The Banner Degree Audit work group is: Dick Thies, Sarah Ann Hones (via Polly Jeneva), Kim McAlexander, Keith Parrott and Mike Rainbolt (via Barbara Balz).

The meeting was adjourned at 3:10 PM. The next meeting is November 10, in Kidder 128.

Submitted by Jane Siebler
Faculty Senate

Academic Advising Council

February 10, 1999
Minutes

Memorial Union Council Room

In attendance: Barbara Balz, Bob Bontrager, Heather Chemak, Karrie George, Stephanie Hamington, Clara Horne, Louan Johnson, Jennifer Kuzeppe, Mary Ann Matzke, Kim McAlexander, Janet Nishihara, Lucy Noon, Keith Parrott, Darlene Perkins, Michel Sandlin, Bill Smart, Mary Alice Stander.

Guests: Joe Hendricks, Robby Robson.

Handouts:
- Honors College Spring Term Schedule of Classes
- University Honors College 1998-1999 Student and Course Distribution Profile
- Undergraduate Scholarship Summary
- OSU Connect Request For Proposals Package
- Education Reform Update and Student-Centered PASS Admissions Policy
- Draft Proposal Student-Centered Admissions Policy and Transition to PASS
- Standards-Based Education on the Oregon State University Campus
- CIM Facts
- CAM Facts
- PASS Facts

I. Honors College - Joe Hendricks
The Honors College reported a 16.67% increase in the number of early round applications. Eighty-two offers of admission were extended. Twenty-seven students have accepted; 3 declined; and 52 postponed their decision. Twenty-three alternates were selected. The average high school grade point average of the applicants is 3.98. The average SAT score of the applicants is 1251.18. The average ACT score is 30.36. Twenty-two percent of the applicants are under-represented minorities; forty percent are female; eighty-three percent are Oregonians.
Head advisors are asked to send a "follow-up" letter to all UHC applicants.

II. Provost Scholarship - Bob Bontrager
$50,000 dollars has currently been set aside for scholarship support. $50,000 will be used to attract Oregonians; $100,000 to attract international students; and $350,000 to attract out-of-state students. The scholarships will range in amount from $1,000 to $6,000 and be awarded to in-state students who applied and were not selected for a Presidential or Achievement Scholarship; have earned a 4.0 high school grade point average; have a SAT score of 1,400; are a National Merit Finalist or Semi-finalist; rank 1st or 2nd in their class; or have earned an International Baccalaureate. Selection criteria for out-of-state and international students will be based on grade point average, test score, financial need, diversity, and leveraging analysis.

III. Outreach in Portland's Asian Pacific American Community - Janet Nishihara
An outreach event will be held in Portland on Tuesday, April 6, 1999. Head advisors that
wish to participate are asked to contact Janet Nishihara, Educational Opportunities Program, or Sho Shigeoka, Asian/Pacific American Education Office.

IV. Spring Visits, START, CONNECT - Luann Johnson, Jennifer Kuzep
Applications are currently available in the Admissions & Orientation Office for TOUR coordinator positions. Application deadline: March 1, 1999.
227 students have indicated they will attend the January 15, 1999 Spring Visit.
Head advisors will be given a two-week extension for submitting an OSU Connect request for funding, but are asked to provide their requests to Jennifer Kuzep as soon as possible.

V. BANNER/Admission Codes - Michele Sandlin
Although no finalized, the following admission codes are under consideration:
01 - undergraduate
02 - graduate
03 - post bac
04 - all other non-degree
05 - professional

VI. Registration: "Department Approval" - Barbara Balz
Departmental approvals to register for a course will now be electronically processed much like course restriction overrides. The Registrar's staff is meeting to review the new process with three departments that greatly utilize the "department approval" option: Mathematics, Music, and the Honors College.

VII. PASS - Robby Robson
Students entering OSU in Fall 2001 will have English and Mathematics proficiencies. PASS is scored on a 5 point scale. State Board policy is that upon full implementation in 2005, students are required to have a 3 or higher on all PASS proficiencies, with discretion left up to institutional offices of admissions.
The proposed admission policy might read: Oregon State University will admit any student who has demonstrated the equivalence of all PASS proficiencies at the level of 3 or higher or who has completed the equivalent of a high school degree and can correct any under-preparation by successfully completing at most 18 (36?) units of specified course work in three terms. To implement this policy it will be necessary to develop a list of courses that can be used to remedy under-preparation on various proficiencies.

VIII. Two agenda items were deferred until the March meeting of the AAC: Discussion regarding changing the Finals Week schedule to include a 30-minute break between each examination and appointing an AAC member to serve on an Ad Hoc Committee working on a consumer guide to assist students in course and faculty selection.
APPENDIX A

December 9, 2010
Leslie Burns, Faculty Senate President

On December 8, 2010 the Academic Advising Council voted on the suggested revision to the Degrees with Distinction policy. The following is a brief summary:

Degrees with Distinction:

"Grade point averages are computed on the basis of all work attempted at OSU. Graduates who have been in attendance at OSU for at least two years taken or accepted by OSU for academic credit, and are awarded degrees with distinction as follows:"

The vote passed unanimously that AAC membership expressed concern regarding the suggested revisions to the Degree with Distinction policy based on the following:

- The possibility that transfer work may not be articulated on the OSU academic history when Degree with Distinction is calculated.
- This change would recognize a Collegiate Degree with Distinction rather than an OSU Degree with Distinction.
- OSU GPA is currently not calculated in the manner described. Thus a 3rd GPA would be calculated. (OSU Institution, Transfer, Distinction)
- This change may increase repeated courses both at OSU and at their transfer institution and may be inconsistent with the current grade repeat policy.
- Combining OSU and transfer work in setting Degree with Distinction is inconsistent with other institutional grade calculations such as the determination of academic standing and retention. This could increase confusion by students as to what GPA is critical to their academic standing and how that is calculated.

AAC does recommend the following change: A student must have a minimum of 90 credits completed at OSU in order to be considered for a Degree of Distinction.

Gene Newburgh, Head Advisor & Director of Student Services for the College of Education, volunteered to represent the AAC at the Faculty Senate meeting when this issue will be discussed so she can express and elaborate our concerns in person.

There was dialogue on AR 20 but the issue was laid on the table. The discussion will resume at our meeting on January 12, 2011 at which point our vote and discussion will be forwarded on to you. Thank you.

Sincerely,

Rebekah Lancelin, AAC Chair 2010-2011
Academic Advisor, University Honors College
APPENDIX C

March 28, 2011

Academic Regulations Committee

Dodi Reesman, ARC Chair 2010-2011

The following are comments and suggestions received from AAC members regarding changes to Academic Regulation 13 and the Degrees with Distinction policy. There were no major objections or concerns regarding the changes.

RE: AR 13

“AR 13 section d - looks great - it’s about time that we had something like this. Strongly support this.”

RE: Degrees with Distinction

From Clay Torset, College of Forestry, regarding Degrees with Distinction – Can students mix and match level 01 and level 03 work in the calculation of the 60UD or 90 OSU credits? This needs to be clear in the regulations, especially for the post-bac students.

College of Science: I [Mary Ann Matzke, Head Advisor, COS] support both of these proposals. I think it is important to allow a student with 90 OSU credits OR 60 upper division at OSU to have a degree with distinction.

Sincerely,

Rebekah Lancelin, AAC Chair 2010-2011
Academic Advisor, University Honors College
APPENDIX B

February 28, 2011

Leslie Burns, Faculty Senate President

The following are comments and suggestions from AAC members regarding changes to Academic Regulation 20 and the Degrees with Distinction policy:

RE: AR 20

College of Science professional advisors would like to see the repeat policy with reference to S/U grades also mentioned in AR 18. “A course may not be repeated on an S/U basis if it was taken previously on a normal grade basis.”

A student could read all of AR 18 and not know that they can’t S/U a course that they are repeating.

RE: Degrees with Distinction (clarification needed)

Is the 90 or more credits dependent upon student level code? Here is an actual real-life situation:

OSU undergraduate student, with 90+ OSU credits at 3.5+ GPA graduates with Distinction. Then comes back as a post-bac for a second degree and completes say 60 OSU credits with a 3.5+ GPA. Would they qualify for a Degree with Distinction as they would have more than 90 credits if you combine their level 01 and level 03 credits, but would not if only level 03 credits (which are used in the second degree) are counted? My interpretation of the policy is that this student would receive a degree with distinction on their second post-bac degree.

Whereas, a post-bacc who did their undergraduate work at another institution, completes 60 OSU credits with a 3.5+ in their PB degree would not. Yet, the two students completed the same degree program with the same level of academic achievement but will not be recognized in the same manner.

Sincerely,

Rebekah Lancelin, AAC Chair 2010-2011
Academic Advisor, University Honors College
APPENDIX A:

December 16, 2008

TO: Faculty Senate Executive Committee

From: Gene Newburgh
       Chair, Academic Advising Council

Re: Alert Notification System

During the summer AAC Review with the incoming president, AAC was directed to follow up on the Alert Notification System newly adopted by OSU. Todd Simmons, Assistant Vice President of University Advancement, came to our November meeting and gave a detailed plan of the red/yellow/green system of warning for OSU students & faculty and how it would be communicated via an email alert, on the web, radio, etc.

AAC members quickly ascertained that the alert plan Todd presented is a logistical one with the students’ safety of foremost importance. There is, however, no alignment whatsoever with academic expectations. Thus, students might be “alerted” to use precaution and not come to campus under certain circumstances, but they might suffer academic repercussions from doing so since faculty does not have a compatible plan to accommodate such absences. Numerous anecdotal examples from this conflicting message demonstrated the additional stress placed on students. One AAC member referred to a student who had a graded pop-quiz just to penalize those who hadn’t made the effort to attend class on a yellow alert day.

As our non-traditional student base expands, we are noticing far more students commuting from Salem, Portland and Eugene and the coast. If the message of safety is sincere, we feel there needs to be steps taken to have alignment with the academic process (testing, attendance, homework/project deadlines, etc.).

Thus, we are asking the Faculty Senate to consider our request to define how faculty would align their practices with the university’s safety message and how these guidelines would be communicated to all OSU faculty. Perhaps a uniform statement of expectations related to each of the alerts might be drafted to be included in all class syllabi, as is done with ADA regulations.

Thank you for your consideration; we look forward to your feedback.
APPENDIX B:

Academic Advising Council

STANDING RULES

The Academic Advising Council furnishes support and information to those units on campus that provide academic advising for undergraduate students and makes policy and procedure recommendations to the Faculty Senate for consideration.

The Council shall be composed of a Head Advisor or designated representative from each academic college and one or more representatives from each service unit involved in advising undergraduate students, and a student representative. Each of the academic colleges and the service units represented shall have one vote on the council. A change in the Standing Rules is required to add or delete a voting member.

The Chair and Secretary shall be chosen by the Council in a manner to be determined by that body.

The immediate past chair of AAC shall participate on the Faculty Recognition and Awards Committee in selecting the recipient of the Dar Reese Excellence in Advising and the OSU Academic Advising Award and shall be a liaison member of the Curriculum Council. The following year, this individual shall be a representative to the Academic Affairs Council. In the event that the individual cannot fulfill his or her duties, the AAC chair will appoint a replacement.

AAC MEMBERSHIP (voting members, limited to one (1) vote/unit):
Head Advisors: Includes each of the academic colleges that advise undergraduate students, as well as University Honors College, University Exploratory Studies, and the Cascades Campus:

- College of Agricultural Sciences
- College of Business
- College of Education
- College of Engineering
- College of Forestry
- College of Health and Human Sciences
- College of Liberal Arts
- College of Pharmacy
- College of Science
- Cascades Campus
- University Honors College
- University Exploratory Studies Program
One vote representing each of the following service units involved in advising (or providing support for advising). One or more representatives may attend.

- Academic Success and Engagement
- Academic Planning and Assessment
- International Programs
- Enrollment Management
- Intercultural Student Services
- Office of the Dean of Student Life
- OSU Extended Campus
- Student Representative

Non-voting members: The non-voting membership of the AAC consists of units whose work supports academic advising, but whose mission, goals, or responsibilities largely lie outside of academic advising. Non-voting members are listed in the AAC Guidelines, and a vote of the Council to change the Guidelines is required for a unit to become a non-voting member.

(02/09)
APPENDIX C:

Academic Advising Council

GUIDELINES

General Guidelines
One of the main purposes of the AAC is to facilitate and foster the exchange of information among units that perform academic advising and units whose responsibilities affect academic advising. To that end, the membership of the AAC is broad and, unlike many Faculty Senate committees, is defined wholly by unit association.

Membership
The voting membership of the AAC consists of units that perform academic advising, such as the colleges, and units whose mission, goals or responsibilities substantially and directly affect academic advising, such as the Registrar's Office. Though each voting unit may have only one vote, each unit may send multiple representatives to attend and participate in AAC meetings and activities. A vote of the AAC and change in the Standing Rules is required for a unit to become a voting member of the AAC.

The non-voting membership of the AAC consists of units whose work may affect academic advising, but whose mission, goals, or responsibilities largely lie outside of academic advising. The non-voting membership also may send multiple representatives to attend and participate in AAC meetings and activities. A vote of the AAC and change in the Guidelines is required for a unit to become a non-voting member of the AAC. Current non-voting members are:

- Academic Success Center
- Academics for Student Athletes
- College Assistance Migrant Program
- Educational Opportunities Program
- Reserve Officer Training Corps
- University Housing and Dining Services
- Registrar
- Admissions
- Enterprise Computing
- Career Services
- Disability Access Services
- New Student Programs and Family Outreach
- Student Conduct

All representatives of voting and non-voting units are included on the AAC list serve. Individuals not represented by voting or non-voting units who would like to be placed on the list serve should contact the AAC chair.
Units that wish to become voting or non-voting members of the AAC should contact the AAC chair for placement of the membership request on the agenda.

Chair Selection

1. The Chair of the AAC will be a Head Advisor or designate from one of the member academic colleges, UESP, or the Cascades Campus.
2. Nominations, including self-nominations, must be made to the current Chair of the AAC no less than two weeks prior to the election meeting.
3. The advisor with the largest number of AAC votes of those present at the last AAC meeting of the academic year will be selected.
4. The position requires a four-year commitment: Year 1 - Secretary, Year 2 - Chair, Year 3 - Faculty Senate Curriculum Council liaison, Dar Reese Excellence in Advising Award selection, and OSU Academic Advising Award selection, and Year 4 - representative to the Academic Affairs Council. In the event that the person cannot fulfill his or her duties, the chair shall appoint a replacement.
From: Newburgh, Gene
Sent: Thursday, April 02, 2009 5:31 PM
To: LeMay, Malcolm - COB; McAlexander, Kim
Subject: Letter of support for Electronic Photo Roster

To: Malcolm LeMay
    Kim McAlexander
    Faculty Senate Executive Committee

From: Gene Newburgh
    Chair – Academic Advising Council (AAC)

Thank you, Malcolm and Kim, for your thorough and thoughtful presentation on the Student Photo Roster Project to AAC at the March 11, 2009. It is impressive to see how far the detail on the project has progressed since we last talked about it.

As you are aware, the AAC voted unanimous support of your project. Safety for the students is our number one concern, and we are grateful that this priority is mirrored in your plan and will continue to be. We also would like to communicate that our support of the project is predicated on your inclusion of ASOSU support and their stated stipulations.

As the ratio of students per advisor and student services provider increase, we cannot deny that pictures of students will enhance our ability to remember students and provide more personal and effective service. Efficiency is bound to increase, as well.

Thank you for your dedicated and continued diligence to this worthwhile project. It is our pleasure to support this endeavor.

Gene Compton Newburgh
Director of Student Services/Head Advisor
College of Education
Oregon State University
Academic Advising Council

- Standing Rules
- Membership
- Scheduled Meetings
- Agendas
- Minutes
- Annual Report

Internal Policies
- Guidelines
- Vision, Mission, Values, Goals Statements

Resource Materials
- Curricular Policies and Procedures
- INTO OSU Pathways Program Description
- Pathways Scholar Information Form
## Oregon State University First Year Experience Initiative
### Fall Quarter Progress Summary
#### December 10, 2013

<table>
<thead>
<tr>
<th>Progress/Outcome(s)</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course-Based Early Alert</strong></td>
<td>Fall quarter pilot in all CH 121, 201, 231 sections producing significant midterm grade improvements (final results pending)</td>
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<tr>
<td><strong>Residential Enhancements</strong></td>
<td>New residential curriculum in all residences</td>
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<tr>
<td></td>
<td>4 new or expanded living learning communities in progress for fall 2014:</td>
</tr>
<tr>
<td></td>
<td>• Global Village (ILLC)</td>
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<tr>
<td></td>
<td>• Health and Well-Being (McNary)</td>
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<td>• Arts and Social Justice (Wilson)</td>
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<td></td>
<td>• Engineering (Hawley-Buxton)</td>
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<tr>
<td><strong>Academic Advising</strong></td>
<td>Endorsed by Senate Academic Advising Council; currently in implementation for fall 2014:</td>
</tr>
<tr>
<td></td>
<td>• First Year Advising Syllabus</td>
</tr>
<tr>
<td></td>
<td>• Required quarterly advising appointments</td>
</tr>
<tr>
<td></td>
<td>• New change of major process</td>
</tr>
<tr>
<td><strong>Campus Communications</strong></td>
<td>FYE Initiative website: <a href="http://oregonstate.edu/ase/firstyear/">http://oregonstate.edu/ase/firstyear/</a></td>
</tr>
<tr>
<td></td>
<td>FYE marketing plan for new students in progress (see reverse)</td>
</tr>
<tr>
<td><strong>Orientation Enhancements</strong></td>
<td>CONNECT Crew peer mentoring pilot in east residences</td>
</tr>
<tr>
<td><strong>Campus Traditions</strong></td>
<td>New residential Homecoming programming</td>
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<tr>
<td></td>
<td>Campus Traditions Task Force convened</td>
</tr>
<tr>
<td><strong>FY Curricular Enhancements</strong></td>
<td>MTH 111 redesign fully implemented with midterm grade improvements of between 8% and 29%</td>
</tr>
<tr>
<td></td>
<td>Expanded UEngage enrollment by 10% (664 in 2012; 730 in 2013)</td>
</tr>
</tbody>
</table>

**Something missing from this summary? Please email gail.cole@oregonstate.edu**

**On the Horizon for Winter Quarter:**
- ASOSU Symposium on the First Year Experience, January 22, 2014, 4:00 to 6:00, MU
- “Walk-about” FYE meetings with each college and UCSEE co-chairs Brubaker-Cole and Hoffman, including college inventories of FYE efforts
- Kansas State FYE director Greg Eiselein consulting visit to OSU, February 4, 2014; schedule details TBD
The Beaver Nation Experience

The Beaver Nation Experience is an intentional, integrated process to ensure first-year student success and persistence. It lays the foundation and provides continuing support for students’ academic achievement and personal development throughout their time at Oregon State University.

The Beaver Nation Experience will help you achieve success — academically and personally — during your first year at Oregon State University. In this first year and beyond, you’ll have choices to make your college experience what you want it to be. You’ll be challenged to pursue excellence, and you’ll have resources and support to meet your goals. You’ll develop creative and critical thinking skills that open up a world of new knowledge. You’ll make connections across the campus community. And you’ll lay the groundwork for a successful life beyond graduation.

Expand Your Mind

You’ll find yourself learning in every aspect of your experience at Oregon State University. It will be challenging and engaging, and it will extend beyond the classroom. You’ll learn by doing through research projects, field studies, internships, service learning and other opportunities. You’ll push yourself toward excellence and discover you can do far more than you ever thought possible. Along the way, you’ll learn the tools and rules you need to navigate successfully through the university.

Connect to Your Community

You’re joining a welcoming campus community, and it won’t take long for Oregon State to feel like home. A large university seems much smaller when there are so many places where you can belong. There are faculty and mentor connections to make, friends to find, clubs to join, activities to try and campus traditions to make your own. With each connection, you’ll discover fresh perspectives that enhance your learning and your college experience.

Build Your Best Self

You’re discovering who you are, what you want to do and who you want to be. In your classes, your activities and your experiences at Oregon State, you’ll explore all that the world has to offer and what you have to offer the world. You’ll gain a broad base of knowledge as well as practical skills to prepare you for a successful career and a life making positive contributions at work, at home, in your community and beyond.
Questions Posed to AAC Members on 1/8/14

Most Common Responses

1. One process or system that is most confusing for students to navigate?
   - Waitlisting, registration holds, graduation process, MyDegrees, change of major process
2. One area where your staff needs development/training?
   - MyDegrees, Data Warehouse, DPP, understanding Dean of Students office
3. One topic that is an “elephant in the room” that needs to be addressed?
   - Pay inequity and advisor load (especially with FYE), outdated change of major process, consistency across university
4. Writer’s Choice: What do you want to see us address as an advising body?
   - Transfer & int’l students’ role with FYE, S/U policy

All Responses

Each bulleted response per section is the response of one AAC member (repeats included)

1. One process or system that is most confusing for students to navigate?
   - Waitlisting (getting on and moving into class) and registration phases 1&2 (When and what)
   - Processes in each college/unit to register for thesis, independent study, or reading credit.
   - Waitlist process
   - Registering for lab/lecture/rec courses
   - Registration Holds
   - Navigating MyDegrees
   - Registration holds
   - Transcript articulation upon entering OSU – Does the transfer degree (AAOT) really help?
   - Google Apps (need video tutorials), MyDegrees planner
   - Anything dealing with graduation applications and the registrar’s office
   - Antiquated, paper-based change of major process
   - Withdrawals (petition online which drops students from the university vs only withdrawing from one class)
   - DPP students seem to encounter a ton of issues, especially if OSU isn’t their home school their first year.
   - A single user sign-in for MyDegrees. MyDegrees or Online Services – unified portal
   - MyDegrees
   - Extended admissions if denied – not the process of EA, but knowing it exists
   - I (incomplete) grades: what they mean, how to acquire/request, how to complete/remove
   - Change of major process
   - Repeat class policy
   - Final graduation audit notifications from grad office (when they receive deficiency notices that are unclear/not evident to their advisor)
• Maybe something could be done to streamline/publicize/clarify different processes for getting involved in undergraduate research and applying for internal grants
• Waitlisting lecture/labs
• Course repeats in your last term
• Change of major (moving to an online process)
• Students still have challenges transitioning from major to major, their academic plans are difficult to navigate. Their identity is tied to what it says in the system. Let’s ensure we get a timely change of major/program process that works.

2. One area where your staff needs development/training?
   • How to balance developmental advising and prescriptive in appointments when there seems to be increasingly more technical/prescriptive aspects to track and explain in our unit and the university.
   • Appropriate ways of referring students to CAPS – beyond just a handout or referral – making it as comfortable for the student as possible
   • MyDegrees notes
   • MyDegrees
   • Student dev theory and other – not all of us are CSSA, but discipline trained
   • Understanding the role of “Dean of Students” office when working with students
   • Diversity development project that SBC has initiated
   • MyDegrees
   • I think it might be helpful for the advising community to hear more about Dean of Student Life. What does this office do – maybe an annual reminder?
   • Mandatory reporting – impact on the relationship with advisors, if any?
   • Locating funding for continuing and transfer students; entering notes into MyDegrees
   • On-campus opportunities available to local e-campus students
   • How DPP intersects with cost-specifics (pros + cons)
   • Data mining from data warehouse, MyDegrees reporting
   • Navigating data systems (data warehouse, banner)
   • Promoting healthy sleeping habits to students
   • NCAA audits/compliance/etc
   • Consistent use of Data Warehouse/MyDegrees for notes – Examples and experiences lab
   • Listening skills refresher

3. One topic that is an “elephant in the room” that needs to be addressed?
   • Assessment of our initiatives seems to be getting complex as we add more. They often intertwine, making it harder to identify what is affecting the change.
   • Advising an increasingly diverse student body when a majority of academic advisors on campus are homogenous (or may seem so to students)
   • Advisor to student ration inequity
   • Pay inequities and duties for advisors
   • Many MyDegrees inaccuracies
   • FYE – the hidden cost to advisors
   • Late admittance for e-campus students too late to orient 1-2 weeks before term; still get classes and get books on time. Need ‘complete’ applications by deadline or earlier.
• Too much energy focused on upcoming initiatives (FYE) instead of current university issues
• PR4 – Advisor pay range – $30k-52k is embarrassing and inequitable
• We seem to always be afraid to require colleges to be consistent. In an effort to honor culture we are afraid to make change. I think we are engaging in the right conversations for change. Not sure if there is action here, more of a statement
• Transfer student – support services
• FYE – implementation and cost
• Advising loads and compensation variation across departments
• Major change process
• We need to track students better as an institution to record interactions with various campus offices/services
• Where transfer students fit into FY advising initiatives, as they are first year students at OSU
• Course access issues in high demand majors. Choices might include:
  i. Strict pre-major programs and admissions processes
  ii. Better scheduling using data from MyDegrees
  iii. Revising curriculum
  iv. Advising students to take summer classes
• OSU staff and faculty do not make a good enough effort to understand international students when a language barrier occurs.

4. Writer’s Choice: What do you want to see us address as an advising body?
• Opportunities for advancement in advising. We have professional development, but a road map or decision tree or mentoring could be helpful if an advisor or head advisor wants to “advance” in the ranks
• A review of admission standards – any changes?
• I may be uninformed on this, but it seems to me that the tours offered at Oregon state are geared to new students I would like to see them created for transfer student.
• International student/ exchange student orientations and expectations – what roles colleges/advisors/int’l programs play
• I have concerns that the energy dedicated toward edifying the Bacc Core and general education. The last three years has started to fade and this important element of undergraduate education continues to be an afterthought for most of this campus. Not sure what the AAC can do, but it might make for an interesting discussion
• Graduation vs. program completion (adding additional major/minor/certificates/internships after already completing program – can students remain at OSU taking filler classes after they’ve technically graduated?
• We will probably need to chat about math placement changes at some point
• Intervention/cohesive strategy for transfer students in 1st year (and beyond) similar to STAR
• S/U Grading – the value of having students S/U and the value of having their form signed. Shouldn’t the student be responsible for determining S/U grades and feel the consequences of their actions, should they S/U? Registrar’s office excludes S/Us over the limit, MyDegrees excludes when not allowed in the major and I think the registrar’s office checks the AR to ensure students don’t S/U a grade after taking a course as a graded course
• More MyDegrees usage and/or standardization of increased usage of NOLIJ
- Define first year student traits
- Revisiting credit limit and restrictions for the S/U policy
- I’m concerned with the additional tuition and fees that Corvallis campus students pay to take E-campus courses. There is not great justification for additional cost.
Oregon State University First Year Advising Syllabus

College/Major Specific Advisor Contact Information

Name:
Office Location:
Phone:
Hours:
Web:
Other:

What is Academic Advising, and what does it look like in your first year at OSU?

You may hear that your advisor is just the “person who tells you what classes to take,” but course planning is really only one component of an advisor’s job. Think of your academic advisor as an interpreter of the OSU environment and a facilitator to your experiences here that relate to your undergraduate degree. As you work your way towards your undergraduate degree, your advisor is a person who helps you make sense of the “3 O’s”: Options, Obligations, and Opportunities related to your academic interests. Your advisor can also help you start to think about how your undergraduate learning relates to career opportunities.

Your academic advisor plays a particularly important role in your first year simply because you will be encountering so much about OSU that is new to you. Because of that, you will be asked to have a face-to-face meeting with your advisor at least once a term during your first year. After that, the frequency with which you meet with an advisor will be determined by your major.

Above all your advisor is a person who is invested in you having rewarding learning experience. Be open and honest with your advisor and trust that they can help you with your decision making.

On Pages 5 and 6 of this document, you will find a term-by-term list of conversation points likely to come up in your meetings with your advisor, but first let’s use the next two pages to define some important academic experiences and requirements at OSU that you need to pursue and comprehend in your first year.

What is the purpose of this document?

When you take a class, the syllabus is an important document that establishes the parameters of the class culture and environment and identifies what you will learn over the course of the term. This First Year Advising Syllabus is designed with similar intentions, but it looks at a bigger picture. Your first year at OSU is a time where you adjust to the culture and academic environment at OSU, and this syllabus outlines important components of that adjustment period. This document includes information that:

- Defines the role of your academic advisor
- Articulates how advising relates to important first year experiences and requirements and gives you some action and reflection tasks for the coming year
- Introduces you to concepts and terminology that are essential parts of the OSU undergraduate experience – for your first year and beyond.
Important First-Year Experiences and Requirements

The four experiences/requirements on the next two pages are really what we call Student Learning Outcomes. You will see the term Student Learning Outcomes or Student Learning Goals frequently as you go through your academic experience. Each course syllabus will have these listed and we even have them for your entire OSU undergraduate experience (OSU Learning Goals for Graduates – see Page 6). The purpose of these goals and outcomes is to let you know in a very direct way what you should be getting out of your OSU first-year experience and what we hope to enable you to achieve. On page 3 and 4, you’ll find a listing of Action and Reflection prompts related to the four experiences/requirements.

I. First Year Skills Requirement in the Baccalaureate Core

An important component of your undergraduate degree at OSU is the Baccalaureate Core (aka the “Bacc Core”.) The Bacc Core is OSU’s General Education requirement, and every undergraduate, regardless of major completes it. The Bacc Core is meant to be a progressive experience that spreads out over the entirety of your time as an undergraduate. In other words, there are parts of the Bacc Core that you won’t complete until your junior or seniors years, and there are parts that you definitely need to complete in your first year. The First Year Skills Requirements includes three Bacc Core Categories that you must complete by the time you’ve earned 45 credits at OSU. These categories are designed to help you develop skills in your first need that you will need for year two and beyond.

- **Writing I** – You’ll take WR 121 to meet this category, and the term that you take it is determined by the first letter of your last name: A-G (Fall), H-N (Winter), O-Z (Spring).
- **Speech** - You’ll either take Public Speaking (COMM 111), Argument & Critical Discourse (COMM 114), or Interpersonal Communication (COMM 218) to meet this category. Some majors will specify which class you should take. Typically, you’ll take this class in a term when you aren’t taking WR 121.
- **Mathematics** - You’ll take one Math class to satisfy this requirement. It needs to be Math 105 or a higher. Like Speech, often your major requirements will dictate which class will be used to meet the First Year Skills requirement in Mathematics.

II. Know the Tools and Know the Rules

Over the course of your first year, you’ll want to get very comfortable using OSU’s tools and resources. These could be online tools like:

- **MyOSU portal** – a gateway into most OSU online resources as well as other online information that relates to your OSU undergraduate experience.
- **Blackboard** – the “virtual” extension of your classroom where your instructor for a class you are taking may post information relevant to that class.
- **MyDegrees** – OSU’s online degree audit system where you can track your degree progress, plan for your coursework in subsequent terms, and explore degree requirements for OSU’s various academic options.
- **The OSU Catalog and Schedule of Classes** – The official catalog houses information about OSU’s Colleges, Schools, and Departments, and it contains a schedule of classes for the current term and a few upcoming terms.
- **The Career Trail** – A self-directed online career development interactive program developed by Career Services available 24 hours per day. Career Trail provides a resource to jumpstart your career readiness and prepare you for your next steps in the world of employment.

These could also be campus resources like The Academic Success Center, Career Services, the Collaborative Learning Center, the Math Learning Center, or the Writing Center, or perhaps campus resources targeted to support specific OSU student populations like Educational Opportunities Program, Intercultural Student Services, or Disability Access Services,

It is also important over the course of this first year that you get comfortable the “rules” of OSU. This includes OSU’s Academic Regulations (the university rules that govern getting a degree at OSU,) as well as the rules governing academic integrity and community standards. And, depending on your situation, it could also include things like that rules that govern your scholarship or financial aid eligibility and the residential life policies that affect students living on campus.
III. Exploration

Coming to a research university like OSU guarantees that you will have new experiences and new opportunities at your fingertips. It is important that as you make your way through your first year, you keep yourself open to different experiences and opportunities. Your first year really should be a time when you consider yourself as an individual and think about how your interests, values and skills fit with the options you have at OSU. Even if you are pretty set on your academic path when you start here, make sure you take the time this year to consider the various academic options that OSU has to offer. With so many unique academic majors and minors, sometimes the right fit for you could ultimately be something you discover after you get here. Equally important is that you take time during the year to reflect on what your academic experiences inside and outside of the classroom mean to you. In the next section of this syllabus, we give you some ideas.

Part of your exploration might include a consideration of the relationship between your learning and possible career paths you might follow. Career Services, located on the lower level of Kerr Administration, has targeted resources to help first year students like you to initiate the career planning process.

IV. Involvement outside the Classroom

Not all learning at OSU takes place inside the classroom. Think strategically in your first year about what kind of learning opportunities you want to pursue outside of the classroom during your time at OSU and start planning for them.

Examples of this might include

- **Research** (working in lab, collaborating with professor on a project or experiment, creating something new)
- **Study Abroad** (living in another country and taking classes that count towards your OSU degree)
- **Internships** (getting work experience in a field that relates your academic or career interests)
- **Leadership** (seeking out leadership opportunities in student government, the residence halls, a student club, Greek Life, etc.)
- **Community Service** (volunteering for a community or non-profit organization)

I. First Year Skills Requirement

**Action:** I will complete my:

- Writing I __________________________ Term
- Speech __________________________ Term
- Mathematics __________________________ Term

- Yay, I’ve successfully completed my First Year Skills classes!

**Reflection:** After you’ve completed your first year, ask yourself how you see the skills you developed in these three classes contributing to classes you plan to take in the coming years?
II. Know the Tools & the Rules

**Action:** Master OSU’s online resources! Practice using all of the online resources listed in the tools and rules box on Page 2. Identify any that are confusing and make note of them for your next meeting with your advisor.

**Action:** Visit three of campus support offices listed and find out more about how they can support your academic success. If you are finding that specific academic concerns are surfacing for you, write them down so you can discuss them with your advisor.

**Reflection:** At the end of each term in your first year, rate your overall comfort level with accessing and using OSU resources:

- I got this!
- I understand most of it, but I’m still confused by
- I’m confused by most it and could use help from my advisor.

III. Exploration

**Action:** Use the “What If” function in MyDegrees to explore two other majors that interest you.

**Reflection:** Ask yourself whether you are finding your course of study fulfilling and whether or not you’re excited by what is on horizon for your chosen pathway for the coming years.

**Reflection:** Take pause now and again and ask yourself questions like:

- If __________ is currently my Plan A in terms of a major(s), why?
- How does my major fit with my current interests and my skills?
- What skills might I need to continue to develop to be successful in my major?
- In the event things change, and I decide my Plan A that Plan A is not the best fit for me, what is my Plan B?

IV. Involvement outside the Classroom

**Action:** Look for ways in your first term to learn more about activities, clubs or organizations you might want to join.

**Action:** Prior to or during your first term, identify three educational experiences do you want to pursue outside of the classroom?

1.  
2.  
3.  

**Reflection:** At the end of your first year, think about your activities that you got involved in outside the classroom.

- What did you like and why did you like it?
- Do you plan to continue with that activity?
- What involvement activities to you plan to get involved with in the coming years? What do you need to do to make those activities a reality?
What happens in the Advising Appointment each term?
Here is an overview of the types of topics and discussion points that may surface in your advising appointments during your first year.

**START Appointment**

This typically occurs at New Student Orientation (aka START) prior to your first term. The intent is to introduce you briefly to the OSU academic environment and some of the “tools and rules”

- You’ll get materials related to your college and major. These will likely include an explanation of how advising will work for you once school starts.
- Your interactions with your advisor may be in small groups or it may one-on-one, and the person you interact with at START may or may not be the advisor you meet with once you actually start to take classes.
- You’ll discuss the role of the Baccalaureate Core and how it intersects with course in your major or majors you are exploring.
- You may discuss prior experiences with college level coursework – AP, IB, or transfer credits from another institution.
- You’ll develop a first term schedule that potentially incorporates first-year skills courses, introductory courses in your major or any majors you’re exploring, and courses designed to help you with transition into OSU.
- You’ll learn how to use the registration system in OSU online services and get a brief introduction to how your college/major uses other online tools like MyDegrees and the MyOSU Portal.

**First Term Appointment**

Your face-to-face interaction with your advisor at this appointment will likely be longer than at START. Because this appointment should happen prior to your registration for the next term, the purpose of this appointment is both to examine current experiences and plan for future ones. Typically your major advisor will want to meet with you between weeks 4 and 8 of the term – it is best to initiate contact on the early end of that spectrum, so you can be assured to get in prior to your priority registration date. During this appointment, you may...

- Discuss your likes and dislikes relative to your courses and reflection on your learning thus far this term.
- Discuss campus or online resources that might support any academic or personal concerns/challenges you’ve faced in your first term.
- Revisit the degree components (Bacc Core, major requirements, etc.) and discuss the implications of that towards your second term course possibilities.
- Develop a list of potential second term courses (including any necessary First Year Skills Requirement courses) and get a registration pin.
- Review the “tools” – MyDegrees, MyOSU portal, Online Catalog and Schedule of Classes.
- Discuss co-curricular/experiential education participation- your advisor may have suggestions for out-of-classroom involvement related to interests (clubs, leadership opportunities, internships, research, study abroad, etc).
- Discuss the purpose, rationale, and process of evaluating instructors at the end of the term through the online evaluation (Student Evaluation of Teaching).
What happens in the Advising Appointment each term?
Here is an overview of the types of topics and discussion points that may surface in your advising appointments during your first year.

### Second Term Appointment
Again, this appointment should happen between weeks 4-8, prior to your registration for your third term. Depending on your first term performance, your advisor may have already reached out to you before or just after the start of the term to debrief any concerns coming out your first term. During this appointment, you may...

- Discuss first term grades and current term academic performance thus far; **reflect** on your learning thus far this term.
- Discuss campus or online resources that might support any academic or personal concerns/challenges you’ve faced in your first two terms.
- Discuss major fit and exploration, and, if necessary, possible changes to your academic path; discuss changes or revisions to academic goals.
- Revisit co-curricular/experiential education involvement. Discussion on how you’ve started to supplement your classroom work with meaningful activities outside of the classroom, and how to move forward if you simply have ideas on furthering your involvement.
- Assure that you are on track to be compliant with the **First Year Skills Requirement** by the end of your third term.
- Develop a list of potential third term courses and get a registration pin.
- **If your first term was fall term, your advisor may also bring up summer school (registration, scheduling, term deadlines, etc.).**

### Third Term Appointment
Again, this appointment should happen between weeks 4-8, prior to your registration for your fourth term. Depending on your second term performance, your advisor may have already reached out to you before or just after the start of the term to debrief any concerns coming out your second term. Some majors may transition you at this point to a departmental or faculty advisor. During this appointment, you may...

- Discuss first term grades and current term academic performance thus far; **reflect** on your learning thus far this term and this year.
- Discuss campus or online resources that might support any academic or personal concerns/challenges you’ve faced in your first year.
- Discuss major fit and exploration, and, if necessary, possible changes to your academic path; discuss changes or revisions to academic goals.
- Depending on your major, you may start to preview decisions, deadlines, or opportunities that are relevant to your major.
- Develop a list of potential fourth term courses aligned with where you need to go next with requirements and/or your exploration and get a registration pin.
- **If your first term was fall term, your advisor may dialogue with you about summer plans and discuss things you can do over the break to further your exploration and/or prepare yourself for your second year.**
Important! Remember OSU’s Learning Goals for Graduates

When you come through START, you’re introduced to OSU’s overarching goals for all undergraduates: The Learning Goals for Graduates (LGG’s). Regardless of your major, these are aspirational outcomes for you as you make your way towards your undergraduate degree. These are the type of big picture, transferable skills that potential employers, graduate schools, and professional schools are seeking from OSU undergraduates. At the end of your first year, it is good to stop and think about how your first year experiences contributed to these LGG’s. Here are the LGG’s and two questions that you can ask yourself as you reflect on each one.

Competency and Knowledge in Multiple Fields:
- Have you taken any courses outside of the areas you thought you’d study this year?
- What new ideas and concepts have you come across this year that you want to explore more?

Critical Thinking:
- What have you had to prove in your courses this year and how have you done that?
- What has been a problem or issue you’ve come across this year that has required a creative solution? How did you come to that solution?

Pluralism and Cultural Legacies:
- What experiences have you had or things have you learned this year that have challenged you to think outside of the background/experiences from which you come?
- How do you see your life experiences aligning or contrasting the experiences of people from other cultures?

Collaboration:
- What have you worked on accomplishing with the help of others this year?
- What did you learn about yourself that you did not know before regarding working with other people towards a common goal?

Social Responsibility and Sustainability:
- How does what you hope to do during and after college align with your personal values?
- How have you given back to a community or how do you plan to give back?

Communication:
- What information have you had to understand for the sake of presenting it to other people, either verbally or in writing?
- Have there been particular situations, circumstances, or audiences that have provided a challenge to presenting your thoughts, opinions, and/or research?

Self-Awareness and Life-Long Learning:
- Have you learned something about yourself or about learning this year that you did not know previously?
- In what ways do you hope to continue to grow in the next few years at OSU and after graduation and how do you plan to accomplish that growth?
Oregon State University First Year Advising Syllabus

Name: 
Office Location: 
Phone: 
Hours: 
Web: 
Other:

What is the purpose of this document?
- Introduces you to concepts and terminology that are essential parts of the OSU undergraduate experience – for your first year and beyond.
- Defines the role of your academic advisor
- Articulates how advising relates to important first year experiences and requirements

What is Academic Advising, and what does it look like in your first year at OSU?

Your academic advisor can be both an interpreter of the university environment and a facilitator to your experiences here that relate to your undergraduate degree. Above all your advisor is a person who is invested in you having rewarding learning experience. Be open and honest with your advisor and trust that they can help you with your decision making.

Your academic advisor plays a particularly important role in your first year simply because you will be encountering so much about OSU that is new to you. Because of that, you will be asked to have a face-to-face meeting with your advisor at least once a term during your first year. After that, the frequency with which you meet with an advisor will be determined by your major.

On page two, you will find a term-by-term list of conversation points likely to come up in your meetings with your advisor.

Keep in mind:
First-Year Experiences and Requirements
The four experiences/requirements to keep in mind when you meet with your advisor and progress through your first year are the Student Learning Outcomes. These goals and outcomes are what we as a university community hope you are learning as a first-year student and what we hope to enable you to achieve. Learn more on page three.

I. First Year Skills Requirement in the Baccalaureate Core
II. Know the Tools and Know the Rules
III. Exploration and Reflection
IV. Involvement outside the
What happens in the Advising Appointment each term?
Here is an overview of the types of topics and discussion points that may surface in your advising appointments during your first term.

**START Appointment**

This typically occurs at New Student Orientation (aka START) prior to your first term. The intent is to introduce you briefly to the OSU academic environment and some of the tools and rules to help you be successful.

- You’ll get materials related to your college and major. These will likely include an explanation of how advising will work for you once school starts.
- Your interactions with your advisor may be in small groups or it may one-on-one, and the person you interact with at START may or may not be the advisor you meet with once you actually start to take classes.
- You’ll discuss the role of the Baccalaureate Core and how it intersects with course in your major or majors you are exploring.
- You may discuss prior experiences with college level coursework – AP, IB, or transfer credits from another institution.
- You’ll develop a first term schedule that potentially incorporates first-year skills courses, introductory courses in your major or any majors you’re exploring, and courses designed to help you with transition into OSU.
- You’ll learn how to use the registration system in OSU online services and get a brief introduction to how your college/major uses other online tools like MyDegrees and the MyOSU Portal (see page three).

**Follow-up Appointments**

Your face-to-face interaction with your advisor at this appointment will likely be longer than at START. Because this appointment should happen prior to your registration for the next term, the purpose of this appointment is both to examine current experiences and plan for future ones. Typically your major advisor will want to meet with you between weeks 4 and 8 of the term – it is best to initiate contact on the early end of that spectrum, so you can be assured to get in prior to your priority registration date. During these appointments, you may:

- Discuss your likes and dislikes relative to your courses and reflection on your learning thus far this term.
- Discuss campus or online resources that might support any academic or personal concerns/challenges you’ve faced in your first term.
- Revisit the degree components (Bacc Core, major requirements, etc.) and discuss the implications of that towards your next term course possibilities.
- Develop a list of potential next term courses (including any necessary First Year Skills Requirement courses) and get a registration pin.
- Review the “tools” – MyDegrees, MyOSU portal, Online Catalog and Schedule of Classes (see page three).
- Discuss co-curricular/experiential education participation- your advisor may have suggestions for out-of-classroom involvement related to interests (clubs, leadership opportunities, internships, research, study abroad, etc).
- Discuss the purpose, rationale, and process of evaluating instructors at the end of the term through the online evaluation (Student Evaluation of Teaching).
I. First Year Skills Requirement in the Baccalaureate Core
The Baccalaureate Core is OSU’s General Education requirement that every undergraduate, regardless of major must complete. The First Year Skills Requirements includes three Bacc Core Categories that you must complete by the time you’ve earned 45 credits at OSU and will help you develop skills in your first need that you will need for year two and beyond.

- **Writing I** – WR 121
- **Speech** - Either Public Speaking (COMM 111), Argument & Critical Discourse (COMM 114), or Interpersonal Communication (COMM 218); some majors will specify which class you should take.
- **Mathematics** – MTH 105 or higher. Some majors will specify which class you should take.

II. Know the Tools and Know the Rules
Some online resources you’ll likely use include

- **MyOSU portal** – a gateway into most OSU online resources as well as other online information that relates to your OSU undergraduate experience.
- **Blackboard** – the “virtual” extension of your classroom where your instructor for a class you are taking may post information relevant to that class.
- **MyDegrees** – OSU’s online degree audit system where you can track your degree progress, plan for your coursework in subsequent terms, and explore degree requirements for OSU’s various academic options.
- **The OSU Catalog and Schedule of Classes** – The official catalog houses information about OSU’s Colleges, Schools, and Departments, and it contains a schedule of classes for the current term and a few upcoming terms.
- **The Career Trail** – A self-directed online career development interactive program developed by Career Services that can help jumpstart your career readiness and prepares you for your next steps in the world of employment.

Other campus resources available include the Academic Success Center, Career Services, the Collaborative Learning Center, the Math Learning Center, the Writing Center, Educational Opportunities Program, Intercultural Student Services, and Disability Access Services.

Also, be aware of the Academic Regulations—the university rules that govern getting a degree at OSU—as well as the rules governing academic integrity and community standards.

III. Exploration
Remember to keep yourself open to different experiences and opportunities. Even if you are certain that you’ve chosen the right academic path, make sure you take the time this year to consider the various academic options that OSU has to offer. MyDegrees and the OSU Catalog have are great major exploration resources. Equally important is that you take time during the year to reflect on what your academic experiences inside and outside of the classroom mean to you.

You may be thinking about your future career plans while exploring new programs. Career Services has targeted resources to help first year students like you to initiate the career planning process.

IV. Involvement outside the Classroom
Not all learning at OSU takes place inside the classroom. Think strategically in your first year about what kind of learning opportunities you want to pursue outside of the classroom, such as

- **Research**: working in lab, collaborating with professor on a project or experiment, creating something new
- **Study Abroad**: living in another country and taking classes that count towards your OSU degree
- **Internships**: getting work experience in a field that relates your academic or career interests
- **Leadership**: seeking out leadership opportunities in student government, the residence halls, a student club, Greek Life, etc.
- **Community Service**: volunteering for a community or non-profit organization
## I. First Year Skills Requirement

**Action:** I will complete my:
- [ ] Writing I ______________________________ Term
- [ ] Speech _______________________________ Term
- [ ] Mathematics ___________________________ Term

**Reflection:** After you’ve completed your first year, ask yourself how you see the skills you developed in these three classes contributing to classes you plan to take in the coming years?

## II. Know the Tools & the Rules

**Action:** Master OSU’s online resources. Identify any that are confusing and make note of them for your next meeting with your advisor.

**Action:** Visit three of campus support offices listed on the previous page and find out more about how they can support your academic success. If you are finding that specific academic concerns are surfacing for you, write them down so you can discuss them with your advisor.

**Reflection:** At the end of each term in your first year, rate your overall comfort level with accessing and using OSU resources. Identify any confusing aspects and write them down so you can discuss them with your advisor.

## III. Exploration

**Action:** Use the “What If” function in MyDegrees to explore two other majors that interest you.

**Reflection:** Ask yourself whether you are finding your course of study fulfilling and whether or not you’re excited by what is on horizon for your chosen pathway for the coming years.

**Reflection:** Take pause now and again and ask yourself questions like:
- If _________ is currently my Plan A in terms of a major(s), why?
- How does my major fit with my current interests and my skills?
- What skills might I need to continue to develop to be successful in my major?
- In the event things change, and I decide my Plan A that Plan A is not the best fit for me, what is my Plan B?

## IV. Involvement outside the Classroom

**Action:** Look for ways in your first term to learn more about activities, clubs or organizations you might want to join.

**Action:** Prior to or during your first term, identify three educational experiences do you want to pursue outside of the classroom?

1. 
2. 
3.

**Reflection:** At the end of your first year, think about your activities that you got involved in outside the classroom.

- What did you like and why did you like it?
- Do you plan to continue with that activity?
- What involvement activities to you plan to get involved with in the coming years? What do you need to do to make those activities a reality?
# Learning Goals for Graduates

OSU's overarching goals for all undergraduate are its **Learning Goals for Graduates (LGG's)**. Regardless of your major, these are aspirational outcomes for you as you make your way towards your undergraduate degree. Remember to reflect about how your first year experiences contributed to these LGG's.

## Competency and Knowledge in Multiple Fields
- Show a depth of knowledge in one or more majors as it relates to its history, problems, strategic thinking processes and ways of knowing, and vocabulary
- Show a breadth of knowledge across the disciplines, which include the humanities and arts, science, social science and mathematics, from both technical and critical orientations

## Critical Thinking
- Evaluate and synthesize information from multiple sources and perspectives to make informed decisions and solve problems
- Exhibit intellectual curiosity, including the disposition and ability to engage in evidence-based reasoning and critical thinking

## Pluralism and Cultural Legacies
- Acquire knowledge and appreciation of the diversity of human cultural, historical and social experiences
- Be able to reflect on how your individual life experience relates to the complex nature of human conditions in other places and times

## Collaboration
- Develop the ability to be a positive contributor to situations requiring shared responsibility toward achieving a common goal.

## Social Responsibility and Sustainability
- Develop the capacity to construct an engaged, contributing life, and to engage in actions that reflect an understanding of the values of service, citizenship, and social responsibility
- Demonstrate global competence by understanding the interdependent nature of local and global communities

## Communication
- Be able to present and evaluate information, as well as to devise and exchange ideas clearly and effectively so that you can communicate with diverse audiences in a variety of situations

## Self-Awareness and Life-Long Learning
- Develop awareness of and appreciation for your personal strengths, values, and challenges
- Cultivate the ability to use that knowledge to guide your future learning and development
Competency and Knowledge in Multiple Fields:
- Have you taken any courses outside of the areas you thought you’d study this year?
- What new ideas and concepts have you come across this year that you want to explore more?

Critical Thinking:
- What have you had to prove in your courses this year and how have you done that?
- What has been a problem or issue you’ve come across this year that has required a creative solution? How did you come to that solution?

Pluralism and Cultural Legacies:
- What experiences have you had or things have you learned this year that have challenged you to think outside of the background/experiences from which you come?
- How do you see your life experiences aligning or contrasting the experiences of people from other cultures?

Collaboration:
- What have you worked on accomplishing with the help of others this year?
- What did you learn about yourself that you did not know before regarding working with other people towards a common goal?

Social Responsibility and Sustainability:
- How does what you hope to do during and after college align with your personal values?
- How have you given back to a community or how do you plan to give back?

Communication:
- What information have you had to understand for the sake of presenting it to other people, either verbally or in writing?
- Have there been particular situations, circumstances, or audiences that have provided a challenge to presenting your thoughts, opinions, and/or research?

Self-Awareness and Life-Long Learning:
- Have you learned something about yourself or about learning this year that you did not know previously?
- In what ways do you hope to continue to grow in the next few years at OSU and after graduation and how do you plan to accomplish that growth?
Academic Advising

Academic advisors assist you in long- and short-term academic and career planning. They provide information on curricula, educational options within the university, schedule planning, and help interpret university and departmental requirements.

The following are tips from academic advisors to assist you in getting the most out of your advising appointment.

- Take responsibility for learning your degree requirements.
- Meet with your advisor on a regular basis.
- Prepare for your advising appointment.
- Utilize MyDegrees and your major advising guide.
- Schedule your advising appointment well-ahead of Phase I registration.
- (links to Advisor/Advisee responsibilities)
- (links to Advising technology)
Oregon State University

Curricular Policies and Procedures
in the
Curriculum Handbook

http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures

Academic Advising

The undergraduate student advising policy is as follows:

The advising frequency will be set at a minimum of once per academic year and on a more frequent basis when warranted to provide the student with a compelling learning experience.

Implementation of this policy is to be monitored by the deans of the respective college.

Approval and Revisions: Recommended by the Undergraduate Education Council. Approved by the Provost 10/2/1997.

http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures#60

Academic Advising Frequency

The frequency of undergraduate student advising policy is as follows:

The advising frequency will be set at a minimum of once per academic year and on a more frequent basis when warranted to provide the student with a compelling learning experience.

Implementation of this policy is to be monitored by the deans of the respective colleges and the Office of Academic Success and Engagement.

Approval and Revisions: Recommended by the Undergraduate Education Council. Approved by the Provost on 10/2/1997. Revised and approved by the Undergraduate Education Council on 6/7/2012.

\glb (5-4-12)
AR 25. Institutional Requirements for Baccalaureate Degrees

a. **Baccalaureate Core**: Each student will complete the following requirements:
   1. **Skills Courses (15 credits)**
      Mathematics, Writing I, and Speech must be taken and completed satisfactorily within the first 45 hours of OSU-generated credits. Writing II must be taken and completed satisfactorily within the first 90 hours of OSU-generated credits.
      Fitness (3 credits)
      Mathematics (3 credits)
      Speech (3 credits)
      Writing I (3 credits)
      Writing II (3 credits)
   2. **Perspectives Courses (24 credits)**
      Physical science (with lab) (4 credits)
      Biological science (with lab) (4 credits)
      Plus choice of second course in either of the above (with lab) (4 credits)
      Take a minimum of one course in each of the following areas:
      Western culture (3 credits)
      Cultural diversity (3 credits)
      Literature and the arts (3 credits)
      Social processes and institutions (3 credits)
   3. **Difference, Power, and Discrimination Courses (3 credits)**
   4. **Synthesis Courses (6 credits)**
      Science, technology, and society (3 credits)
      Contemporary global issues (3 credits)
   5. **Writing Intensive Courses, upper division (WIC) (3 credits)**
      The Baccalaureate Core Committee determines which courses will satisfy each of the requirements above. WIC courses will be reviewed by the Writing Advisory Board. The core is governed by the following rules: (1) No more than two courses from any one department may be used by a student to satisfy the Perspectives category of the core. (2) No single course may be used by a student to satisfy more than one subject area of the core even though some courses have been approved in more than one area. (3) Both Synthesis courses may not be taken in the same department.

b. **An undergraduate student may be granted a baccalaureate degree with one or more majors.**

c. **Credits**: Minimum 180 earned credits, which must include:
   1. **Credits in upper-division courses**: minimum 60 (exclusive of upper-division physical education activity courses).
   2. **Credits in each major**: minimum, 36, including at least 24 in upper-division courses.

d. **Baccalaureate Degrees**: All students receiving a BA degree shall have proficiency in a second language, including American Sign Language (ASL), equivalent to that attained at the end of the second year sequence with a grade of C– or better as certified by the School of Language, Culture, and Society. Colleges offering both the BA and the BS will have specific requirements distinguishing the two degrees. The college requirements for
the two degrees will place comparable demands upon the time and effort of students, and that assessment of comparability will include the foreign language requirement for the BA. Academic units offering both the BA and BS may have specific requirements distinguishing the two degrees.

e. **Grade-Point Average:** minimum of 2.00 on OSU cumulative grade-point average.

f. **Academic Residence:**
   1. A minimum of 45 of the last 75 credits must be completed while the student is in academic residence at OSU. "Academic Residence" is defined as OSU courses taken as a degree-seeking student of OSU or courses through one of the following approved special programs: Professional degree programs which require that the student enroll in another institution while finishing the bachelor's degree at OSU or an international study program sponsored by the Oregon University System.
   2. A minimum of 15 upper-division credits used to meet the preceding residency requirement (1) must be taken in each of the student’s majors.
   3. Credits earned by special examination for credit (AR 23) are not considered in academic residence.

g. **Dean’s certification of fulfillment of all requirements of major college.** (For details, see college advisors and deans.)

h. **Restrictions: A maximum number of credits may be applied to the Baccalaureate Degree as follows:**
   1. Transfer from first professional programs such as Law, Medicine, Pharmacy, and Veterinary Medicine: maximum 48 quarter credits.
   2. Music courses (applied music): maximum 12 credits. (This restriction is not applicable to majors in music.)
   3. Physical activity courses: maximum 11 credits.
   4. Courses graded on an S/U basis at Oregon State University: maximum 36 credits.
   5. Academic Learning Service courses: maximum 15 credits.

i. **Application for a Degree:** To become a candidate for a degree, a student must have achieved senior standing and must make formal application for the degree. It is recommended that the student file an application with the registrar three terms prior to the term in which he or she wishes to graduate. The student's deadline to file an application with the registrar is the end of the second week of the term in which he or she expects to complete requirements for a degree. [Approved by Faculty Senate 1/8/09.]

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**Footnotes:**

3 Lists of approved courses may be obtained from advisors. Approved courses are also listed in the **OSU General Catalog**.

4 Some degree programs may require more than 180 credits.

5 Unearned credits are those courses for which a grade of F, N, U, I, W, Y, AUD, or WAU are assigned as a final grade for that course. All other grades are calculated as earned credit.
AR 20

- AR 20 Repeated Courses had been reviewed and approved in 2008. However, it subsequently became clear that the various departments and colleges across OSU were following local practices with respect to how multiple repeats of a single course was being utilized to clear degree requirements. After substantive discussion, it was moved and passed to alter AR 20 in the following manner.

“If a student repeats an Oregon State University course, the grade from each attempt will appear on the student’s academic record but only the second attempt will count toward the student’s institutional credits, requirements, and grade point average. An academic unit may, however, include subsequent attempts after the second attempt in their calculation and clearance to waive of unit degree requirements, and degree grade point average. A course may not be repeated on an S/U basis if it was taken previously on a normal grade basis.”
December 9, 2010
Leslie Burns, Faculty Senate President

On December 8, 2010 the Academic Advising Council voted on the suggested revision to the Degrees with Distinction policy. The following is a brief summary:

**Degrees with Distinction:**

“Grade point averages are computed on the basis of all work attempted at OSU. Graduates who have been in attendance at OSU for at least two years taken or accepted by OSU for academic credit, and are awarded degrees with distinction as follows:"

The vote passed unanimously that AAC membership expressed concern regarding the suggested revisions to the Degree with Distinction policy based on the following:

- The possibility that transfer work may not be articulated on the OSU academic history when Degree with Distinction is calculated.
- This change would recognize a Collegiate Degree with Distinction rather than an OSU Degree with Distinction.
- OSU GPA is currently not calculated in the manner described. Thus a 3rd GPA would be calculated. (OSU Institution, Transfer, Distinction)
- This change may increase repeated courses both at OSU and at their transfer institution and may be inconsistent with the current grade repeat policy.
- Combining OSU and transfer work in setting Degree with Distinction is inconsistent with other institutional grade calculations such as the determination of academic standing and retention. This could increase confusion by students as to what GPA is critical to their academic standing and how that is calculated.

**AAC does recommend the following change:** A student must have a minimum of 90 credits completed at OSU in order to be considered for a Degree of Distinction.

Gene Newburgh, Head Advisor & Director of Student Services for the College of Education, volunteered to represent the AAC at the Faculty Senate meeting when this issue will be discussed so she can express and elaborate our concerns in person.

There was dialogue on AR 20 but the issue was laid on the table. The discussion will resume at our meeting on January 12, 2011 at which point our vote and discussion will be forwarded on to you. Thank you.

Sincerely,

Rebekah Lancelin, AAC Chair 2010-2011
Academic Advisor, University Honors College

cc: Vicki Nunnemaker
Guidelines for Petitioning for Late Application to Graduate

AR 25 i: “The student's deadline to file an application with the Registrar is the end of the second week of the term”...

- **Petitioning Office of the Registrar** - Students may petition the Registrar's Office for exception to Academic Regulation AR 25 i. Application for a Degree

- **Complying with Academic Regulations** - Students are responsible for knowing and complying with the Academic Regulations and deadlines as published in the Schedule of Classes. (oregonstate.edu/registrar) Students are responsible for their actions and the decisions

- **Financial consideration** – Students whose reason to seek an exception to a regulation is solely to alleviate a financial situation may wish to contact the OSU Business Affairs, 737-3775. Academic petitions are not approved to resolve financial concerns.

- **Expectations** - Petitions are requests for exceptions to university policy and approval is not guaranteed.

- **The role of the advisor comments/approvals** - Advisor’s comments and approvals are advisory and are not binding on the Registrar’s decision.

The Registrar’s Office offers a Statement of Degree which certifies that the degree requirements have been met and the degree will be awarded at the end of a specific term. If this can meet your needs without changing your graduation term, a request the Statement of Degree should be submitted by e-mail to graduation@oregonstate.edu

A Late Application to Graduate is granted only when there are documented reasons, such as family emergencies, active military service or illness, as to why a student could not apply to graduate by the deadline (end of the 2nd term week). Graduation applications are open for senior students a year in advance of the desired final term.

The following are NOT valid reasons for granting the petition to apply to graduate after the deadline:

1) Forgetting to apply prior to the end of the required graduation application deadline

2) Not being aware of the graduation application deadline: 2nd week of the term (AR 25 i)

3) Forgetting to reapply within the 2 week grace period after a previous cancellation

4) Having been accepted into a graduate program that is beginning before your current graduation term ends

5) For employment reasons
   a. Having been hired or the prospect of being hired into a job
   b. To enhance your rank or economic circumstances within your current employment
   c. For professional licensure or certification

   1) For personal convenience
      a. To change your commencement year
      b. Because your friend, family member, classmates are graduating this term

Please be sure that you have sufficient documentation to support your reasons for being granted this petition.

11/8/2011
Guidelines for completing the petition for Late Application to Graduate

Requirements that must be met before submitting this Late Application Petition

The deadline for submitting a petition is September 1st for prior academic year. **No changes to your application will be considered for the prior academic year after September 1st of the current year.**

An active graduation application for the next available term must be on file. **If not,** your application is to be submitted by using the automated graduation application found in your Student Online Services.

Your MyDegrees audit **must reflect 100% completion** of your degree requirements are met by the end of the term you are requesting. No degree requirements may be taken after the end of the term you are requesting.

Completing the Petition for Late Application form

**Step 1)** Complete the student information box on the front page of the form
- Name, Student ID number, Address, etc.
- Sign and date the form in this box

**Step 2)** On the reverse side, under Graduation Requirements, complete the Student Request section
- Explain why a Statement of Degree will not meet your needs
- Express in detail why this exception should be granted for you
- Explain why the term graduation application deadline was not met
- Print out and attach a copy of your MyDegrees audit

**Step 3)** Take the form to the Head Advisor of your college **not** your major advisor. Honors College candidates: **Head Advisor of University Honors College** must also be included in this step. Attach another page for each college advisor
- The Advisor will complete the Head Advisor Comment section
  - We need the advisor to specifically state why he or she supports your petition
- The Advisor will Approve or Disapprove your petition
- The Advisor must sign and date the petition

**Step 4)** Return the petition to the Registrar's Office for consideration and a decision.

I have read and understand both pages of these guidelines.

Signature_________________________________________ Date___________________

11/8/2011
Registrar’s Office steps for processing of the petition for Late Application to Graduate

1. Give the student the Guidelines with Petition form, to be complete and returned to Registrar’s Office
   a. Give the student a brief explanation of the process when the form is picked up

2. Upon return of the petition
   a. Date stamp the Petition form
   b. Give the form to Assistant or Associate Registrar for a decision

3. The Assist. or Assoc. Registrar will make a determination to approve or deny the request

4. If the determination is approved,
   a. The graduation application will be changed to the term requested
   b. If the petition is granted beyond the award of the requested term degrees, the degree should be awarded
   c. The petition will be scanned into Nolij

5. If the request is denied
   a. The petition will be scanned into Nolij

6. There is no fee charged for processing this petition.

Registrar’s Office Guidelines for Approval of the Petition for Late Application to Graduate

1. The student must have an active graduation application for the future term

2. The deadline for petitions is September 1st for the prior academic year.

3. The student’s MyDegrees audit must reflect 100% completed, with no degree requirements taken in the subsequent terms

4. The petition must be approved and signed by the Head Advisor of the major college

5. The student must give a reasonable explanation and compelling reason for the late application
   a. The reason for cancelation of a previous application was due to a University error
   b. The advisor’s comments must confirm this claim
   c. Military deployment causing unavailability to apply on time, the petition must be accompanied by official validation of this reason

The following are NOT valid reasons for granting the petition to apply to graduate after the deadline:

1) Forgetting to apply prior to the end of the 2nd week deadline
2) Not being aware of the graduation application deadline (AR 25 i)
3) Forgetting to reapply within the 2 week grace period after a previous cancellation
4) Having been accepted into a graduate program that is beginning before your current graduation term ends
5) For employment reasons
   a. Having been hired or the prospect of being hired into a job
   b. To enhance your rank or economic circumstances within your current employment
   c. For professional licensure or certification
6) For personal convenience
   a. To change the Commencement year or diploma year
   b. For financial consideration to solely to alleviate a financial situation (Student may wish to contact Business Affairs)
2010-2011 Academic Regulations Committee
Approved Draft Changes to OSU Academic Regulations
as of November 22, 2010

The below proposed revisions have been approved by the Academic Regulations Committee and, in compliance with procedures approved by the Faculty Senate Executive Committee, are being distributed to all Senate committees/councils for review and input. Please forward group input no later than noon on December 7 to Vickie Nunnemaker (vickie.nunnemaker@oregonstate.edu).

AR 25d.

- It was proposed that the language needed to be updated. It was moved and passed that AR 25d should state that:

“All students receiving a BA degree shall have proficiency in a second foreign language, including American Sign Language (ASL), equivalent to that attained at the end of the second year sequence with a grade of C- or better as certified by the Department of Foreign Languages and Literatures…..”

AR 23.

- Special Examination For Credit: It was moved and passed to alter the last sentence of the footnote for AR 23 to state:

“For note:
² As an alternative to departmental examinations, students may seek credit through the College Level Examination Program (CLEP) to the College Entrance Examination Board. CLEP includes nationally normed subject matter examinations and general examinations covering material included in a number of relatively standard courses taught in colleges and universities throughout the United States. Some of these subject matter examinations and general examinations have been accepted by departments at this institution. Policy guidelines have been established that make it possible for admitted and enrolled students to (a) transfer credits earned though these accepted CLEP subject matter and general examinations to this institution, providing certain criteria are met, and (b) earn credits through accepted CLEP subject matter and general examinations providing certain criteria are met. Further information about CLEP can be obtained from Counseling and Psychological Services (CAPS), 5th floor, Snell-MU East. Further information about CLEP may be obtained from the Office of Admissions, 104 Kerr Administration Bldg.”
AR 20

- AR 20 Repeated Courses had been reviewed and approved in 2008. However, it subsequently became clear that the various departments and colleges across OSU were following local practices with respect to how multiple repeats of a single course was being utilized to clear degree requirements. After substantive discussion, it was moved and passed to alter AR 20 in the following manner.

“If a student repeats an Oregon State University course, the grade from each attempt will appear on the student’s academic record but only the second attempt will count toward the student’s institutional credits, requirements, and grade point average. An academic unit may, however, include subsequent attempts after the second attempt in their calculation and clearance to waive of unit degree requirements and degree grade point average. A course may not be repeated on an S/U basis if it was taken previously on a normal grade basis.”

AR 22.b.

- Satisfactory Academic Standing has a policy that is not followed in practice. The policy stipulates that “Students who have completed two or more terms at OSU and have an OSU cumulative GPA below 2.0 will be placed on Academic Probation.” It was believed that the intent was not to disadvantage Summer bridge programs like the “BEST” program for student athletes or the September Scholars program, both of which encourage students to take summer courses prior to their first term of attendance. The practice has been to establish a milestone of 18 credits before AR 22.b will be calculated. After extensive discussion, the ARC moved and passed the following change:

“Students who have completed two or more terms attempted 24 or more credits at OSU and have an OSU cumulative GPA below 2.0 will be placed on Academic Probation.”


Degrees With Distinction.

- While not strictly an academic regulation, it is an important graduation designation that is recorded on the OSU diploma. The issue raised has to do with how to define “two years” in attendance.
**Degrees With Distinction**

Grade point averages are computed on the basis of all work attempted at OSU. Graduates who have been in attendance at OSU for at least two years are awarded degrees with distinction as follows:

<table>
<thead>
<tr>
<th>Academic Distinction</th>
<th>OSU GPA Range</th>
<th>Graduation Honor Cord Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cum Laude</td>
<td>3.50–3.69</td>
<td>Orange</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.70–3.84</td>
<td>Gold</td>
</tr>
<tr>
<td>Summa Cum Laude</td>
<td>3.85–4.00</td>
<td>White</td>
</tr>
</tbody>
</table>

These distinctions are noted on diplomas.

The committee’s review of Degrees With Distinction revolved around potential inequities where OSU students are held to a higher standard than transfer students. In essence, transfer students only have to account for “two years” where a native OSU student has to account for four years relative to courses counting towards their cumulative GPA. The committee has moved and passed that the following alteration be made with respect to Degrees With Distinction:

> “Grade point averages are computed on the basis of all work attempted at OSU. Graduates who have been in attendance at OSU for at least two years taken or accepted by OSU for academic credit, and are awarded degrees with distinction as follows:”
APPWORX
Job Submission
for OSU

May, 2009
**APPWORKX Job Submission for OSU** is a collection of training and reference materials for OSU Faculty and Staff who require access to submitting jobs in the Banner System at Oregon State University. This document provides specific information and tips for accessing and using the Appworx product.

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Last Revision: December 14, 2009
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Acknowledgment: The materials in this document were developed by staff at Oregon State University based in part on Automation By Design’s documentation for its UC4™ Systems. UC4 is a registered trademark of Automation By Design.
Appworx Job Submission Overview

Appworx Job Submission for OSU refers to an application named Applications Manager, which is web based software developed and maintained by Automation by Design as a component of the UC4 Workload Automation Suite. The software is used to schedule and run jobs against the Banner database.

Appworx Job Submission is a collection of web based pages providing:

• An indexed and searchable list of Banner jobs an individual has permission to run.
• A web page designed to track jobs that are running, and jobs run in the past ½ hour.
• A searchable history of all jobs runs by an individual, displaying the outcome of the run and any report created by the run.
• Each historical run can be recalled to re-run the job with the same or different parameters.

Appworx Job Submission Support:

• The Integration Analysts providing user support for the Appworx Job Submission system are: Patty Ross (541-737-0616) and Carla Simonson (541-737-2671).
• The Administrative Systems Trainer, providing user training and assistance in Appworx Job Submission software navigation is: Ross Jackson (541-737-8767).
• The Appworx Systems Analysts administering the Appworx Job Submission system are: Reed Byers (541-737-4479) and Shari Tanguay (541-737-3303).

Security and Access to Appworx Job Submission

Access to Appworx Job Submission is based on your access to Banner, as established by your Dean or Department Head. Each of the Banner systems has jobs that can be run against the data, and the custodial responsibility for the data is as follows:

• Human Resources data - The Department of Human Resources
• Financial data - The Office of Business Affairs
• Student data - The Registrar’s Office

Appworx Job Submission users are granted access using their Banner username and password. The Appworx Job Submission password will be synchronized to Banner so that changing the Banner password will result in changing the Appworx Job Submission password.

Appworx Job Submission access is automatically granted with Banner access. No specific training is required, though review of the Appworx Tutorial is recommended:

http://oregonstate.edu/dept/computing/train/cbt/appworx/
Getting Started with Appworx Job Submission

There are three pathways into Appworx:

1. To enter directly from a browser, use the URL:
   http://appworx.oregonstate.edu/

2. To enter through the Oregon State University Banner Homepage, click the Appworx – PROD link.

3. To enter from within Banner forms, use the Appworx Job Submission link.
Opening the Software and Logging On:

Once you click on a link, you may see a Client download window which requires you to click OK.

A Java window will open up as the software loads.

You will be prompted for a User Name and Password, which is synchronized with your Banner Username and Password.

Note: The Appworx password is case sensitive where your Banner password is not. It is important to use capitalization as it was entered when creating your Banner password.

The online Help message is displayed, which can be disabled and also requires you to click OK.

The Explorer page opens.

Click on the Backlog selection in the left Navigation bar, and are ready to go. The Backlog page will be your primary work page in Appworx.
Submitting Job in Appworx Job Submission

The Request Page

The Button with the red check will open the Request page.

The list of Jobs that you see to the right are listed under the Application selection of (All).

The Application selections provide categories of jobs to submit, and each job can be found in either one of the categories, or under (All).

You are limited to see only the jobs that you have permission to run.

SEARCH for a Job: The jobs list can also be searched by typing a job name into the Search field. The available list of jobs will be limited to the characters typed.

NOTE: For a more detailed experience with this process, be sure to click on the tutorial Exercise for “Searching for a Job”.

Select a job by simply clicking on it.

Once you have selected the job you want to run, click on the Request button.
The Submit Page

The **Prompts** area is where you can select the parameters you want to use in this particular job run.

The prompt **Select** button will open a window with possible choices – in this case a calendar.

The **Submit** button will run the job.

It is important when you submit a job, you close both the **Submit** and the **Request** pages and return to the **Explorer** page.

*Note: If you modify any of the Prompts after clicking on the Submit button, the new prompt value will affect the job that is currently running, so the results will be unpredictable.*

The Explorer Page & History Pane

Once you return to the **Explorer** page, you will be able to monitor the job as it runs.

This job is still running – the **Chain** record (the record with no **Parent** label) is still indicating **Initiated**.

This job has completed, and all of the parts (**Chain** and **Module** records) are in the **History** pane.

The job will remain in the **History** pane for ½ hour.

To view the results of the job, double click on the **Job Name** of the **Chain** record.
The Job Details Page

Double clicking on the chain’s Job Name will open the Job Details page, where you can find a tab to access the job’s Output Files.

The Output Files tab lists all of the reports that were created by the modules in the job.

The standard output from Appworx Job Submission are log files and a PDF report.

You can locate the PDF report by looking for “MAKEPDF”.

You can view the report by selecting the “MAKEPDF” record and then clicking on the View button.

The PDF report will also be automatically e-mailed to you as an attachment:
Releasing an Aborted Job

When a job aborts, you will be notified by email. Enterprise Computing Services (ECS) will also be notified by email. There are a few things to know:

- You can look in the Log file to see why the job aborted.
- An Aborted job in the run queue prevents submitting another job of the same name.
- For simple reports, you will probably want to delete the job.
- For more complex jobs, you may want ECS to repair the job if possible so that it can continue running.
- You will also be seeing a great deal of RED in the Appworx Que/History page.

To see what aborted, the first place to look is in the aborted Module’s “o.log” file.

Double click on the module record to get to the Job Details page, click on the Output Files tab, and then View the aborted record.

Scroll down the o.log file to find the “TROUBLE” information to see if the job is recoverable. If you have questions about what you are seeing, contact ECS.

To release the aborted job:

- RIGHT click in the aborted Chain record, and
- Then choose Delete 1*.
Resubmitting Jobs with Appworx Job Submission

Setting up the process

Every job that you run in Appworx is stored for 500 days. Resubmitting a job is a process of finding the job that you previously ran, whether the prompts are the same ones that you want to use or not. A feature of Appworks that makes it easier to identify a job with some specific prompts that you will want to re-run, is the Task Name Suffix.

In the Submit page, where you are setting up the prompts for a job, you will see an area for a Task Name Suffix.

Entering any data into this area will append that data to the end of the Job Name. For example, if you entered the words FALL_4TH, the resulting Job Name would be:

GPR1110_FALL_4TH.

The History Query Page

To locate a previously run job, you will need to filter your job history, so from the Explorer page:

1. Click on Filter, and
2. Click on History Query ...

The History Query filter is quite versatile. You can filter by any combination of:

- Groups of Chain names,
- Jobs run in the same day, Note: The Current Day checkbox defaults to checked, or “yes”.
- Jobs run since a specific day,
- and Job Name (ID).

Once you have established a filter combination that works for you, it can be saved by assigning it a Filter Name before clicking on the OK button to run the filter.

The Chain Search button is used to search for Chains, or groups of Chains.
The Chain Search Page

The search function in this page works the same as before – as you type characters into the Search field, the Unassigned list is reduced to Jobs that begin with those characters.

Once a list of Chain names has been obtained, you can assign either all or single Chains, using the Move buttons in the center.

The result may look like this:

In this example, we have used “ror16” as the search criteria, and the resulting list of Chains will include ROR1600 through ROR1690.

Click on OK to assign this list.

The Chains area is now populated with the list, and remember to uncheck the Current Day checkbox to include Job runs prior to today.

Click on OK to run the filter and return to the Explorer page.
The Final Steps

Upon returning to the Explorer page, the History pane has some things to note:

The **Heading** line is blue.

The **Apply Query** checkbox is checked.

And the **Chain** records are sorted to the top of the list (remember they have no Parent name).

You can also see some examples of using the **Task Name Suffix** field.

When you identify the Job that you want to re-submit:

- **Right click** on the **Chain** record,
- And in the drop-down menu, select **Request**…

You will be taken back into the Submit page (page 5 of this document), where you can change the prompts or leave them the same before you re-submit the Job.
Other Things to Know about Appworx Job Submission

Below are some CAUTIONS and PROCEDURES to assist with some of the issues in dealing with file handling. The ones with links will take you to an instruction sheet that will lead you through the process.

- This link will take you to an instruction sheet on how to create an Appworx Desktop Shortcut: [http://oregonstate.edu/dept/computing/train/cbt/appworx/Desktop Shortcut.pdf](http://oregonstate.edu/dept/computing/train/cbt/appworx/Desktop Shortcut.pdf)

- There is a report in Appworx you can run to see all of the active scheduled jobs, the next time they are scheduled to run, and the prompts they will be using. This link will take you to an instruction sheet: [http://oregonstate.edu/dept/computing/train/cbt/appworx/View Jobs.pdf](http://oregonstate.edu/dept/computing/train/cbt/appworx/View Jobs.pdf)

- Some Appworx jobs have Multi Select Prompts that allow you to enter more than one value. This link will take you to an instruction sheet on selecting multiple values to use in one prompt: [http://oregonstate.edu/dept/computing/train/cbt/appworx/Multi Select Prompts.pdf](http://oregonstate.edu/dept/computing/train/cbt/appworx/Multi Select Prompts.pdf)

- If you already have Acrobat reader open and you try to open a PDF in Appworx, you will get an error. You must close the file you already have open before you can open a new file.

- This link will take you to an instruction sheet on how to associate output file types with Appworx: [http://oregonstate.edu/dept/computing/train/cbt/appworx/File Associations.pdf](http://oregonstate.edu/dept/computing/train/cbt/appworx/File Associations.pdf)

- When you receive an email with job id numbers that are not the same it sometimes gets confusing. This link will sort it out for you: [http://oregonstate.edu/dept/computing/train/cbt/appworx/email Job numbers.pdf](http://oregonstate.edu/dept/computing/train/cbt/appworx/email Job numbers.pdf)

- If you have used Job Submission to upload files, a new Banner form, GYALOAD, has been developed to assist that process. This link will take you to an instruction sheet: [http://oregonstate.edu/dept/computing/train/cbt/appworx/GYALOAD.pdf](http://oregonstate.edu/dept/computing/train/cbt/appworx/GYALOAD.pdf)

- If you receive the alternate file type .LIS (example: test_file.lis), you can view the file in e-mail through Wordpad. This link will take you to an instruction sheet on how to associate .LIS files with Wordpad: [http://oregonstate.edu/dept/computing/train/cbt/appworx/LIS Files.pdf](http://oregonstate.edu/dept/computing/train/cbt/appworx/LIS Files.pdf)

We Are Still Creating …
Check back later for additional help documents.
Viewing NOLIJ Documents in Web for Advisors

Anyone that has access to the Faculty & Advisor tab in Web for Advisors can view admission documents. Documents can be viewed from both the Advising Worksheet and New Student Profile.

- Go to the Oregon State University home page [http://oregonstate.edu](http://oregonstate.edu) > Faculty & Staff > Employee Online Services
- Login to Web for Advisors
- Click on ‘Faculty & Advisor’
- Click on ‘Advisor Menu’
- Click on either ‘Advising Worksheet’ or ‘New Student Profile’
- Select a term
- Enter Student ID or Name
- Click on ‘NOLIJ Documents’

A window will open with a list of documents that are viewable for the specific student.

- Click on the document(s) you wish to view.

When viewing documents you may see annotations or notes on the transcripts. The annotations or notes were done by the Office of Admissions during the evaluation process.

Browser Viewing Tool Requirements

If you are using **Internet Explorer 8**:  
Use Microsoft Office Document Imaging to open documents.

If you are using **Mozilla Firefox**:  
Use Adobe Reader to open ‘APP’ documents.  
Use TIFImage.Document to open the ‘CT, HSTP, or HSTF’ documents.

**Key to Documents:**
- App  Admission Application
- CT  College Transcript
- HST7  7th Semester High School Transcript
- HSTF  Final High School Transcript
- HSTP  Partial High School Transcript

*The six-digit number listed after CT, HST7, HSTP, or HSTF represents the FICE or CEEB code for that specific school.*
Student Organization Relationship Model

Overview

Development Team & Partners

Robin Ryan, Asst Director, Student Events & Activities, Student Leadership & Involvement
David Fehring, Asst. Director, Recreational Sports
Joyce Fred, Risk Management Officer, Office of Risk Management
Dante Holloway, Coordinator Student Organizations, Student Events & Activities
Office of Greek Life, UHDS, OSU Facilities Representatives, Office of Student Conduct & Standards, OSU General Council, Student Activities Committee, College of Ag Sciences and Vet Med.
Student Organization Policy and Procedures Initiative- Quick Glance

What: Transition relationship model of student organizations from bystander to facilitator to support intentional experiential learning opportunities for students and to establish an environment of risk reduction in relation to student organizations.

Why: Current practice found to be out of compliance with existing regulations and not in line with best practice for University support of student organizations.

When: July 1, 2010

Major Changes Indicated:

- Repeal Oregon Administrative Rule: Section 18 Student Organizations
- Formal relationship and classification established by annual reporting and department and event sponsorship agreements.
- Required base-line training modules for students and campus activities advisors
- Use of a centralized on-line data system for annual reporting and document submissions for all student organizations.
- Recognition status conferred by the sponsoring or administrative department

Target Segment of Community:

- All Oregon State University Student Organizations

Who is directly impacted by these changes?

- Students
- University Departmental and Recognized Student Organizations
- University Colleges and Departments
- Faculty Advisors
- Community agencies in relationship with OSU student organizations

What is the projected cost of these changes?

- Unknown at this time, however not expected to create budgetary hardships on any department or college as many will only continue to provide sponsorship (fund) current number of student organizations. The initial investment of time to achieve the required level of knowledge for campus activities advisors is also seen as minimal as it is intended that these resources will primarily be proved through on-line tutorials that will be able to be accessed as time permits.
Student Organization Policy & Procedure Initiative

Goal:

Establishment of a new relational model for student organizations at OSU which will:

- Replace the outdated model of recognition and relationship of student organizations listed in Oregon Administrative Rule Section 18: Student Organization
- Create a comprehensive understanding of the relationship of student organizations and the University with consideration of shared responsibility in the development, practices and outcomes of Recognized Student Organizations
- Provide a clarity of roles, benefits and expectations leading to a fair, balanced, safe and involved community
- Provide experiential learning opportunities for students through various methods including a living course focused on citizen/civic leadership, organization development and programming.
- Create a centralized system of reporting that will allow visibility of the good work of student organizations and an awareness of the numerous involvement/experiential learning opportunities that are available.
- Enhance the ability of the university and student organizations to positively influence the establishment of a global community and life-long learners as alumni.

Overview

2003: The Rights and Responsibilities of a Modern University: Robert D. Bickel and Peter F. Lake, 1999 introduced to community as an avenue to understand the transition of relationship that has occurred from in loco parentis in the 50-60’s to bystander (distant and disengaged) in the 70’s, 80. 90’s to the suggested facilitator mode for the new millennium. Predominantly driven by a reconsideration of the university status of privilege and partially due to the universities no-longer being insulated by legal protections, the change mandates that Universities partner with students to establish the proper balance of reasonable care and accountability; promoting partnerships to do the right, reasonable and safe thing.

2004-2008: The Student Organization Advisors Group (SOAG) convenes to answer the question: What systems and support need to be in place for the University and Student Organization relationships to transition from bystander to facilitator with participation from Dean of Students, Student Activities Committee, Student Involvement, Memorial Union, Recreational Sports, UHDS, all responsible for supporting recognized student organizations.

2009: The work of the SOAG leads to the suggestion of a new model of relationship with intention of complete repeal of OAR: Section 18, in July 2010

2010: January- Review of new model by OSU general council with identification of a plan to establish new internal policy and procedures in line with the time-line of repealing OAR: Section 18
February-March- Subgroups write new policy and procedures and add depth to the new relationship model

April- Campus Census of Student Organizations
Key Stake Holders Meetings:
- OSU Administration
- ASOSU
- SAC
- Greek Life
- Recreational Sports
- Vet Med, Ag Exec, HHS
- Head Advisors Group
- Faculty Senate
- ISS
- Housing
- Athletics
- SALT
- Facility Reps
Public Forums

May- Final edit of documents
Development of marketing, training tools ongoing
May 25 Open Hearing of Policy Repeal

June- Final review of internal policy/procedures
Development of marketing, training tools ongoing

July- Repeal of OARs and new internal policies and procedures take effect
Development of marketing, training tools ongoing

August- Campus Activities Advisors training available

September – On-line registration begins and is ongoing
Student organization base training modules available

On-going- development, assessment and evaluation
STUDENT ORGANIZATIONS at OREGON STATE UNIVERSITY

Student organizations are the living laboratories in which leadership skills are gained and honed. They give students an opportunity to pursue their interests, to succeed, to fail, and most importantly, to grow. Not all academic classrooms will give you the chance to take responsibility and have accountability at the level that involvement in a student organization will allow. Leadership is not merely a collection of skills; leaders must forge their style through experiences that allow them to build and apply organizational and individual capacities for the public good. Student organizations are one of the few opportunities that students have to gain hands-on experience working towards the public good.

Oregon State University recognizes the contributions of Student Organizations that create a compelling learning environment that prepares students to live in a multi-cultural society and work in a global community. The University recognizes that all students should have access to form and join organizations of their own choosing to enhance the educational experience, support holistic personal development and retention. In order to facilitate the development these opportunities for involvement, the following values serve as a compass in determining the classification and support for student organizations at OSU:

**Alignment** - As advisors, administrators, educators, students and student organizations we are aligned with the core mission and values of Oregon State University.

**Access** - We believe that a student’s ability to form and join organizations of their own choosing is a high priority. As a result, we are committed to having clear & visible, student- friendly resources and processes that facilitate ease of access. Access is inclusive of but not limited to a mentoring relationship, advising, assistance with recruitment, and access to meeting and activity space.

**Engagement** - We recognize the value of co-curricular and academic involvement throughout the student experience and are dedicated to facilitating partnerships with students that support shared accountability, responsibility and learning. Through engagement with student organizations, students develop leadership and organizational skills which enhance knowledge, holistic growth, community development and student retention.

**Health & Community** - We support clubs and organizations that enhance our community by providing opportunities for leadership, learning, diversity, and social responsibility. The health of the community will be one of purposeful, open, safe, just and celebrative outcomes that allow students and the campus to flourish in meeting institutional goals.

With intention the University is establishing a student organization recognition process that will create an environment that supports a facilitator model of relationship as defined in *The Rights and Responsibilities of a Modern University*. In this book, Bickel and Lake (1999) contend that “The vision of a facilitator model university illustrates what is reasonable and positive in the relationships among students, universities and the legal system…. A legal paradigm that asks colleges to exercise reasonable care…and asks students to be accountable….is fair, balanced and safer, and contributes to a sense of community.
In the new classification system the University and student organizations share the responsibility in the development, practices and outcomes of Recognized Student Organizations. With clarity of roles, benefits and expectations, this process will lead to a fair, balanced, safe and involved community.

**Student Organization Classification**

Oregon State University is committed to supporting student organizations through a process that serves the interests of both the University and student organizations. This process will result in the following classifications, defining the level of responsibility of student organizations and their relationship with the University while also helping to facilitate the allocation of resources.

**University Departmental Student Organization (DSO)**

A University Departmental Student Organizations (DSO) is a student organization that operates under the direct guidance of a Sponsoring Unit and is in closest relationship with the University. Sponsored status for a student organization is a statement of recognition by Oregon State University that the student organization is a key element in helping the University realize its mission. Sponsorship from a University department indicates two things

1. That the University views the organization, through its efforts, as worthwhile and vital, and therefore commits itself to provide support for the organization and its endeavors.
2. While recognizing the importance of the organization’s self-direction and student leadership, the organization represents the University; therefore, a high level of accountability from the organization is required.

University department that sponsors a student organization is committed to supporting that organization’s mission and activities. These organizations are inherently linked to the University because of their role in enhancing education, representing OSU and/or presenting events that are considered an integral part of the institution. As a result of this relationship, these organizations may receive added benefits from the sponsoring unit and are held to the same level of institutional scrutiny as the unit is held.

As a result of this relationship, DSOs must be approved by an executive officer, dean, director or designee of a University Department. Sponsoring units must provide a professional staff member to act as the primary Campus Activity Advisor to the DSO. In addition to formal advising, department support may take any of the following forms: financial support, administrative, equipment and/or University space allocation, etc.

The activities and events of these organizations are considered to involve a higher level of complexity because of their scope and perceived association with and representation of the University. DSOs have access to certain University-controlled benefits and resources and are accountable to the Sponsoring Unit for legal compliance, fiscal responsibility, risk management and adherence to established community standards.
In order to be recognized as a University Departmental Student Organization, the organization must be in formal relationship with a University Department and:

- Complete recognition process on an annual basis that includes:
  a. Submit an annual Organization Information Form.
  b. Complete/review a sponsorship agreement detailing the nature of the relationship the Sponsoring Unit.
  c. Submit club constitution/governing documents and any revisions.
  d. Agree to comply with Standards of Conduct for Recognized Student Organizations and maintain accountability to the University for Institutional Policies and procedures.

- Maintain 100% OSU student membership and submit roster of currently active OSU student members through the online data system.

- Maintain a minimum of 4 currently enrolled OSU student.

- Have a professional staff member from the sponsoring unit appointed/assigned as primary campus activity advisor.

- Maintain financial accountability to the University for all University funds received. These funds must be maintained in a Sponsoring Department, MU Funds In Trust or Foundation Account.

- Maintain good standing with the University, all governing boards within the University to which the organization belongs and all chartering, sponsoring or governing organizations with whom the organization affiliates.

- Officers must annually complete University base-line training in addition to any articulated in the sponsorship agreement.

- Register all “official” organization events - including travel - through the online data system.

**Voluntary Student Organization (VSO)**

A Voluntary Student Organization is a student organization composed of 100% Oregon State University students that contributes to the mission and culture of the University. These organizations are recognized as OSU Voluntary Student Organizations by the Student Events & Activities Center (a University Department may be approved as a designee). The activities and events of these organizations primarily do not represent the University unless sponsored by a University Department through an Event Sponsorship Agreement. VSOs have access to or may apply for certain University-controlled benefits and resources. VSOs are accountable to the University for legal compliance, fiscal responsibility, risk management and adherence to established community standards.

In order to be Recognized as a Voluntary Student Organization, the organization must be under the direction and control of OSU students, meet Oregon State University standards for risk management and:

- Complete recognition process on an annual basis that includes:
  a) Submit an annual Organization Information Form.
  b) Submit club constitution/governing documents and any revisions.
c) Agree to comply with Standards of Conduct for Recognized Student Organizations and maintain accountability to the University for Institutional Policies and procedures.

d) Complete Risk Assessment

- Maintain 100% OSU student membership and roster of currently active OSU student members through the online data system.

- Maintain a minimum of four (4) Oregon State student members.

- Maintain good standing with the University, all governing boards within the University to which the organization belongs and all chartering, sponsoring or governing organizations with whom the organization affiliates.

- Officers must annually complete University base-line training.

- Register all on-campus organization events through the online data system.

**Non-Affiliated Student Organization (NSO)**

A Non-Affiliated Student Organization is one that is not affiliated with the University in a formal way and has no formal benefit with the exception of a listing on the annual organization list. NSOs will be treated the same as any non-OSU organization or person(s) who seek to access University-controlled benefits and resources.

In order to be identified as a Non-Affiliated Student Organization, organizations must meet Oregon State University standards for risk management for all activity/events held on the Oregon State Campus and:

- Submit an annual Organization Information Form.

- Maintain a majority (fifty-one percent) of OSU Student members.

- Operate within established business practices for all on-campus activities.

**Student Organizations Community Standards**

As a member of any student organization at the University, you are expected to maintain alignment with the University Mission and exemplify the principles of honesty and integrity. As a member of the OSU community, you are expected to uphold University policies and procedures, always acting in good faith when conducting your organizational business. Further, you are expected not to misrepresent the mission, purpose or goals of your organization nor the influence (direction and control) by non-members on your organization or its activities. By upholding the OSU Student Conduct Regulations (OAR Division 15) and upholding all sponsorship agreements, you will further a positive reputation for your student organization, and student organizations in general, and continue to be recognized as a student organization in good standing with and of great value to Oregon State University.
Glossary

Campus Activity Advisor
- Faculty, staff or personnel responsible for maintaining relationship with a student organization that allows for education and development as well as administration of University policies, procedures and data collection.
- Faculty, staff or personnel responsible for maintaining relationship with a Recognized University Departmental Student Organization. The Campus Activity Advisor agrees and accepts the responsibility to serve in the capacity as administrator of University policy and procedures on behalf of the sponsoring University department to the D.S.O.

Event
- Any activity undertaken in the name of a student organization, i.e.; meetings, performances, conference attendance, travel, retreat, sporting event, cultural nights, speakers, competitions, etc.
- An “Official” event is one that is representative of the student organization’s mission, registered through the online data system and approved by a Campus Activity Advisor.
- Any activity done outside of the approval of a Campus Activity Advisor is considered personal activity and is not seen as University activity for any purpose.

Event Sponsorship Agreement
- An formal agreement between a Student Organization and a University Department for the purpose of recognizing an event that is in line with and compliments the Sponsoring Unit’s Mission. Sponsorship may entail access to University controlled resources specifically for the period of the event. This agreement does not indicate ongoing sponsorship of the VSO.

Member/Membership
- OSU students that hold voting rights and/or leadership positions.

Oregon State University Student
- An individual that is currently enrolled through any Oregon State University or degree partnership program and not employed by Oregon State in a position that is half-time equivalence (0.5 FTE) or higher. May also be referred to as “OSU Student.”

Participant Agreement

Recognized Student Organization (RSO)
- A University Departmental Student Organization (see detailed description above)
- Voluntary Student Organization (see detailed description above)
- A Non-Affiliated Student Organization is not a Recognized Student Organization.

Sponsorship Agreement
- An agreement between a Student Organization and a University Department for the purpose of establishing a formal relationship.

Sponsoring University Department
- An Academic, Student Affairs or Auxiliary unit of the Oregon State University through which a University Departmental Student Organization is sponsored. This is also the home unit of the DSO's official Campus Activity advisor. May also be referred to as “Sponsoring Unit.”
Student Event & Activities Center (SEAC)

- The department responsible for providing administrative oversight of student organization online processes and development of and access to baseline trainings for students and Campus Activities Advisors. Additionally, the SEAC is focused on creating visibility of and access to student involvement opportunities.

University Student Led Program

- An on-going student led program which provides employment opportunities to students for leadership roles which are components of specific university departments/colleges. Currently University Student Led Programs include: Memorial Union Program Council, Community Service Center, International Students of OSU, Team Liberation, Cultural Resource Centers, SOL- LGBT Multicultural Support Network. These programs are not considered student organizations and therefore are not included in the classification system of student organizations.
Sponsorship Proposal

Overview

The purpose of the sponsoring relationship is to support the potential of student organizations from within University units, while strengthening the mission of the University. Faculty, staff, and students offer each other invaluable opportunities for interaction, learning, and development through commitment to common goals. Through sponsorship the University gives its units the chance to align with student organizations in order to actively contribute to the cultural, social, and academic life on campus and enhance student life at the University. The University also offers the student organization its resources in order to allow the organization to fulfill its mission and attain its goals. Through the sponsoring relationship the sponsoring unit and student organization are, together, making the OSU experience real and meaningful.

Sponsored status for a student organization is a statement of recognition by Oregon State University that the student organization is a key element in helping the University realize its mission. Student organizations that receive a proposal of sponsorship from an academic or operational unit of the University should be aware of two things:

1. That the University views the organization, through its efforts, as worthwhile and vital, and therefore commits itself to provide support for the organization and its endeavors.

2. The organization would be a representative of the University; therefore, a high level of accountability from the organization will be required, while recognizing the importance of the organization’s self-direction and student leadership.

Academic or Operational units that wish to sponsor a student organization must be committed to the support of that organization’s mission and activities. In addition to formal advising, unit support may take any of the following forms: financial, administrative, office and/or operational space.
If you have any questions about Sponsorship or Sponsored Student Organizations, please contact the Student Events & Activities Center.

103 Memorial Union
Corvallis, OR 97331
541.737.1562
Sponsorship Proposal

To be filled out by the petitioner (the Sponsoring Unit or the Student Organization).

Sponsoring Unit: ______________________________________________

Student Organization Name: _____________________________________

Sponsoring Unit must provide an advisor who will act as a liaison between the unit and the organization as well as a resource for the student organization. The advisor is responsible for supporting the sponsorship agreement and ensuring the group’s good standing with the University.

- Name of Advisor: _____________________   Position:_________________________

- It is recommended that the student organization delineate the rights and responsibilities of the advisor in their constitution and/or by-laws.

- If a negative relationship between the advisor and the student organization arises, the unit and student organization must agree on conditions and procedure for mediation, redress and, if need be, replacement of the advisor.

- The campus activity advisor provides administrative oversight of the “Title of the Student organization” (define the key elements that focus on realizing the University’s mission). The Campus Activities Advisor will be aware of “Title of the Student organization” events, sponsorship agreements, membership, and provide administrative oversight of affiliated students. In the performance of this responsibility, the Campus Activities Advisor will ensure that all online processes and development opportunities are made available to the “Student Organization” and provide access to baseline trainings for students. The Campus Activities Advisor ensures “Title of the Student organization” compliance with University policies, procedures, and applicable regulations.

The sponsoring unit is requested/offers to provide:

(Two of three should be present to establish the sponsorship relationship)

- Office Space: ______________________
  (Room # or Location)

- Administrative Support
  (e.g. access of office equipment, dedication of X % of staff member’s time, mailboxes, etc.)
Description of support: __________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
___________________________________________________________ (Attach any relevant documents)

• Financial Support \textit{(direct allocation from the unit):} $ _{\text{______________}}$ _______________________________
Sponsorship Proposal (continued)

To be filled out by the petitioner (the Sponsoring Unit or the Student Organization).

Additional Provisions of Sponsored Student Organization Status:

• The mission of the student organization must be aligned with both the Sponsoring Unit’s mission and that of the University.

• Both parties must be aware of the student organization’s and unit’s role in the student organization judicial process afforded each by becoming a Sponsored Student Organization.

• Both parties must agree to and carry out a negotiation meeting for this proposal. At the successful end of such a meeting both parties must sign a sponsorship agreement and submit a copy it to the SEAC.

• Both parties must understand and agree to the procedure for joint operations such as accepting tax deductible gifts and entering into contracts.

• Sponsorship agreements must be renewed annually with the unit and the student organization reviewing and initialing the agreement each year. If a party wishes to modify the agreement, it should begin negotiations before the beginning of the next school year. In addition to keeping record of the agreement with the Sponsoring unit, copies of the new or modified agreements should be provided to the SEAC. In the event of a new unit signatory in the unit, a new agreement must be submitted.

• The sponsorship agreement must contain the above provisions and have the signature of the sponsoring Executive Officer, Dean, or Director.

• Please attach any other documents pertinent to the sponsorship agreement.
Sponsorship Agreement

The Office/School of _________________________________ agrees to sponsor the student organization __________________________________________ on ____________________________.  

(Date of Agreement)

The sponsoring unit will provide:

SU | SO initials
__ | __ A direct financial allocation in the amount of:  $ ____________________________
__ | __ The following administrative support: ______________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
(if needed please continue on an attached sheet)
__ | __ The office or operational space is located: ___________________________________
__ | __ The designated advisor for the student organization is: _________________________________

The student organization:
__ | __ Has a mission aligned with the University’s and the sponsoring unit’s mission
__ | __ Agrees to adhere to all University Policies

Both parties:
__ | __ Understand the potential role of the student organization and the sponsoring unit in the student organization judicial process.
__ | __ Understand and agree to the nature of negotiations associated with this agreement
__ | __ Understand and agree to the procedure for accepting tax-deductible gifts for the SSO
__ | __ Understand and agree to the procedure for entering into contracts for the SSO
__ | __ Understand and agree to the modification process for Sponsorship agreements
__ | __ The details of this agreement should be renewed every year.
__ | __ A copy of the agreement must be on file with the SEAC each year

___________________________________   ___________________________________
Signature of Sponsor     Signature of Student Organization Representative
(Executive Officer, Dean, Director, or his/her designee)     (Authorized Signer)

___________________________________  ___________________________________
Printed Name of Sponsor    Printed Name of Student Organization Representative

________________________________   ________________________________
Date
STUDENT ORGANIZATIONS at OREGON STATE UNIVERSITY

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1. That the University views the organization, through its efforts, as worthwhile and vital, and therefore commits itself to provide support for the organization and its endeavors.
2. While recognizing the importance of the organization’s self-direction and student leadership, the organization represents the University; therefore, a high level of accountability from the organization is required.

University department that sponsors a student organization is committed to supporting that organization’s mission and activities. These organizations are inherently linked to the University because of their role in enhancing education, representing OSU and/or presenting events that are considered an integral part of the institution. As a result of this relationship, these organizations may receive added benefits from the sponsoring unit and are held to the same level of institutional scrutiny as the unit is held.

As a result of this relationship, DSOs must be approved by an executive officer, dean, director or designee of a University Department. Sponsoring units must provide a professional staff member to act as the primary Campus Activity Advisor to the DSO. In addition to formal advising, department support may take any of the following forms: financial support, administrative, equipment and/or University space allocation, etc.

The activities and events of these organizations are considered to involve a higher level of complexity because of their scope and perceived association with and representation of the University. DSOs have access to certain University-controlled benefits and resources and are accountable to the Sponsoring Unit for legal compliance, fiscal responsibility, risk management and adherence to established community standards.

In order to be recognized as a University Departmental Student Organization, the organization must be in formal relationship with a University Department and:

- Complete recognition process on an annual basis that includes:
  a. Submit an annual Organization Information Form.
  b. Complete/review a sponsorship agreement detailing the nature of the relationship the Sponsoring Unit.
  c. Submit club constitution/governing documents and any revisions.
  d. Agree to comply with Standards of Conduct for Recognized Student Organizations and maintain accountability to the University for Institutional Policies and procedures.

- Maintain 100% OSU student membership and submit roster of currently active OSU student members through the online data system.

- Maintain a minimum of 4 currently enrolled OSU student.
• Have a professional staff member from the sponsoring unit appointed/assigned as primary campus activity advisor.

• Maintain financial accountability to the University for all University funds received. These funds must be maintained in a Sponsoring Department, MU Funds In Trust or Foundation Account.

• Maintain good standing with the University, all governing boards within the University to which the organization belongs and all chartering, sponsoring or governing organizations with whom the organization affiliates.

• Officers must annually complete University base-line training in addition to any articulated in the sponsorship agreement.

• Register all “official” organization events - including travel - through the online data system

Voluntary Student Organization (VSO)

A Voluntary Student Organization is a student organization composed of 100% Oregon State University students that contributes to the mission and culture of the University. These organizations are recognized as OSU Voluntary Student Organizations by the Student Events & Activities Center (a University Department may be approved as a designee). The activities and events of these organizations primarily do not represent the University unless sponsored by a University Department through an Event Sponsorship Agreement. VSOs have access to or may apply for certain University-controlled benefits and resources. VSOs are accountable to the University for legal compliance, fiscal responsibility, risk management and adherence to established community standards.

In order to be Recognized as a Voluntary Student Organization, the organization must be under the direction and control of OSU students, meet Oregon State University standards for risk management and:

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  c) Agree to comply with Standards of Conduct for Recognized Student Organizations and maintain accountability to the University for Institutional Policies and procedures.
  d) Complete Risk Assessment

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• Maintain a minimum of four (4) Oregon State student members.

• Maintain good standing with the University, all governing boards within the University to which the organization belongs and all chartering, sponsoring or governing organizations with whom the organization affiliates.

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In order to be identified as a Non-Affiliated Student Organization, organizations must meet Oregon State University standards for risk management for all activity/events held on the Oregon State Campus and:

- Submit an annual Organization Information Form.
- Maintain a majority (fifty-one percent) of OSU Student members.
- Operate within established business practices for all on-campus activities.

**Student Organizations Community Standards**

As a member of any student organization at the University, you are expected to maintain alignment with the University Mission and exemplify the principles of honesty and integrity. As a member of the OSU community, you are expected to uphold University policies and procedures, always acting in good faith when conducting your organizational business. Further, you are expected not to misrepresent the mission, purpose or goals of your organization nor the influence (direction and control) by non-members on your organization or its activities. By upholding the OSU Student Conduct Regulations (OAR Division 15) and upholding all sponsorship agreements, you will further a positive reputation for your student organization, and student organizations in general, and continue to be recognized as a student organization in good standing with and of great value to Oregon State University.
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- OSU students that hold voting rights and/or leadership positions.

Oregon State University Student
- An individual that is currently enrolled through any Oregon State University or degree partnership program and not employed by Oregon State in a position that is half-time equivalence (0.5 FTE) or higher. May also be referred to as “OSU Student.”

Participant Agreement?

Recognized Student Organization (RSO)
- A University Departmental Student Organization or a Voluntary Student Organization. A Non-Affiliated Student Organization is not a Recognized Student Organization.

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- An agreement between a Student Organization and a University Department for the purpose of establishing a formal relationship.

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- An Academic, Student Affairs or Auxiliary unit of the Oregon State University through which a University Departmental Student Organization is sponsored. This is also the home unit of the DSO's official Campus Activity advisor. May also be referred to as “Sponsoring Unit.”

Student Event & Activities Center (SEAC)
- The department responsible for providing administrative oversight of student organization online processes and development of and access to baseline trainings for students and Campus Activities Advisors. Additionally, the SEAC is focused on creating visibility of and access to student involvement opportunities.

Student Organization

Appendix
Name: _________________________________________________ E-mail_________________________________

Student ID#:____________________________ Local Telephone: _________________________________________

Address: __________________________________ City/State/Zip: _______________________________________

**Purpose of this form:** OSU financial aid records indicate your aid eligibility has been terminated for failure to maintain satisfactory academic progress requirements as stated in our policy found at www.oregonstate.edu/financialaid/sap. Students may review their individual status through Student Online Services; go to “Financial Aid”, then ”My Eligibility”, then choose the “Academic Progress” tab.

**Appeal Process:** To request reinstatement of your financial aid, you must submit this appeal form *with the required documentation*. Please provide a written statement that explains the extenuating circumstances which prohibited you from meeting the satisfactory academic progress requirements. Be as specific as possible; attach documentation to justify your appeal. Include a statement that explains the changes you have made that will enable you to meet the satisfactory academic progress requirements in the future. If this is your second or third appeal you must provide additional supporting documentation with your written statement. Refer to the table below for *required supporting documents*.

<table>
<thead>
<tr>
<th>Type of Appeal</th>
<th>Deficient GPA and/or Below 67% Completion Rate</th>
<th>Exceeded Maximum Allowable Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probation (First) Appeal</td>
<td>Written statement from student with supporting documentation as necessary to support appeal.</td>
<td>Not Applicable.</td>
</tr>
</tbody>
</table>
| Second Appeal          | 1. Written statement from student (see above).
2. Student must meet with academic advisor and provide a copy of advisor approved class schedule. | 1. Written statement from student with supporting documentation.                                          |
|                        |                                                                                                               | 2. Provide a graduation audit (signed and dated by your academic advisor) indicating the courses on record that are acceptable towards your degree, courses which cannot be applied to your degree, and outlining the remaining courses needed to complete your degree. |
| Third Appeal           | 1. Written statement from student (see above).
2. Student must submit an academic plan signed and approved by their academic advisor within the past 30 days. | 1. Requirements 1 and 2 above.                                                                      |
|                        | NOTE: Third appeals may be referred to the Financial Aid Appeal Committee.                                      | 2. Students submitting a 2nd Maximum Credits Appeal will be reviewed by the Financial Aid Appeal Committee. You will be contacted to schedule the time and date of this review. |

By signing this appeal, I agree that I have met with my academic advisor to review my class schedule for the period I am requesting reinstatement of financial aid. I have preregistered for the approved classes or attached a copy of my schedule signed and approved by my advisor.

Student Signature: __________________________________________ Date: _____________________________

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Proposal for Revision to the OSU Baccalaureate Core
February 11, 2010

Executive Summary

The Baccalaureate Core ad hoc Review Committee was charged by the Executive Committee of the Faculty Senate to “improve the educational attainment and retention of undergraduate students at Oregon State University” by reviewing and recommending revisions to the Baccalaureate Core (Bacc Core). We completed a Phase I assessment report in 2009 (available on the Faculty Senate website) in which we concluded that our Bacc Core is sound in its conception and current structure, but that implementation (our current low-cost option) has drifted with time and created some issues that need to be addressed.

In this Phase II effort, we will work with the campus as a whole to revise several key aspects of Bacc Core implementation, including: 1) changes to the campus culture surrounding the Bacc Core and its implementation, and 2) strategic curricular and administrative enhancements and adjustments. In this way, we hope to promote student success, consistent with OSU’s Strategic Plan, and guide the evolution of the Bacc Core over the coming years. Following a comment period ending April 9, 2010, the proposal will be refined and then presented at the May 2010 meeting of the Faculty Senate. Community comment will be solicited through campus forums. Individual comments can be offered via http://oregonstate.edu/senate/.

The attached elements under development and slated for review can be summarized as follows:
1. **Comprehensive Learning Goals**: Creating a clear unified vision for our undergraduates and faculty
   - Encompass the Baccalaureate Core and Major degree programs
     - Articulated/visual representations of horizontal and vertical integration of student learning
   - Map curriculum requirements in both the Bacc Core and Major(s) to Learning Goals
2. **Transforming the Culture**: Sustaining and improving program value and promoting engagement
   - Continuous communication of our shared vision (e.g., the Learning Goals) to the campus
     - Catalog-visible narratives/figures and a modern web presence
   - Coordinated faculty/advisor development and support for curriculum development.
   - Multiple direct and indirect assessment strategies with feedback loops.
3. **First-Year Linkages**: Integrating the Bacc Core with all campus efforts to improve first-year student success
   - Foundational Skills Requirement: Reading/Writing, Mathematics, Oral Communication, and Fitness
     - Administrative commitment to course access and appropriate class sizes
   - First-year Learning Community pilot programs
4. **Experiential Learning**: Using diverse means to achieve learning goals and essential outcomes
   - Allow approved service/hands-on/international experiences to satisfy Bacc Core requirements
     - Existing and new courses and opportunities, with appropriate oversight and assessment
   - New “EL” prefix/suffix options
5. **Organizational Structure**: Fostering shared governance for broad program implementation and success
   - An expanded charge to the Faculty Senate Baccalaureate Core Committee to focus on:
     - Learning Goals, larger structural and implementation issues, and curricular strategies
   - A revised administrative structure in Academic Affairs consisting of:
     - A full-time permanent Baccalaureate Core Director as a partner with Faculty Senate
     - Ongoing involvement of OSU faculty members in fixed-term, partial FTE appointments

Background information, rationale and some specifics are outlined for each of these proposals in the following pages, but there is a more general need to consider these potential changes even without all the details. Indeed, many include recommendations for more work on their development and/or linkages to other elements in progress. We look forward to receiving your feedback.
Introduction

The elements presented in this proposal have been developed in response to this committee’s Phase I study, which polled the campus community through focus groups, open forums, and a student survey that had over 2,300 respondents. This proposal addresses the most serious concerns identified with the implementation of the Baccalaureate Core (Bacc Core) curriculum, including a perceived lack of coherence among the courses leading to a "checkbox effect", a lack of discourse in our community about the goals and philosophy of general education, and a perceived lack of even fundamental competency in the basic skills. Because a significant proportion of the undergraduate curriculum is allocated to general education and many of the courses are taken early in the student experience, the Bacc Core is the most powerful lever available to enhance retention and graduation rates at OSU.

In developing the proposal elements, we considered the following fundamental design questions:
1. How can we best energize a ‘community of learning’ that values general education?
2. How can we more effectively develop and maintain a progression into and through the Bacc Core? What is the role of the first-year experience in this process?
3. How can we establish more meaningful connections and balance between the Bacc Core and majors?
4. How can we foster connections among diverse fields of thought in order to make the Bacc Core more rich and meaningful, more welcome among students, and easier for faculty and advisors to convey and implement?
5. How can we create opportunities for integrative learning within classes (e.g., via team teaching and/or multi-disciplinary instruction)? Faculty members do their best thinking and best teaching while in meaningful relationship with students and colleagues.
6. Who will do the teaching and how will those teachers be prepared and supported for delivering the Bacc Core? How will that vary between lower- and upper-division requirements? How will faculty be rewarded for such teaching? What will be the role of eCampus?
7. What are the logistics for implementing and monitoring experiential learning (e.g., service learning, undergraduate research and study abroad)?

This proposal contains five elements designed to address the issues and questions described above. The intent is to catalyze a transformation of the Bacc Core through a dynamic and responsive system (much like a living organism) that is robust and sustainable. As opposed to immediate structural changes, a philosophy of continuous improvement through development, implementation, assessment and evaluation is envisioned, as shown in Figure 1. The following pages describe the five elements proposed: Element 1, Adoption of a set of Comprehensive Learning Goals for Graduates encompassing both the major and Bacc Core to provide a lens through which curriculum is developed, assessed and evaluated; Element 2, Transforming the Campus Culture to intentionally engage student, advisor and faculty participation in an integrated and valued general education experience over time; Element 3, First-Year Linkages, and Element 4, Student Engagement with Experiential Learning, represent the first two initiatives in a cycle of continuous improvement; and Element 5, Organization Structure, assigns specific responsibility for effectiveness of the Bacc Core through a structure of shared governance between the Faculty Senate and the university administration.

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1 Baccalaureate Core ad hoc Review Committee - Phase I Summary Report (available on the Faculty Senate website)
Element 1: Comprehensive Learning Goals

Background and Rationale:

Learning outcomes for students’ majors and their general education historically have been separated. We suggest that this tends to result in a conceptual disconnection between the major and the Bacc Core, thereby weakening both curricular experiences for students. By integrating both curricular systems through a common set of outcomes, we anticipate that faculty and students will more readily embrace interdisciplinary projects and thinking and that the systems will provide conceptual support for each other in a more reciprocal relationship.

Educational theorists and researchers have long understood the quintessential importance of learning goals in the shaping of curriculum and teaching. The primacy of learning goals is germane to all learning organizations, from the elementary school to higher education and on to the world of work. The learning goals proposal that follows reflects our commitment to an undergraduate learning experience and culture that is both of social worth as well as worthy of a great institution of higher learning.

The following outcomes have been adapted from the “Learning Goals for Graduates” (LGGs) developed originally within the OSU 2007 strategic planning process (2002-2007) and revisited in 2006 by the University Assessment Council. The group that developed these goals during fall 2005, the Learning Goals Task Force, was a subgroup of the University Assessment Council. Task force members included the following: Leslie Burns (facilitator), Susie Leslie, Bob Mason, Mina McDaniel, Ron Reuter, Larry Roper, Rebecca Sanderson, Gina Shellhammer, Janine Trempy, Juan Trujillo; Vickie Nunnemaker (staff). The work of the Learning Goals Task Force was a response to the absence of any university-wide learning goals for graduates. This group developed seven core learning goals at its fall 2005 retreat, but this taxonomy of outcomes has not yet been institutionalized or operationalized.

The Baccalaureate Core ad hoc Review Committee believes that implementation of the LGGs is a necessary step to transform the learning culture of the university for students, staff and faculty. Reflecting our charge by the Faculty Senate, the committee believes that student engagement and retention will be significantly improved with the effective implementation of these outcomes. Finally, adoption of the Learning Goals addresses an accreditation imperative for OSU. Revised accreditation standards of the Northwest Commission on Colleges and Universities require institutions to identify “core themes within institutional mission.” Goal 2 in the OSU Strategic Plan envisions that we will: “Provide an excellent teaching and learning environment and achieve student access, persistence and success through graduation”. The Learning Goals, if approved by the Faculty Senate, articulate a viable core theme in support of this goal.

The proposal:

The Baccalaureate Core ad hoc Review Committee recommends that learning outcomes for graduates become institutionalized and operationalized. The proposed outcomes listed below are a slight modification of the 2005 Learning Goals for Graduates, as follows:

Learning Goals for Graduates (LGGs) of Oregon State University

1. Competency and Knowledge in Multiple Fields - As an OSU graduate, you will show a depth of knowledge in one or more majors as it relates to its history, problems, strategic thinking processes and ways of knowing, and vocabulary. You will also show a breath of knowledge across the disciplines, which include the humanities and arts, science, social science and mathematics, from both technical and critical orientations.

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2. **Critical Thinking** - As an OSU graduate, you will evaluate and synthesize information from multiple sources and perspectives to make informed decisions and solve problems; you will exhibit intellectual curiosity, including the disposition and ability to engage in evidence-based reasoning and critical thinking.

3. **Pluralism and Cultural Legacies** - As an OSU graduate, you will acquire knowledge and appreciation of the diversity of human cultural, historical and social experiences, and be able to reflect on how your individual life experience relates to the complex nature of human conditions in other places and times.

4. **Collaboration** - As an OSU graduate, you will develop the ability to be a positive contributor to situations requiring shared responsibility toward achieving a common goal.

5. **Social Responsibility and Sustainability** - As an OSU graduate, you will develop the capacity to construct an engaged, contributing life, and to engage in actions that reflect an understanding of the values of service, citizenship, social responsibility and the interdependent nature of local and global communities.

6. **Communication** - As an OSU graduate, you will be able to present and evaluate information, as well as to devise and exchange ideas clearly and effectively so that you can communicate with diverse audiences in a variety of situations.

7. **Self-Awareness and Life-Long Learning** - As an OSU graduate, you will develop awareness of and appreciation for your personal strengths, values, and challenges, and you will cultivate the ability to use that knowledge to guide your future learning and development.

**Implications:**

1. The Baccalaureate Review Core Review Committee recommends that the Faculty Senate adopt these goals as an overarching framework for ongoing curriculum development and assessment of student learning. It is intended that these LGGs will play an integral role in shaping curriculum development and university-wide assessments. We recommend that the Curriculum Council take on at least two new roles, two of which are enumerated below; the third is addressed under Implication #3.

   - *The Curriculum Council shall undertake periodic review of the LGGs, propose changes as necessary, and seek regular re-affirmation of the LGGs from the Faculty Senate every other year.*
   - *In concert with the Office of Academic Affairs, including the Baccalaureate Core Administrator (see Element 5 below), the Curriculum Council shall incorporate assessment of student accomplishment of LGGs in periodic review of undergraduate programs.*

2. Each major program will explicitly identify and demonstrate the manner in which the discipline-specific curriculum allows its students to achieve the LGGs. The Baccalaureate Core, as a whole, will include all LGGs. Each category description will identify those specific LGGs that it addresses. Any course approved for a category will need to identify in a specified way how students achieve those category specific LGGs. How LGGs are addressed and contained in other (non Bacc Core) course syllabi will be decided by faculty at the program level.

3. The LGGs will reflect both the formal and informal educational experience of all undergraduates. Implications #1 and #2 address the formal curriculum. The informal curriculum consists of co-curricular activities, such as those sponsored by housing and residence halls, clubs, athletic programs and ahoc service opportunities. University personnel and advisors whose work is in this informal educational system will support student’s accomplishment of the LGGs. The Curriculum Council will work with the Office of Academic Affairs and the Student Affairs Team to coordinate this work.
Element 2: Transforming the Campus Culture

Background and Rationale:

The current mission statement for the Bacc Core states:  

The Baccalaureate Core (Bacc Core) Curriculum is intended to represent what the OSU faculty believes is the foundation for students' further understanding of the modern world. Informed by natural and social sciences, arts, and humanities, the Bacc Core requires students to think critically and creatively, and to synthesize ideas and information when evaluating major societal issues. Importantly, the Bacc Core promotes understanding of interrelationships among disciplines in order to increase students' capacities as ethical citizens of an ever-changing world.

The Baccalaureate Core ad hoc Review Committee’s Phase I assessment in 2009 showed a campus-wide consensus that the philosophy and goals of the Bacc Core are sound and consistent with the AAC&U's Liberal Education for America's Promise (LEAP) project, which contains a distilled list of Essential Learning Outcomes associated with a standard four-year university education. While there was general positive consensus on a philosophical level, the Phase I study also revealed that to a large extent faculty, advisors and students perceived the Bacc Core in practice as a discrete and seemingly unrelated set of classes, presented as random choices on a checklist. In order to better align practice with intent, a fundamental transformation needs to occur across the campus.

A general apathy towards the goals and purpose of general education is a fundamental barrier to engagement. Without instilling meaning and value to the Bacc Core as a whole, any curricular reforms will have limited impact. As a remedy, we propose a deliberate effort to communicate to the role of general education in learning and encourage discourse amongst the community. Additionally, to provide context in practice, a more coherent curriculum is needed where students are better able to make connections and integrate their knowledge. Such coherence needs to be deliberately designed into the undergraduate experience, with explicit activities that encourage vertical and horizontal integration throughout the curriculum. Finally, we need a method to monitor and assess what is being done, compare that to the intent, and make decisions about those components that are working well and those components that need change. Such a process includes articulating learning outcomes, collecting data, and interpreting results to make informed curricular decisions.

The proposal:

The Baccalaureate Core ad hoc Review Committee recommends three general components to activate this transformation: (1) advocacy of a shared vision and value of the general education component; (2) active development of explicit activities that enhance vertical and horizontal integration, and (3) continuous improvement through a methodical and transformative assessment and evaluation process.

Specific components include:

- Communicate a common, shared vision of the Bacc Core as a central component of institutional identity and the student experience to all constituencies (e.g., students, faculty, and advisors), including: articulated/visual representations of horizontal and vertical integration, catalog-visible narratives, and a direct and modern web presence.

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3 Description of the Baccalaureate Core, adopted by the Baccalaureate Core Committee. February 14, 2007
4 http://www.aacu.org/leap/vision.cfm (accessed 02/02/2010)
• Provide development opportunities for faculty and advisors that encompass the Bacc Core on a programmatic level, including orientation to Bacc Core philosophy, pedagogy, structure, and its relationship to OSU’s Learning Goals.

• Establish the “Baccalaureate Core Instructional Faculty”, consisting of OSU faculty members who have completed orientation and development specific to the Bacc Core; members should be listed in the General Catalog.

• Greater horizontal and vertical integration of the Bacc Core Curriculum. Imbed activities that prompt students to “reflect forward” at the beginning of their university experience and “reflect back” towards the end.

• Expand opportunities to develop pedagogical expertise and innovations that promote student achievement of learning goals, such as active and collaborative learning activities, in the various general education contexts.

• Development and implementation of transformative assessment and evaluation strategies to insure quality and rigor. Incorporate assessment processes into review of Bacc Core courses, categories, and learning goals.

Implications:

1. Currently all elements of development, implementation, assessment and evaluation related to the Bacc Core are overseen by a Faculty Senate committee. It is unrealistic to think that a coherent and explicit message can be delivered by faculty as one component of their service activity. There needs to be an administrative facet that is responsible for the specific items above and to advocate for the Bacc Core, in general. The organizational structure is addressed in Element 5 of this proposal.

2. Strategies need to be developed in collaboration with faculty, advisors, and departments for promotion of the Bacc Cores vision, for development of explicit activities that lead to horizontal and vertical integration, and for assessment and evaluation. There will need to be buy-in and participation from the diverse constituencies that interact with the Bacc Core.
Element 3: First-Year Linkages

Background and Rationale:

The first, focused curricular initiative forms a richer, more coherent student experience through establishing first-year linkages. A quality first-year experience provides the foundation for the entire educational experience outlined in the comprehensive Learning Goals for Graduates of OSU (see Element 1). In last year’s Phase I review process, the university community highly valued general education in basic academic skill areas – mathematics, reading, and oral and written communication – as well as in life skills in health and wellness. The community also valued opportunities for active and collaborative learning as important components of the first-year experience. Together these experiences should form the first stage of an extensive educational process in which students will practice skills and apply knowledge in different contexts throughout their undergraduate careers. By gaining early practice and guidance in foundational skills and knowledge, OSU students will be better-equipped to achieve high standards for performance and to formulate solutions to challenging problems and projects in subsequent years of study as well as throughout their lives.

Writing is currently strongly recommended in the first year, yet approximately half of entering freshmen have satisfied the Writing I requirement elsewhere and frequently delay taking additional writing courses at OSU. This issue is also acute in mathematics, where common math aversion or time elapsed since previous math courses often leads students to defer enrolling in OSU math courses. Such delays can undermine students’ progressive development toward learning outcomes in the Baccalaureate Core and majors. Students and faculty consistently emphasize the importance of oral communication skills, and, although completing an oral communication course not a requirement, 90% of our graduating students currently fulfill the Writing III requirement with a communication course. The University has recently enacted significant changes to the Fitness requirement (i.e., adjustments to HHS231, paired with HHS241 or PAC courses). This process of evaluation and alignment should be continued in the context of the Learning Goals for Graduates of OSU.

To ensure deep foundational learning in the first year, the Core needs to link thoughtfully with efforts to improve first-year student success and engagement in colleges, departments and campus-wide programs. National research makes a strong case for learning communities as a successful mechanism for building meaningful connections among students and faculty within general education learning experiences. George D. Kuh identifies learning communities and intentional first-year experiences as “unusually effective” educational activities for fostering deeper learning and higher overall student achievement. Kuh also underscores how these positive effects are even greater for students of color, whose retention and 6-year graduation rates at OSU are lower than the overall OSU student average. Recent local university studies of learning community programs (University of Wisconsin, Temple University, University of Missouri) also demonstrate higher retention rates and academic achievement for learning community participants. By intentionally linking the first-year curriculum with learning-communities and other first-year experiences, we can bring new rigor and vitality to the critical first-year year of study.

The proposal:

1. A revised Bacc Core will require satisfactory completion of four foundational skills courses during a student’s freshman year. These courses include:
   - Writing (121 or a 200-level course, depending on transfer units and/or placement),
   - Mathematics (according to placement information),

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• Oral communication, and
• Health and wellness (with a co-requisite small-class lab/PAC course).

Because OSU faculty members have consistently identified students’ writing skills as a major area of concern, we recommend that the Faculty Senate commission a separate faculty committee to review in detail the current writing components of the Bacc Core, including WIC, and major programs. The committee should determine their effectiveness within the current structure as well as in the emerging revised implementation, and make future recommendations for improvements, including considering a placement requirement. We recommend lending particular attention to how to ensure that the new oral communication requirement does not reduce the total number of writing courses during a student’s career, and how reading skills may be developed within these requirements. In addition, to address faculty concerns about students’ quantitative skills, we recommend convening a separate committee to explore effective math placement practices with a view to ensuring student success in entry-level math courses and timely attainment of quantitative learning outcomes.

2. OSU should pilot scalable models (300-500 students) of First-Year Learning Communities during AY2010-11 or AY2011-2012 with the intention of growing the program in subsequent years to serve at least 50% of our first-year students. Models could include:

• residence hall assignments aligned with course registration (e.g., WR121), with study tables and supplemental instruction facilitated by trained upper-class students in the residence halls;
• topical freshman seminars (1-2 credits) taught by tenure-track instructors that integrate Core Perspectives courses with Skills requirements, or
• enhanced U-Engage curricula with linked registration that integrate academic success skills with Core Skills courses and/or topical Perspectives courses

All these options would facilitate small-group learning experiences (e.g., 25 students) and more opportunity for faculty/student interaction and mentoring. The University Council on Student Engagement and Experience should develop program specifics in consultation with the new Bacc Core Administrative Team (see Element 5), Housing and Dining Services, and other relevant groups.

Implications:

Implementation of this proposal will require actions with responsibility indicated:
1. Improving course access/availability, including the guarantee of seats for first-year students in each of the four areas, a one- to two-year infusion of dollars to clear backlogs in writing and communications, and development of additional fitness offerings. [Academic Affairs, departments/colleges]
2. Designing new registration management strategies (such as alpha-sectioning) to plan and manage enrollment across the four curricular areas and provide for linked registration for some sections (and potential coordination with HDS) to support learning communities. [Office of the Registrar, University Council on Student Engagement and Experience]
3. Dedicating resources to support a basic learning-communities infrastructure [Academic Affairs]
4. Recruiting faculty and teaching assistants (with incentives) to teach within proposed learning communities (coordination of materials and schedules). [New Bacc Core Administrative Team, Academic Affairs]
5. Creating new policy and monitoring mechanisms regarding consequences if a first-year student fails to meet the four course requirements. [Office of the Registrar, BCC, and Academic Standing Committee]
6. Coordinating with highly-structured major programs of study to ensure that students’ schedules have room for all four courses in the first year. [Academic Advising Council]
7. Revising the current Skills requirements such that oral communication is a first-year Bacc Core requirement. [BCC]
Element 4: Student Engagement with Experiential Learning

Background and Rationale:

The second focused curricular initiative seeks to increase student engagement with experiential learning. Here we define experiential learning to include various activities that have the common goal of immersing students in “hands-on” activities outside of the classroom and that emphasize the central role of experience in the learning process. Such activities include but are not limited to clinical education, cooperative education, field work, research, internships, practicum, service learning, student teaching, or study abroad experiences. OSU’s University Council on Student Engagement and Experience is currently supporting initiatives to enhance and expand opportunities for undergraduate research, service learning and study abroad, and OSU is thus well-positioned to promote these experiences as formal means of attaining the Learning Goals for Graduates of OSU (see Element 1 of this proposal).

Phase I feedback included interest in a general education model that promotes and/or incorporates occasions for experiential learning. Our Phase I Summary Report specifically recommends that any revisions to the structure should “[place] increased emphasis on local-to-global citizenship, civic engagement, sustainability, and experiential learning.” Additionally, enhancement and institutionalization of experiential learning can lead to increased retention and graduation rates both through the positive nature of the experiences themselves, and, for those earlier in their studies, the expectation of such an experience.

There is extensive scholarly support for incorporating experiential learning in higher education. David A. Kolb, a major experiential learning theorist suggests, “People do learn from their experience, and the results of that learning can be reliably assessed and certified for college credit.” More recently, George D. Kuh endorses experiential learning, undergraduate research, internships and other approaches as among the widely tested “high-impact educational practices” beneficial to students of all backgrounds. Kuh has documented significant gains in deep learning and three clusters of personal development outcomes for all populations of students, including gender, first-year and senior status, racial-ethnic groups. He notes that experiential learning can be particularly relevant to engagement and retention of students from underrepresented backgrounds.

The proposal:

1. Students may use service/hands on experiences to fulfill existing Baccalaureate Core course requirements (Student-Initiated). OSU creates an Experiential Learning (‘EL’) prefix or designator for new or existing EL opportunities.

   • Students may substitute one of these ‘EL’ designations to fulfill various existing Bacc Core requirements (e.g., a student could apply to fulfill the ‘Cultural Diversity’ category through a study abroad experience with an EL204 (Immersion in a Different Culture) designator.
   • Students must submit proposals for approval before the ‘ELXX’ substitution is permitted. To ensure that credit-bearing experiential learning opportunities meet the criteria for college level learning, explicit goals, intended outcomes, credit hours and method(s) for assessment of learning must be detailed and approved in advance. Review and approval of proposals could be carried out by an Experiential Learning Coordinator – a fixed-term appointee drawn from faculty ranks and positioned within the new Baccalaureate Core administrative structure).

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2. Students may fulfill existing Baccalaureate Core categories using courses that formally incorporate an experiential learning component (Faculty-Initiated)
   • Professors and instructors of Baccalaureate Core courses may submit proposals to the Baccalaureate Core Committee to add the ‘EL’ suffix to their class. The suffix may or may not be accompanied by increased credit hours. A survey of current courses and programs indicates that experiential learning opportunities already exist in a variety of courses and departments at OSU. The EL suffix for new and existing courses that incorporate experiential learning would be valuable in tracking experiential learning opportunities and their use by students at OSU.

Implications:

1. The Experiential Learning (‘EL’) prefix will enrich the current Bacc Core experience without changing the overall credit load for the Bacc Core, nor being resource intensive for OSU (because students take fewer classes here, yet get OSU credit for such experiences).

2. The Experiential Learning (‘EL’) suffix will contain built-in oversight and academic link through Bacc Core professors/instructors and would enrich existing courses and allow some to achieve previously unrealized potential. It will allow some faculty members who have made previous efforts to incorporate experiential learning to gain recognition for that work (by having the efforts acknowledged with additional course credit, if such is the case). By its nature experiential learning tends to promote synthesis of knowledge and skills from different areas and might be especially useful in helping students fulfill a Synthesis requirement in a meaningful way.

3. In the context of the Bacc Core, these out-of-class experiences will need to be accompanied by personal reflection and analysis by the student that places the work in an academic context. The ‘EL’ prefix would require administrative structure to standardize procedures for approval and assessment. Cornell University, the University of North Carolina, Montana State University and other institutions have successful programs of this kind with well defined policies and procedures for assessment of experiential learning based on the recommendations of the Council for Adult and Experiential learning. Proper guidelines and administrative oversight would also be needed for ‘EL’ suffix. The implementation and assessment mechanisms will need to be developed by the Baccalaureate Core Administrative Team and approved by the Baccalaureate Core Committee (Element 5).
Element 5: Organizational Structure

Background and Rationale:

The two principle criticisms of the Bacc Core are: 1) diffusion in the implementation and 2) the lack of tangible assessment of the Bacc Core’s effectiveness. University accreditation reports have noted the lack of infrastructure for gauging, through direct evidence, whether the Bacc Core delivers its intended learning outcomes. There is therefore no basis to show that structural changes are needed in the Bacc Core. In addition, the review committee has noted that fundamental issues affecting the Bacc Core are often discussed and analyzed by the community but are rarely acted upon. This element of the proposal develops a revitalized organizational framework in a faculty-administration model of shared governance dedicated to communication of the philosophy, enhancement of curricular integration, and learner-focused assessment of the Bacc Core.

The Standing Rules of the Baccalaureate Core Committee (BCC) require periodic review of courses by categories based on inspection of syllabi and prepared instructor narratives. Decertification of Bacc Core courses is rare, occurring only after repeated failures to resolve deficiencies in syllabi. With no direct review of student learning outcomes at the course or program level, the BCC lacks data to judge whether the Bacc Core effectively promotes student achievement of learning goals. These factors have contributed to a culture in which the integrative features of the Bacc Core are obfuscated by long lists of courses. Large enrollment courses flourish despite uncertain standards of rigor and tenuous connections between category criteria and actual learning outcomes.

Over the years, the BCC has shared responsibility for Bacc Core oversight with a shifting array of administrative leaders forced to balance diverse priorities that often competed with the needs of the Bacc Core. The BCC has struggled to address the multi-faceted general education needs of thousands of students within the service component of faculty position descriptions. We are proposing changes to BCC review practices to address these challenges. However, because the Bacc Core is the most powerful lever available to enhance retention and graduation rates, we are supporting ongoing realignment of faculty development and administrative resources in Academic Affairs, and we are proposing that those resources be focused on the Bacc Core. We emphasize that establishment of the Bacc Core Administrative Team involves no new dollars and no expansion of administrative FTE. Rather, our proposal is that ongoing reorganization within Academic Affairs should re-dedicate existing funds and FTE to administration of the Core.

The proposal:
The shared governance model includes a revised role of the BCC and the establishment of the Baccalaureate Core Administrative Team (BCAT) within Academic Affairs. It is designed to provide a solid structural foundation to realize the other elements described in this proposal by assigning individual responsibility for
effectiveness of the Bacc Core within the Faculty Senate and the university administrative structure. Figure 2 identifies specific primary responsibilities in the cycle of continuous improvement.

This proposed administrative/faculty partnership is founded upon a clear delineation of purview and authority. The BCC will retain full decision-making authority over course and category reviews as well as determinations regarding Bacc Core policies and underlying philosophy. The new administrative position exists to ensure thorough implementation of BCC decisions through appropriate curricular, assessment and faculty development initiatives. The administrative position also holds responsibility for bringing relevant information to bear on BCC discussions and decisions -- such as national trends and best practices in general education and assessment and local OSU data on student learning outcomes, enrollments, and educational attainment.

1. **The role of the Baccalaureate Core Committee (BCC).** This proposal intends to remove the burden in the mechanics of implementing and assessing the Bacc Core from the BCC. This change will free the committee to define the strategic direction of the Bacc Core, identify central components and initiatives, and to make evaluation decisions at all levels based on compiled assessment data. The following procedural changes would be made to the BCC:

- Conduct annual assessments of the appropriateness of OSU’s “Comprehensive Learning Goals for Graduates” in general education and the role of Bacc Core requirements in achieving them;
- Incorporate direct evidence of student learning outcomes in course and category reviews. Category review should include assessment of student achievement of Learning Goals appropriate for the category;
- The BCC maintains full authority for approval and de-certification of Bacc Core courses; and
- Establish and maintain criteria for membership in the Baccalaureate Core Instructional Faculty, and certify and renew membership based on participation in faculty development opportunities.

2. **The role of the Baccalaureate Core Administrative Team (BCAT).** Administrative accountability for the Bacc Core should be placed in the hands of an administrative team led by a dedicated, full-time administrator with expertise in general education and who possesses scholarly credentials suitable for a tenurable rank, preferably Full Professor. This administrative team should work in collaboration with the Faculty Senate, Executive Committee, Baccalaureate Core Committee, and Curriculum Council, directing resources to faculty and course development, coordinating advising practice in relation to the Bacc Core, promoting visibility of the Bacc Core within OSU’s institutional identity, and assessing student outcomes relative to Learning Goals established by the Senate and in alignment with professional accreditation assessment practices in Business, Education, Engineering, Pharmacy, and Veterinary Medicine.

To codify and promote the collaborative nature of this expectation, two further provisions ensure direct faculty involvement in the administrative component of Baccalaureate Core leadership:

- The Baccalaureate Core administrative team should include direct and ongoing involvement of tenured OSU faculty members in fixed-term, partial-FTE administrative appointments overseeing specific aspects of the Bacc Core; and
- Annual review of the administrative leader’s performance should include direct input from the Faculty Senate President.

Dedicated administrative focus on implementation of the Bacc Core will support updated BCC review practices and ensure that curricular vision established by the Faculty Senate forms the basis for student orientation and advising, faculty and course development, and actual practices within classrooms and throughout the Bacc Core.
Implications:

These ideas entail redirection of resources within Academic Affairs as well as changes in Faculty Senate practices of curricular review. The Baccalaureate Core touches the lives of all OSU undergraduates and directly involves a large proportion of the OSU Faculty. As such, University leadership acknowledges that the Bacc Core is a key contributor to the overall student experience and a powerful lever for enhancement of institutional retention and graduation rates. Most importantly, success of this proposal depends on the establishment of a dynamic faculty/administration partnership in shared governance that reinforces the curricular vision of the Faculty with administrative commitment, that informs the Faculty with expertise and currency in national trends and practice in general education, and that supports effective teaching and learning with real assessment of student learning in the Bacc Core.
Administrative Structure Guidelines

- Maximum of four levels\(^1\) of management
- Minimum of six direct reports
- Advising ratio 1:300
- Streamline administrative services

\(^1\) Management Levels:

- Level 1: President / Provost
- Level 2: Dean / Vice Pres/Vice Provost
- Level 3: Assoc Dean / Assoc Provost
- Level 4: Dept Head/Chair/ Director

Other

Est. Cost Savings $2.0M / $2.9M
WR 121 in the English Department at OSU

WR 121 English Composition is required for graduating from OSU. This course provides an essential introduction to academic writing, critical thinking, and information literacy. It meets the Writing I requirement of the Baccalaureate Core and is a prerequisite for many courses.

The WR 121 requirement can be met by:
- WR 121 at OSU;
- WR 121 at another college or university in the Oregon University System or through Oregon’s College Now program;
- an equivalent approved first year composition course at another college or university;
- a score of 3 or better on the AP Language & Literature or Language & Composition exam
- the WR 121 waiver exam at OSU (see below).

REGISTERING FOR WR 121

Typically WR 121 is taken in a student’s first year, with registration by alphabetical sections based on the student’s last name: A-H, fall term; I-M, winter term; N-Z spring term.

Please note:
- sections are capped at 25 students, no exceptions;
- spaces frequently open up during the first week of a term, so students should keep trying to register on the web;
- students may not attend a section for which they are not registered;
- waiting lists are not maintained for closed sections.

Alpha Override
Students attempting to register out of alphabetical sequence can obtain an “alpha override” as follows:
- on the first day of the term, locate on the web registration page a section of WR 121 that is still open;
- bring the section number/CRN to the English department office, Moreland 238, and request the override, which will only be good for that particular section;
- receive an Alpha Override approval form from the English department;
- go online and register for that section.

Second Week Add
In week two, students may try to register for sections that have space.
- Obtain a lavender “English Department 2nd Week Add” form from the English department office, Moreland 238.
- Go online and locate a section that is still open; ask permission from the instructor to add.
- Get the signature of the instructor as well as the composition coordinator, Sara Jameson, Sara.Jameson@oregonstate.edu (Moreland 360).
- Deliver form with both signatures back to the English department office for Department approval.
- Go online and register for that section.
WR 121 Waiver Exam (in effect beginning April 2, 2007)
According to OSU’s Academic Regulations for “Special Examination for Credit” (AR 23), students may request an examination to replace OSU’s required course in WR 121. The exam is for waiver—only, not for a grade or credits.

For more details, see http://catalog.oregonstate.edu/ChapterDetail.aspx?key=75 and check AR 23 and AR 24. While open to all students, this exam is intended for strongly proficient writers who have already mastered academic writing skills. The exam may not be taken in a term when a student is currently registered for WR 121.

The WR 121 waiver exam has two parts: an on-demand written essay and a sample of college writing. This is a rigorous exam that assumes college level writing at an A or B level. The exam is graded holistically by a team of instructors based on whether it appears that the student could benefit from taking WR 121. Students who pass the waiver exam are considered to have met the Writing I requirement of Baccalaureate Core and are permitted to register for classes for which WR 121 is a prerequisite.

Part 1: The on-demand written essay is a composition written within an hour’s time in response to a reading provided and a question prompt. Students should be able to critically read and interpret a text and generate a sophisticated academic argument from that text, incorporating and documenting material correctly. (Note: Students registered with OSU’s Services to Students with Disabilities may arrange for a longer exam time and use of a computer, using a software program without grammar or spell check).

Part 2: The writing sample consists of a photocopy of one polished college paper with a minimum of 8-10 pages plus works cited to demonstrate that the student has met the outcomes for WR 121 in terms of critical thinking, information literacy (locating, evaluating sources, integrating and documenting material), and crafting a skilled academic argument.

This sample must be a photocopy of the original graded paper with the instructor’s handwritten grade of A or B clearly posted on the paper. Students must indicate the name of the course— instructor’s name, name of the institution, and date, and must sign attesting that the work is entirely their own.

For current policy, please see: http://liberalarts.oregonstate.edu/writing-121-waiver-exam
WR-121 Waiver Exam Procedure

1. Please begin the process by obtaining a form called “Petition for Appeal as Required by Academic Regulations” from the OSU’s Registrar’s Office and fill out. Note: The fee is $80, charged to the student’s account.
   Questions? Call Tom Watts, Assistant Registrar, at 541-737-9054. Tom.Watts@oregonstate.edu

2. Please obtain 3 signatures required on the form:
   (1) from an advisor in the student’s college
   (2) from the Dean of the College of Liberal Arts; contact CLA Student Services Office; 737-0561, Gilkey 213.
   (3) from the chair of the English Department, Tracy Daugherty, tdaugherty@oregonstate.edu.

3. Deliver the original of the signed form to the Office of the Registrar in the Kerr Administration Building.

4. Deliver a photocopy of the signed form to the Composition Coordinator, Sara Jameson, Moreland 360, along with the writing sample described above.

5. E-mail Composition Coordinator Sara Jameson at Sara.Jameson@oregonstate.edu to schedule the exam. The Composition Coordinator will assign an exam date/time/place. Waiver exams are typically scheduled for once a month. Signed forms must be received a minimum of a week in advance of the exam date.

6. Bring an 8x10 Blue Book and a pen or pencil. A dictionary and MLA manual will be provided.

7. The exam takes about one week to grade. Grades are delivered to the Registrar’s Office for posting on students’ online transcript. The Registrar’s posting is your notification.
Questions and Answers about meeting Writing 121 prerequisites for advanced courses:

Q: Which advanced writing courses require WR 121 as a prerequisite?

Courses that meet WR 121 prerequisites generally fall into two categories: WR 121 transfer credit equivalents and equivalents assigned through pre-college credits (courses or AP exams).

Writing 121 or its equivalent is a prerequisite for the following writing courses:

WR 222 English Composition
WR 323 English Composition
WR 214 Business Writing
WR 327 Scientific and Technical Writing
WR 416 Advanced Composition

Q: How do I learn whether a writing course I have taken at another university is the equivalent of WR 121 at OSU?

The Advanced Standing Report will reflect transfer credit at another institution. If you have taken a writing course at another institution, the Advanced Standing Report will state that:

A writing course taken at another institution is the equivalent of a WR 121 credit;

OR

A writing course taken at another institution is the equivalent of a “lower-division transfer” credit (“LDT” on the Advanced Standing Report). Lower-division credits count toward fulfillment of Bacc Core requirements, but they are not the equivalent of WR 121.

If you are in doubt about whether a writing course taken at another institution qualifies for a WR 121 prerequisite, please contact the advisor in your home college or in University Exploratory Studies. You may also identify whether a course taken at another university counts for a transfer credit by using the online “Single Course Search” tool for Prospective Students (click on “Future Students”/transfer/transfer credit/single course search/begin session, and look for the equivalent of the course number taken at another university.)

Q: How do Advanced Placement Exams and International Baccalaureate scores count toward a WR 121 equivalent?

The following credit is granted to students entering OSU during the academic year who have submitted scores from the College Board Advanced Placement Examinations Program:

AP English-Lit & Comp

Score of 3 = 3 credits = WR 121
Score of 4 or 5 = 6 credits = WR 121 + Eng 104

AP English-Lang & Comp

Score of 3 = 3 credits = WR 121
Score of 4 or 5 = 6 credits = WR 121 + WR 199

International Baccalaureate

Language A: English = WR 115/121 + ENG 104
Pre-College courses: College Now
October 2006

MEMORANDUM

To: Public Post-Secondary Oregon Faculties

From: Joint-Boards Articulation Committee (JBAC)

Subject: Campus Discussions on General Education and the AAOT

Thank you for your willingness to participate in these campus discussions about developing State-wide criteria for General Education courses and statements that convey the broad outcomes we desire from this curriculum.

Contained in this packet, you will find draft statements of General Education outcomes and course criteria, which we would like you to review, discuss, and improve upon. These statements are limited to the 6 curricular areas included in the current AA/OT degree as the simplest way to begin development of a general framework for transferable General Education in the state. We understand, however, that there is interest in the possibility of revising the AA/OT to include additional disciplinary areas. If that happens, the relevant statements will be added to this collection.

To facilitate consideration of AA/OT revision, the packet contains some information about this degree. You are welcome to suggest improvements to the AA/OT degree, as well as to the General Education outcomes and criteria statements. Some campuses may choose to address the two topics together. Others may focus solely on the statements. We have included information about both to allow each campus to make that determination.

The drafting of outcomes and criteria statements, and the current campus discussion of them, is part of an unprecedented collaboration at the post-secondary level in Oregon. Community college and university faculty (both public and private) are working together to ensure maximum transferability of foundation course-work, while maintaining rigor and coherence in both General Education and major programs. We would appreciate your thoughts on the structure of the campus discussions and the usefulness of the packet of information provided. We will make changes in both as campuses let us know how best to frame these vital conversations.

The Packet:

- General Education Outcomes and Criteria – Draft Statements
- Proposed Steps in the Critical Consideration of Draft Statements
- Background and Intent of the AAOT
- Comparison of current AAOT and OTM requirements
- Suggested agenda for community college campus discussions
- Excerpt of SB342 that summarizes what we’ve been asked to do

Packet Material v.11-06-06
General Education Outcomes & Criteria
Draft Statements

The Joint Boards Articulation Commission (JBAC) is working to improve the transferability of lower division General Education throughout the state through a collaboratively-developed framework that is based on commonly agreed-upon learning outcomes and course criteria. Not only would this model improve the transferability of coursework among community colleges and universities, it could strengthen the statewide commitment to General Education without compromising the uniqueness of individual institutions’ General Education curricula. Both faculty and students would benefit from such a framework. By adhering to general principles rather than a rigid template, faculty would have the freedom to design General Education courses that take advantage of their individual expertise and that reflect significant new insights. Students would benefit from faculty innovation in the classroom, while retaining assurance of the transferability of their coursework.

The focus of initial efforts has been the development of broad outcomes and criteria statements based on the 6 areas of general education included in Oregon’s transferable degrees (AA/OT and AS/OT–Business) and Transfer Module (the OTM).

- **The outcomes statements** are intended to be broad, and to describe the habits of mind, skills, or insight that we want students to acquire as a result of taking courses in a particular area.

- **The criteria statements** are also broad and aim to identify the characteristics of courses within a general disciplinary area that we think have the best chance of producing the desired outcomes for students.

Faculty from Oregon community colleges, public universities and private colleges and universities came together in February and again in April 2006 to write drafts, and we are now inviting input from all faculty, as well as from anyone else who is interested in General Education.

**Potential for the Future**

Although the impetus for this initiative was a legislative directive ([Senate Bill 342](http://www.ous.edu/news_and_information/forums.php), which became law in Spring, 2005), the practical effect of that prompt is greater faculty input into the General Education we offer to transfer students. We now have an opportunity for direct communication among faculty from different institutions that is new and powerful. We think it is the key to sustained educational quality at the college and university level.

**Next Steps**

- **IN PROCESS**: Solicitation of feedback: This is an important way for you to help guide this work in its current stage. The public forum available at [http://www.ous.edu/news_and_information/forums.php](http://www.ous.edu/news_and_information/forums.php) provides a place for you to join your colleagues for a conversation. We would be grateful for your thoughts, concerns and suggestions for improvement of these drafts. We will continue to ask for this input into fall term and beyond.

- **Fall 2006 – Winter 2007**: Campus visits and conversations: We will be visiting individual campuses to collect feedback and revise the statements. Once the statements are refined we will ask campuses to put them through a normal curricular review process for approval.

For questions on this process, please contact:
Jonathan Jacobs
Administrative Assistant
Oregon University System
541.346.5725
jonathan_jacobs@ous.edu
Writing

Outcomes
As a result of taking General Education Writing courses, a student should be able to read actively, think critically, and write purposefully, capably, and ethically for a variety of audiences; use appropriate reasoning and artful communication to address complex issues in the service of learning, discovery, reflection, justice, and self expression.

Criteria
A course in Writing should:
1) Emphasize college-level readings that challenge students and invite them to think through complex ideas.
2) Create a classroom environment that fosters respectful free exchange of ideas.
3) Use guided discussion for students to consider and respond to the ideas of others.
4) Develop the ability to respond in writing to ideas generated by reading and discussion.
5) Require a significant and substantial amount of formal and informal writing.
6) Emphasize writing as a process which contributes to complete, polished texts.
7) Encourage the discovery and use of forms and conventions appropriate to audience needs and rhetorical situations.
8) Encourage self-reflection and analysis of own work.
9) Provide opportunities to offer and respond to comments and critiques on written drafts.
10) Develop skills of editing and revision to craft clear and effective writing.
11) Teach organization, reasoning, style, and conventions in relation to students’ purposes and in response to their writing.
12) Engage appropriate technologies in the service of writing and learning.

Writing draft outcomes and criteria developed by:

<table>
<thead>
<tr>
<th>Name</th>
<th>Field</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pauline Beard</td>
<td>English</td>
<td>Pacific University</td>
</tr>
<tr>
<td>Lynda Bennett</td>
<td>Writing</td>
<td>Blue Mountain Community College</td>
</tr>
<tr>
<td>Fred Bennett</td>
<td>Writing</td>
<td>Tillamook Bay Community College</td>
</tr>
<tr>
<td>Julie Brown</td>
<td>Writing</td>
<td>Clatsop Community College</td>
</tr>
<tr>
<td>Vicki Tolar Burton</td>
<td>Intensive Writing</td>
<td>Oregon State University</td>
</tr>
<tr>
<td>John Gage</td>
<td>English</td>
<td>University of Oregon</td>
</tr>
<tr>
<td>Carol Harding</td>
<td>Humanities/English</td>
<td>Western Oregon University</td>
</tr>
<tr>
<td>Greg Jacob</td>
<td>English</td>
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</tr>
<tr>
<td>Nancy Knowles</td>
<td>Writing</td>
<td>Eastern Oregon University</td>
</tr>
<tr>
<td>James Nystrom</td>
<td>Writing</td>
<td>Mt. Hood Community College</td>
</tr>
<tr>
<td>Eva Payne</td>
<td>Writing</td>
<td>Chemeketa Community College</td>
</tr>
<tr>
<td>Laura Young</td>
<td>University</td>
<td>Colloquium Southern Oregon University</td>
</tr>
</tbody>
</table>

http://www.ous.edu/news_and_information/forums.php
Speech/Oral Communication

Outcomes
As a result of taking General Education Speech/Oral Communication courses, a student should be able to engage in ethical communication processes that allow people to accomplish goals, respond to the needs of diverse audiences and contexts, and build and manage personal and community relationships.

Criteria
A course in Oral Communication should provide:

1) Instruction in fundamental communication theories.
2) Instruction and practice of appropriate oral communication techniques.
3) Instruction and practice in the listening process -- including comprehending, interpreting, and critically evaluating communication.
4) Instruction and practice in adapting communication for the listener and communication contexts.
5) Instruction in the responsibilities of ethical communicators.
6) Instruction in the value and consequences of effective communication.

Speech/Oral Communications draft outcomes and criteria developed by:

<table>
<thead>
<tr>
<th>Name</th>
<th>Discipline</th>
<th>Institution</th>
</tr>
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<tbody>
<tr>
<td>Don Asay</td>
<td>Speech/Writing</td>
<td>Treasure Valley Community College</td>
</tr>
<tr>
<td>Jon Bouknight</td>
<td>Speech</td>
<td>Central Oregon Community College</td>
</tr>
<tr>
<td>Kevin Brown</td>
<td>Communication</td>
<td>Oregon Institute of Technology</td>
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<tr>
<td>April Curtis</td>
<td>Oral Communication</td>
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<td>John Griffith</td>
<td>Physics</td>
<td>Linn-Benton Community College</td>
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<td>Bernadette Kapocias</td>
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<td>Alena Ruggerio</td>
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<td>Nancy Wendt</td>
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<tr>
<td>Doris Werkman</td>
<td>Speech</td>
<td>Portland Community College</td>
</tr>
</tbody>
</table>
Mathematics

Outcomes
As a result of taking General Education Mathematics courses, a student should be able to use mathematics to solve problems. A student should also be able to recognize when mathematics is applicable to a scenario, apply appropriate mathematics in its solution, accurately interpret and communicate the results.

Criteria
A collegiate level mathematics course should require students to:
1) Use the tools of arithmetic and algebra to work with more complex mathematical concepts.
2) Design and follow a multi-step mathematical process through to a logical conclusion.
3) Create mathematical models, analyze these models, and, when appropriate, find and interpret solutions.
4) Choose from a variety of mathematical tools to determine the best method of analysis.
5) Analyze and communicate both problems and solutions in ways that are useful to others.
6) Use mathematical terminology and notation appropriately and correctly.

Mathematics draft outcomes and criteria developed by:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Institution</th>
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</thead>
<tbody>
<tr>
<td>Mariah Beck</td>
<td>Math</td>
<td>Umpqua Community College</td>
</tr>
<tr>
<td>Janet Brougher</td>
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<td>Ben Cornelius</td>
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<td>Hal Sadofsky</td>
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<tr>
<td>Linda Samek</td>
<td>Math &amp; Education</td>
<td>Corban College</td>
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<td>Michael Ward</td>
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<td>Renae Weber</td>
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</tr>
<tr>
<td>Jim Whittaker</td>
<td>Math</td>
<td>Blue Mountain Community College</td>
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</tbody>
</table>
Arts & Letters

Outcomes
As a result of taking General Education Arts and Letters courses, a student should be able to:

- Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life.
- Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues.

'Arts and Letters' refers to works of art, whether written, crafted or designed, and performed, and documents of particular poignancy and significance in statement or design.

Criteria
A course in Arts & Letters should:

1) Provide grounding in theory THAT informs application and practice of the discipline.
2) Elicit analytical and critical responses to historical and/or cultural artifacts, including literature, music, visual and performing arts.
3) Actively explore conventions and techniques of significant forms of human expression.
4) Place the discipline in historical and cultural context, and demonstrate its relationship with other areas.

Each course should also do at least one of the following:

5a) Foster creative individual expression with analysis, synthesis, and critical evaluation, or
5b) Compare/contrast attitudes and values of specific eras or world cultures, or
5c) Introduce and apply established ethical traditions as a tool for resolving ethical dilemmas.

Arts & Letters draft outcomes and criteria developed by:

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<thead>
<tr>
<th>Name</th>
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<th>Institution</th>
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<tr>
<td>Susan Agre-Kippenhan</td>
<td>Art</td>
<td>Portland State University</td>
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<td>Barbara Altmann</td>
<td>Romance</td>
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<td>Nia Bauer</td>
<td>Arts &amp; Letters</td>
<td>Umpqua Community College</td>
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<td>Nora Brodnicki</td>
<td>Arts &amp; Letters</td>
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<td>Liz Charman</td>
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<td>Simeon Dreyfuss</td>
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<td>Fredna Grimland</td>
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<td>Gerd Horten</td>
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<td>Robert Rodger</td>
<td>Arts &amp; Letters</td>
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<td>Diane Tarter</td>
<td>Creative Arts</td>
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<td>Verne Underwood</td>
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<tr>
<td>Donald Wolfe</td>
<td>Arts &amp; Letters</td>
<td>Eastern Oregon University</td>
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Social Science

Outcomes
As a result of taking General Education Social Science courses, a student should be able to:
1. Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior
2. Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.

Criteria
A Social Sciences General course should:
1) Be broad in scope. Courses may focus on specialized subjects; however, there must be substantial course content locating the subject in the broader context of the discipline.
2) Provide an understanding of the structures and processes of social institutions and individual behavior as part of social interaction.
3) Provide perspectives on the evolution of theories and concepts utilized in the discipline.
4) Present basic methods of inquiry in the discipline, including limitations and understanding of the distinction between normative and empirical analysis.
5) Provide information literacy in the discipline (the ability to critically analyze, synthesize and evaluate various forms of information).
6) Provide understanding of the diversity of human experience and thought, individually and collectively.
7) Provide an opportunity for students to apply course knowledge and skills to their personal, social or professional lives.

Social Science draft outcomes and criteria developed by:

<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
<th>Institution</th>
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<tr>
<td>Deborah Baumgold</td>
<td>Political Science</td>
<td>University of Oregon</td>
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<tr>
<td>Michael Bollenbaugh</td>
<td>Arts &amp; Sciences</td>
<td>Northwest Christian College</td>
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<td>Sheila Broderick</td>
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<td>Tom Carroll</td>
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<td>Stephanie Cram</td>
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<td>Darci Dance</td>
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<td>Jeff Dense</td>
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<td>Patty Scott</td>
<td>Social Science</td>
<td>Southwestern Oregon CC</td>
</tr>
<tr>
<td>Richard White</td>
<td>Urban Studies &amp; Planning</td>
<td>Portland State University</td>
</tr>
</tbody>
</table>
Science, Computer Science, Math

Outcomes
As a result of taking General Education Science, Computer Science, Math courses, a student should be able to:
1. Use scientific modes of inquiry, individually and collaboratively, to critically evaluate diverse ideas, solve problems, and make evidence-based decisions for self, family, community and the world.
2. Gather, comprehend, and communicate scientific and technical information to generate new ideas, solutions, models and further questions confidently, creatively, and joyfully.

Criteria
A course in Science/Computer Science/Math should:
1. Require students to apply scientific/mathematical knowledge and skills, and reason from evidence to solve problems.
2. Demonstrate interrelationships or connections with other subject areas.
3. Examine the fundamental concepts and theories in physical and biological sciences, mathematics, and/or computer science.
4. Engage students in gathering, reading, comprehending, and communicating scientific and/or technical information.
5. Use scientific, mathematical, or computer science approaches to develop critical, analytical thinking that includes synthesis, evaluation and creative insight.
6. Develop understanding of mathematical reasoning and/or the process of science through collaborative, hands-on, real-life, and/or laboratory applications.
7. Science courses shall provide scientific tools to evaluate the interactions of science with society and environment.
8. Science courses shall examine the development, limitations, and value of scientific methods, models and theories.
9. Laboratory courses in the biological or physical sciences shall provide examples of how scientific theories develop through confrontation of theory with experiment or observation.
10. Courses in computer science shall engage students in the design of algorithms and their translation into computer programs that solve problems related to science or other areas of human endeavor.

(These criteria are designed to mesh with the current Associate of Arts/Oregon Transfer Degree, which requires a minimum of fifteen credits in Science/Math/Computer Science including three laboratory courses of at least twelve credits in the biological or physical sciences.)

Social Science draft outcomes and criteria developed by:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Anderson</td>
<td>Computer Science</td>
<td>Clackamas Community College</td>
</tr>
<tr>
<td>Bill Becker</td>
<td>Science Ed Ctr</td>
<td>Portland State University</td>
</tr>
<tr>
<td>Kendra Cawley</td>
<td>Biological Science</td>
<td>Portland Community College</td>
</tr>
<tr>
<td>Lonnie Guralnick</td>
<td>Natural Sciences</td>
<td>Western Oregon University</td>
</tr>
<tr>
<td>Robert Kovacich</td>
<td>Chemistry</td>
<td>Columbia Gorge Community College</td>
</tr>
<tr>
<td>Scott MacDonald</td>
<td>Zoology</td>
<td>Oregon Coast Community College</td>
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<tr>
<td>Catherine Otto</td>
<td>Science/Computing</td>
<td>Oregon Institute of Technology</td>
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<tr>
<td>Don Powers</td>
<td>Biology</td>
<td>George Fox University</td>
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<tr>
<td>Cynthia Prentice-Craver</td>
<td>Life Science</td>
<td>Chemeketa Community College</td>
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<tr>
<td>Molly Shor</td>
<td>Computer Science</td>
<td>Oregon State University</td>
</tr>
<tr>
<td>Davison Soper</td>
<td>Physics</td>
<td>University of Oregon</td>
</tr>
<tr>
<td>Sarah Ulerick</td>
<td>Environmental Science</td>
<td>Lane Community College</td>
</tr>
</tbody>
</table>
1. Informal comment on draft statements via the JBAC website
   (http://www.ous.edu/aca/forums.html): May – August, 2006
   Draft statements for each area of the existing AA/OT are posted and links connect each area to a public forum.

2. Discussion of draft statements on all community college and OUS campuses:
   Campus leaders will collaborate with JBAC members to organize these discussions and encourage participation by faculty in the disciplines. If schools in the same geographic area wish to hold joint meetings, that’s fine. The important thing is to encourage vigorous critique of the statements in a manner that is compatible with local campus culture.

3. Feed-back from campus discussions collected by JBAC: Fall 2006 – Winter 2007
   (March 30, 2007 deadline)
   Feedback from all community college and OUS campuses will be collected by JBAC and analyzed to determine the extent of revision that may be required. A summary of feed-back to date, and an opportunity for further discussion, will be presented at the Student Success Meeting, February, 2007.

4. Feedback returned to faculty committees for consideration:
   Spring 2007.
   The faculty committees that drafted the original statements will review the collected feed-back from all institutions, decide what revision is needed, and recommend specific changes.

5. Statements will be returned to the campuses for approval:
   Spring-Fall 2007
   After review by the faculty committees, statements will be returned to campuses for final consideration. At this point, we hope for agreement and approval through normal curricular review channels, but we also want candid assessment. Therefore, if there is substantial disagreement, JBAC will try to resolve it by consulting directly with faculty who hold different points of view. If this approach does not yield substantial agreement among the parties, JBAC will consult the Inter-institutional Faculty Senate, the Council of Instructional Administrators, and the Provosts’ Council to arrive at an acceptable compromise.

6. Adoption of statements by the Joint Boards of Education and Higher Education:
   Fall 2007
   After campus agreement and approval, the statements will be brought to the Joint Boards of Education and Higher Education for adoption statewide. We anticipate this stage occurring during Fall 2007, but it may occur later if extensive campus discussion and review is required in Step 5.

7. Application of outcomes and criteria: Ongoing, after adoption
   The purpose of formulating these statements is to create a commonly-understood conceptual framework, within which faculty from colleges and universities can make decisions about the transferability of General Education coursework. We envision a system in which cross-sector faculty groups, much like the ones that provided the first drafts for review, would assemble periodically to make these decisions for courses that are intended to be freely transferable.
Background and Intent of the AA/OT

The AA/OT (Associate of Arts/Oregon Transfer) degree was created in the late 1980s, through collaboration between Oregon community college faculty and OUS faculty, to ease and standardize the transfer process for students moving from community college to an OUS institution. Due to the popularity of the AA/OT and the complexity of communication among all public post-secondary institutions, JBAC has, on occasion, clarified the original intent of the AA/OT.

In brief, that intent was to:

- Meet lower division General Education requirements for baccalaureate degrees at all OUS institutions. The AA/OT degree came with the guarantee that all General Education credits earned toward it would be accepted in fulfillment of the corresponding General Education requirements at the receiving institutions. The degree was designed as a total package that was not to be “unwrapped.”

- Enable students to meet lower-division requirements of some majors by using specified courses to fulfill AA/OT General Education requirements. The AA/OT degree was not intended to guarantee completion of all of the lower-division coursework for a major, or for meeting an institution’s particular baccalaureate requirements, however. Students were advised to work closely with an academic adviser in choosing courses that count toward the AA/OT and also serve as pre-requisites for a major.

- Provide the recipient with junior standing for registration purposes.

While it has been a successful tool for many students, use of the AA/OT over the last ~15 years has revealed some shortcomings. Concerns raised about the degree include the following:

- Faculty and academic advisers recognize that the AA/OT does not articulate well with many academic majors such as engineering, natural and physical sciences, and fine and performing arts. Students contemplating these majors cannot easily accommodate their highly-specific pre-requisite coursework into the AA/OT framework. In general, an AA/OT recipient who is pursuing any major that is credit-heavy at the lower division, will earn far more elective credit than is necessary for a bachelor’s degree. Moreover, when the student transfers, he or she may still lack some coursework that is specifically required for the major.

- Although the AA/OT grants junior standing for registration purposes, it does not give students junior standing in their majors. Neither does it guarantee entrance into a competitive major. The distinction between the guarantees for General Education credit and for advancement in a major is not widely understood. As a result, students and parents have had unrealistic expectations of the AA/OT, and have been frustrated when these were not met.

- Since urging some students to complete the AA/OT may be in conflict with their educational goals, it is likely that universal completion is not desirable and should not be institutionally rewarded. Thus, it would be useful to find alternative measures for evaluating community college effectiveness.

- No two community colleges in Oregon have AA/OT degrees that are exactly alike. Campus differences are most noticeable in sequential requirements.

Given these concerns and the current focus on the purpose of General Education, it seems an appropriate time to re-examine the AA/OT degree. How are students using the degree now? Does it serve its original purpose? Is that purpose still relevant? It is expected that the Council of Instructional Administrators and the Provosts’ Council will discuss the possibility of revising the AA/OT at their upcoming joint meeting. JBAC will channel feedback from all of the campus discussions to those two Councils.
Comparison of Current AAOT and OTM Requirements

Associate of Arts Oregon Transfer Degree Guidelines

Any student who holds an Oregon community college Associate of Arts Oregon Transfer degree that conforms to the guidelines set forth below and who transfers to any institution in the Oregon University System will have met the lower division general education requirements of that institution's baccalaureate degree programs. Course, class standing, or GPA requirements for specific majors, departments or schools are not necessarily satisfied by an Associate of Arts degree. Students transferring under this agreement will have junior standing for registration purposes.

Every Oregon community college, as well as the Oregon Institute of Technology, offers an Associate of Arts/Oregon Transfer degree that meets these broad guidelines.

GUIDELINES
A minimum of 90 credits will be required for the degree, and of these, at least 55 will conform to the general education and distribution requirements listed below. (All credit references are based on quarter credits.)

GENERAL REQUIREMENTS
► Writing: A minimum of eight credits of college transfer writing courses, with a grade of "C" or better in each course. Designated courses are WR 121, 122, 123 or 227.
► Mathematics: Four credits of college level mathematics, for which at least Intermediate Algebra is a prerequisite, with a grade of "C" or better.
► Communication/Rhetoric: Three credits of a fundamentals of speech or communication course with a grade of "C" or better.

DISTRIBUTION REQUIREMENTS
► Arts and Letters: A minimum of ten credits, chosen from at least two disciplines.
► Social Sciences: A minimum of fifteen credits, chosen from at least two disciplines.
► Science/Math/Computer Science: A minimum of fifteen credits including three laboratory courses of at least twelve credits in the biological or physical sciences.

Oregon Transfer Module Guidelines
Adopted by Joint Boards of Education February 3, 2005

Any student holding an Oregon Transfer Module that conforms to the guidelines below will have met the requirements for the Transfer Module at any Oregon community college or institution in the Oregon University System. Upon transfer, the receiving institution may specify additional course work that is required for a major or for degree requirements or to make up the difference between the Transfer Module and the institution's total General Education requirements.

GUIDELINES
The Oregon Transfer Module includes the following course work, which is equivalent to 3 academic quarters. The coursework must be chosen from the courses approved for the categories below by the institution issuing the credit. In the case of community colleges, these will be courses approved for the AA/OT degree; in the case of universities and 4-year colleges, they will be courses approved for the General Education part of a baccalaureate degree. All courses must be passed with a grade of "C-" or better and must be worth at least 3 credits (quarter system). Students must have a minimum cumulative GPA of 2.0 at the time the module is posted.

FOUNDATIONAL SKILLS
► Writing: Two courses of college-level composition.
► Oral Communication: One course of fundamentals of speech or communication.
► Mathematics: One course of college-level mathematics, for which at least Intermediate Algebra is a prerequisite

INTRODUCTION TO DISCIPLINES
► Arts and Letters: Three courses.
► Social Sciences: Three courses.
► Science/Math/Computer Science: Three courses, including at least one biological or physical science with a lab.
Associate of Arts Oregon Transfer Degree Guidelines

ELECTIVES
Electives will comprise about thirty five credits, depending on the student's selection of courses to meet the requirements above.

Effective Fall term, 1998, WR 115 may be included in the Associate of Arts Oregon Transfer degree as an elective providing that the WR 115 course at the community college has been approved by the Department of Community Colleges and Workforce Development. (For a list of approved WR115 courses, click here.)

Effective Fall term, 1998, community colleges may grant Associate of Arts Oregon Transfer degrees that include up to 12 professional technical credits as electives.

Community colleges shall identify and publicize those professional technical credits available on its campus which are appropriate for inclusion in the Associate of Arts Oregon Transfer degree.

NOTES AND CLARIFICATIONS
[The following notes are not intended to be part of the actual "Guidelines" (above), but rather serve to clarify some aspects thereof. As such, they are attached to these "Guidelines" as reference material for participating institutions.]

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

The "General Requirements" above represent minimal skill competencies. As such, they may be open to demonstration of proficiency. Each community college is encouraged to establish how students may demonstrate competency in lieu of completing the course(s).

Courses used to meet the "Distribution Requirements" must be at least 3 credits each.

Computer courses used in the Math/Science/Computer Science area must meet the inter-segmental

Computer Science chairs group criteria for a science course. This includes CS 120, 121, 122, 161, 162, 171, 260, and 271 from the list of commonly numbered courses.

In Arts and Letters, the second year of a foreign language may be included, but not the first year. American Sign Language (ASL) is considered a foreign language.

Oregon Transfer Module Guidelines

ELECTIVES
► As required to bring the total credits to 45. Courses must be from the Introduction to Disciplines areas (Arts & Letters, Social Science, or Science/Math/Computer Science).

NOTES
1. Courses that are designed to prepare students for college-level work are not applicable to the transfer module.

2. When choosing courses in science and mathematics, students and advisors should check the specific requirements at receiving schools. Courses that include a laboratory component, or that deal with specific subjects, may be required for majors or degrees.

3. Computer Science courses used in the Math/Science/Computer Science area must meet Oregon Council of Computer Chairs criteria for a science course. See list of courses at (http://cs.bmcc.cc.or.us/occc/).

4. In Arts and Letters, the second year of a foreign language may be included, but not the first year. American Sign Language (ASL) is considered a foreign language.

5. All Oregon community colleges and Oregon University System institutions will offer students the opportunity to complete an Oregon Transfer Module and the OTM designation will be posted on the transcript by the issuing institution upon request. Regionally accredited private colleges and universities within the state are also welcome to offer and issue Transfer Modules, which will be accepted at any Oregon public college or university.

6. Oregon Transfer Module credits may not match program requirements in the receiving school. The OTM supplements, but does not supplant existing articulation agreements and does not replace effective advising.
Outline for OUS Campus Discussion of
Draft General Education Statements and Revision of the AAOT Degree

1. Topics
   a. Draft statements of General Education outcomes and course criteria. The statements to be discussed correspond to the 6 disciplinary areas currently included in Oregon’s two transferable degrees (AA/OT and AS/OT-Business) and the Oregon Transfer Module (OTM):
      - Writing
      - Speech/Oral Communication
      - Mathematics
      - Arts & Letters
      - Social Science
      - Science/Computer Science/Math
   b. Revision of the AA/OT degree. OUS campuses that do not offer this degree may decide to omit this topic.

2. Format for campus discussions
   a. Format variation is encouraged. These discussions will be most effective if designed in accordance with local campus culture so as to give the maximum opportunity for broad faculty participation. This may require more than a single meeting and organization by individual discipline may be appropriate.
   b. Optional JBAC participation. If you wish, a JBAC member will be happy to participate in the discussion on your campus – not as the discussion leader, but as an interested observer who can provide background information and a statewide context for the local discussion.
   c. Questions to guide the discussion. JBAC has suggested the questions listed below, but you are welcome to pose your own. All feedback, whether in response to these questions or not, will be welcome.

   **Questions about draft statements in each area**
   1. Does this outcome statement, in general, describe what students know and do as a result of successfully completing work in this curricular area?
   2. Are these outcome statements compatible with your expectations of the achievements of students who transfer to your institution with two-year degrees?
   3. Do these criteria for courses meet the intent of the outcomes?

   **Questions about AA/OT Effectiveness (OUS optional)**
   4. Could the AA/OT be made a more effective transfer tool?
   5. When you look at the general education outcome statements together, what, if anything, is missing? What else should an AA degree-holder know and be able to do as a result of his or her General Education?

3. Post-discussion follow-up: Please collect all comments, in electronic form, if possible, and send them to JBAC (via Jonathan Jacobs) for compilation and inclusion in the next step of the process:
   - Jonathan Jacobs, Administrative Assistant, Oregon University System
   - jonathan_jacobs@ous.edu 541.346.5725
SECTION 1.2 (excerpt)

In continuing to provide and improve upon an effective articulation and transfer framework for students in Oregon's post-secondary sectors, community colleges and state institutions of higher education shall:

(a) Revise the Associate of Arts Oregon Transfer Degree offered by community colleges;

(b) Develop specific degree pathways as deemed appropriate by state institutions of higher education and community colleges;

(c) Develop an outcome-based framework for articulation and transfer that is derived from a common understanding of the criteria for general education curricula;

(d) Develop a seamless transfer of credits for all level 100 and 200 general education courses;

(e) Implement a statewide course applicability system that permits students and advisers to query and view online credit transfer options and conduct online degree auditing;

(f) Develop uniform standards for awarding college credit for advanced placement test scores; and

(g) Expand early college programs for 11th and 12th graders who earn college credit and intend to pursue a certificate or associate or baccalaureate degree.

(3) In addition to the requirements of subsection (2) of this section, community colleges and state institutions of higher education may also implement other measures to create an effective articulation and transfer framework for students.
**Program Evaluation (Graduation Audit)**

**NOTICE!!** This report is tentative, dependent upon final outcome of all coursework and review by adviser and college. Some students may be entitled to more than 20 S/U credits (see AR18.a.1). Max Transfer Credits is set at 124; excess credits from a community college or 4-year school may be used to satisfy other requirements. This report does not include any exceptions, substitutions, or adjustments made by the college or head advisor.

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### Program General Requirements

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**Area Summary**

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**Area: ALS, MUP, PAC Limitations**

**Limitations:**
- MUP - 12 crs.
- PAC - 11 crs.
- ALS - 15 crs.

If total credits in restricted courses exceeds limitation, they do not appear in this area and will not count toward degree.

**ALS 114** CAREER DECISION MAKING A 2.00 200303 H PAC 188 GYMNASTICS A 1.00 200401 H
**ALS 199** ST/LEARNING COHORT-CULT & P 3.00 200301 H

Total: 6.00 Credits

**Area: Upper Division - Req. 60 creds**

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Total: 63.00 Credits

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A minimum of 2.00 GPA is required. This area uses ALL COMM courses taken.

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<td>COMM 484 MEDIA CRITICISM</td>
<td>B</td>
<td>3.00</td>
<td>200601 H</td>
</tr>
<tr>
<td>COMM 321 INTRODUCTION TO COMMUN TH</td>
<td>C</td>
<td>3.00</td>
<td>200503 H</td>
<td>moto: 57.00 Credits 3.19 GPA</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Area: SPEECH COMM - Pre-COMM Opt MET 10_985.CPR
Required courses: COMM 111, COMM 114, COMM 218; plus the first two writing courses from the baccore. A 2.00 GPA for these courses must be obtained.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>Term</th>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 111 *PUBLIC SPEAKING</td>
<td>B</td>
<td>3.00</td>
<td>200501 H</td>
<td>WR 121 *ENGLISH COMPOSITION</td>
<td>B+</td>
<td>3.00</td>
<td>200303 H</td>
</tr>
<tr>
<td>COMM 114 *ARGUMENT &amp; CRITICAL DISC</td>
<td>A</td>
<td>3.00</td>
<td>200401 H</td>
<td>WR 224 *INTRO TO FICTION WRI</td>
<td>A</td>
<td>3.00</td>
<td>200501 H</td>
</tr>
<tr>
<td>COMM 218 *INTERPERSONAL COMMUNICAT</td>
<td>A-</td>
<td>3.00</td>
<td>200502 H</td>
<td>Total: 15.00 Credits 3.60 GPA</td>
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</table>

Area: SPEECH COMM - COMM WIC MET 10_985.CWC
Requires (1) WIC course in COMM. This course may be re-used elsewhere in the major.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 418 ^INTERPERSON COMM THE</td>
<td>B</td>
<td>3.00</td>
<td>200601 H CWIC</td>
</tr>
<tr>
<td>Total: 3.00 Credits</td>
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</tbody>
</table>

Area: SPEECH COMM - COMM Core MET 10_985.CCR
Required courses: COMM 320, COMM 321; (1) course in Communication Theory from: COMM 418, 422, 426, 430, 440; (1) course in Rhetorical Theory from: COMM 454, 456, 458, 459, 466; (1) course in Methods from: COMM 414, 416, 464.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>Term</th>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 320 INTRO TO RHETORICAL THEOR</td>
<td>B</td>
<td>3.00</td>
<td>200601 H</td>
<td>COMM 418 ^INTERPERSON COMM THEORY</td>
<td>B</td>
<td>3.00</td>
<td>200601 H</td>
</tr>
<tr>
<td>COMM 321 INTRODUCTION TO COMMUN TH</td>
<td>C</td>
<td>3.00</td>
<td>200503 H</td>
<td>COMM 456 ^RHETORIC: 500 BC TO 500</td>
<td>B</td>
<td>3.00</td>
<td>200601 H</td>
</tr>
<tr>
<td>COMM 414 COMMUNICATION RESEARCH ME</td>
<td>B</td>
<td>3.00</td>
<td>200601 H</td>
<td>Total: 15.00 Credits 2.80 GPA</td>
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Area: SPEECH COMM - COMM Elective MET 10_985.CEL
Required: A minimum of (24) credits COMM electives. (6) credits must be 400 level, excluding variable credit courses. A maximum of (6) credits toward the 24 may be variable credit (COMM 350, 401-410). A maximum of (3) credits may be lower division courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>Term</th>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 180 INTRO TO RHET FILM</td>
<td>A-</td>
<td>3.00</td>
<td>200402 H</td>
<td>COMM 380 IMAGE AND MYTH IN FILM</td>
<td>B</td>
<td>3.00</td>
<td>200503 H</td>
</tr>
<tr>
<td>COMM 312 ADVANCED PUBLIC SPEAKING</td>
<td>B</td>
<td>3.00</td>
<td>200403 H</td>
<td>COMM 410 COMMUNICATION INTERNSHIP</td>
<td>P</td>
<td>6.00</td>
<td>200600 H</td>
</tr>
<tr>
<td>COMM 314 ARGUMENTATION</td>
<td>B</td>
<td>3.00</td>
<td>200502 H</td>
<td>COMM 462 RHET OF REV AND REACT:190</td>
<td>A</td>
<td>3.00</td>
<td>200503 H</td>
</tr>
<tr>
<td>COMM 316 ADVANCED PERSUASION</td>
<td>A</td>
<td>3.00</td>
<td>200502 H</td>
<td>COMM 484 MEDIA CRITICISM</td>
<td>B</td>
<td>3.00</td>
<td>200601 H</td>
</tr>
<tr>
<td>COMM 372 VISUAL RHETORIC</td>
<td>B-</td>
<td>3.00</td>
<td>200503 H</td>
<td>Total: 30.00 Credits 3.30 GPA</td>
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Area: SPEECH COMM - COMM courses MET 10_985.CGR
No COMM courses may be used for any Area Requirements below this point.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>Term</th>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 111 *PUBLIC SPEAKING</td>
<td>B</td>
<td>3.00</td>
<td>200501 H</td>
<td>COMM 218 *INTERPERSONAL COMMUNICAT</td>
<td>A-</td>
<td>3.00</td>
<td>200502 H</td>
</tr>
<tr>
<td>COMM 114 *ARGUMENT &amp; CRITICAL DISC</td>
<td>A</td>
<td>3.00</td>
<td>200401 H</td>
<td>COMM 410 COMMUNICATION INTERNSHIP</td>
<td>P</td>
<td>3.00</td>
<td>200600 H</td>
</tr>
<tr>
<td>Total: 12.00 Credits</td>
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</table>
### Area: CLA - BS Requirements MTH/ST

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>CRN</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 111 *COLLEGE ALGEBRA</td>
<td>B</td>
<td>4.00</td>
<td>200401</td>
<td></td>
</tr>
<tr>
<td>MTH 245 *MATH FOR MGT, LIFE, &amp; SO</td>
<td>C</td>
<td>4.00</td>
<td>200501</td>
<td></td>
</tr>
</tbody>
</table>

**Total:** 8.00 Credits

### Area: Bac: Synth - CLA - Req. 6 crs.

**NOT MET**

**Requirements:**
- Contemporary Global Issues (CSGI) 3 crs.
- Science, Technology, and Society (CSST) 3 crs.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>CRN</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>GEO 300 *ENVIRONMENTAL CONSERVATION</td>
<td>A</td>
<td>3.00</td>
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**Total:** 3.00 Credits

### Area: Bac:DPD & PERSPECTIVES for CLA

**MET**

**Group: DPD - Req. 1 course -- MET**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
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<th>CRN</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>MB 330 *DISEASE AND SOCIETY</td>
<td>B+</td>
<td>3.00</td>
<td>200302</td>
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**Group: PERSPECTIVES-CLA - 4 courses -- MET**

<table>
<thead>
<tr>
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<th>CRN</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>MB 330 *DISEASE AND SOCIETY</td>
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**Total:** 13.00 Credits

### Area: Bac: Skills & Sciences for CLA

**NOT MET**

**Group: Writing I (CSW1)**

<table>
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<tr>
<th>Course</th>
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<th>CRN</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>WR 121 *ENGLISH COMPOSITION</td>
<td>B+</td>
<td>3.00</td>
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**Group: Writing II (CSW2)**

<table>
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<tr>
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<th>CRN</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>WR 201 *WRITING FOR MEDIA</td>
<td>B</td>
<td>3.00</td>
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**Group: Writing III, CLA - (CSW3 or unused CSW2)**

<table>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 224 *INTRO TO FICTION WRITING</td>
<td>A</td>
<td>3.00</td>
<td>200501</td>
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**Group: Mathematics (CSMA)**

<table>
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<tr>
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<th>Credits</th>
<th>CRN</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHS 231 *LIFETIME FITNESS FOR HEA</td>
<td>C</td>
<td>2.00</td>
<td>200301</td>
<td></td>
</tr>
<tr>
<td>HHS 242 *LIFETIME FIT:AEROBIC TRA</td>
<td>B-</td>
<td>1.00</td>
<td>200301</td>
<td></td>
</tr>
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</table>

**Group: Phys Sci (CPPS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>CRN</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 203 *EVOLUTION OF PLANET EART</td>
<td>S</td>
<td>4.00</td>
<td>200303</td>
<td></td>
</tr>
</tbody>
</table>

**Group: Bio Sci (CPBS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>CRN</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 101 *GENERAL BIOLOGY</td>
<td>B</td>
<td>4.00</td>
<td>200401</td>
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</table>

**Group: 2nd Bio/Phys Sci**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>CRN</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OC 103 *EXPLR DEEP/GEOG OF WORLD</td>
<td>B</td>
<td>4.00</td>
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**Total:** 4.00 Credits

**Group: Fitness (CSFT)**

<table>
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<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>CRN</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHS 231 *LIFETIME FITNESS FOR HEA</td>
<td>C</td>
<td>2.00</td>
<td>200301</td>
<td></td>
</tr>
<tr>
<td>HHS 242 *LIFETIME FIT:AEROBIC TRA</td>
<td>B-</td>
<td>1.00</td>
<td>200301</td>
<td></td>
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</table>

**Group: Phys Sci (CPPS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>CRN</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 203 *EVOLUTION OF PLANET EART</td>
<td>S</td>
<td>4.00</td>
<td>200303</td>
<td></td>
</tr>
</tbody>
</table>

**Group: Bio Sci (CPBS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>CRN</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 101 *GENERAL BIOLOGY</td>
<td>B</td>
<td>4.00</td>
<td>200401</td>
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**Group: 2nd Bio/Phys Sci**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Credits</th>
<th>CRN</th>
<th>Description</th>
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<tbody>
<tr>
<td>OC 103 *EXPLR DEEP/GEOG OF WORLD</td>
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</table>

**Total:** 4.00 Credits
### Area: CLA - BS Requirements CS/COS

**MET**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 101</td>
<td>CMPTRS: APPLS &amp; IMPLICATI</td>
<td>B</td>
<td>4.00</td>
<td>200502 H</td>
</tr>
<tr>
<td>PH 206</td>
<td><em>STARS AND STELLAR EVOLUT</em></td>
<td>S</td>
<td>4.00</td>
<td>200302 H</td>
</tr>
</tbody>
</table>

**Total:** 8.00 Credits

### Area: CLA - CORE COURSES

**NOT MET**

**10_CLACORE**

Requires (1) course in each area of Humanities, Fine Arts, Social Science, and Nonwestern Culture, plus (1) additional course from any of the four areas.

#### Group: Fine Arts (LACF) -- NOT MET

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 325</td>
<td><em>GEOGRAPHY OF AFRICA</em></td>
<td>B</td>
<td>3.00</td>
<td>200403 H</td>
</tr>
</tbody>
</table>

3.00 Credits

#### Group: Non-Western (LACN) -- MET

<table>
<thead>
<tr>
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<th>Course Name</th>
<th>Grade</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 240</td>
<td>FROM APE TO ANGEL</td>
<td>A</td>
<td>3.00</td>
<td>200402 H</td>
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3.00 Credits

#### Group: Humanities (LACH) -- MET

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<th>Credits</th>
<th>Term</th>
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</thead>
<tbody>
<tr>
<td>PHL 205</td>
<td><em>ETHICS</em></td>
<td>S</td>
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4.00 Credits

#### Group: Social Science (LACS) -- MET

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<th>Credits</th>
<th>Term</th>
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<tbody>
<tr>
<td>HST 101</td>
<td><em>HISTORY WESTERN CIVILIZA</em></td>
<td>B+</td>
<td>3.00</td>
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</table>

3.00 Credits

#### Group: Additional Course -- MET

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Credits</th>
<th>Term</th>
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</thead>
<tbody>
<tr>
<td>HST 101</td>
<td><em>HISTORY WESTERN CIVILIZA</em></td>
<td>B+</td>
<td>3.00</td>
<td>200401 H</td>
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</tbody>
</table>

3.00 Credits

### Area: All Other Courses

**MET**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Credits</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 125</td>
<td><em>FILM COMEDY</em></td>
<td>A</td>
<td>3.00</td>
<td>200301 H</td>
</tr>
<tr>
<td>HST 201</td>
<td><em>HISTORY OF THE UNITED ST</em></td>
<td>P</td>
<td>3.00</td>
<td>200303 T</td>
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<tr>
<td>HST 202</td>
<td><em>HISTORY OF THE UNITED ST</em></td>
<td>P</td>
<td>3.00</td>
<td>200303 T</td>
</tr>
<tr>
<td>HST 203</td>
<td><em>HISTORY OF THE UNITED ST</em></td>
<td>P</td>
<td>3.00</td>
<td>200303 T</td>
</tr>
<tr>
<td>PSY 202</td>
<td><em>GENERAL PSYCHOLOGY</em></td>
<td>C</td>
<td>3.00</td>
<td>200301 H</td>
</tr>
</tbody>
</table>

**Total:** 15.00 Credits

### Area: Listing of Excess Tr. and S/U

**MET**

This area will show any excess Transfer and S/U credits that were not automatically used toward requirements. These courses may be applied by hand depending on regulations. If courses appear here, it is generally best to use 'Req. Institution’ total + 'Max Transfer’ total + a hand count of allowable S/U. This area always shows as "Met".
Program: 108S/01 - BS, College of Liberal Arts
Level: 01 - Undergraduate
Campus: Oregon State - Corvallis
College: 10 - College of Liberal Arts
Degree: BS - Bachelor of Science

Previous Degrees:

- 200600 COMM 419 COMMUNICATION INTERNSHIP 9.00 P H
- 200601 COMM 414 COMMUNICATION RESEARCH ME 3.00 B H
- 200601 COMM 413 "INTERPERSONAL COMM THEORY 3.00 B H
- 200601 COMM 456 RHETORIC 500 RC TO 500 3.00 B H
- 200603 COMM 462 RHET OF REV AND REACT:190 3.00 A H
- 200601 COMM 484 MEDIA CRITICISM 3.00 B H
- 200601 COMM 485 "ENVIRONMENTAL CONSERVATI 3.00 A H
- 200403 GEO 325 *GEOGRAPHY OF AFRICA 3.00 B H
- 200402 GEO 380 *EARTHQUAKES IN THE PACIF 3.00 C H
- 200501 HIST 327 HISTORY OF MEDIEVAL EUROPE 3.00 S H
- 200602 HIST 405 R & C: TUDOR ENGLAND 2.00 B H
- 200602 HIST 431 ENGLISH HISTORY 3.00 B H
- 200402 MB 330 *DISEASE AND SOCIETY 3.00 B H
- 200403 TA 443 COSTUME DESIGN 3.00 B H

SPEECH COMM - COMM GPA
A minimum of 2.00 GPA is required. This area uses ALL COMM courses taken.

Courses Used By Requirement:

<table>
<thead>
<tr>
<th>Term</th>
<th>Subj</th>
<th>Crs</th>
<th>Title</th>
<th>Attr</th>
<th>Crds</th>
<th>Grd</th>
<th>S</th>
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<tbody>
<tr>
<td>200501</td>
<td>COMM</td>
<td>111</td>
<td>*PUBLIC SPEAKING</td>
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<td>B</td>
<td>H</td>
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<tr>
<td>200401</td>
<td>COMM</td>
<td>114</td>
<td>*ARGUMENT &amp; CRITICAL DISC</td>
<td>3.00</td>
<td>A</td>
<td>H</td>
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</tr>
<tr>
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<td>COMM</td>
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<td>HIST 485</td>
<td>3.00</td>
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<td>H</td>
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<tr>
<td>200502</td>
<td>COMM</td>
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<td>*INTERPERSONAL COMMUNICAT</td>
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<td>H</td>
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<td>ARGUMENTATION</td>
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<td>200601</td>
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<tr>
<td>200601</td>
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<td>420</td>
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<td>200601</td>
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<td>422</td>
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<td>3.00</td>
<td>A</td>
<td>H</td>
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<tr>
<td>200601</td>
<td>COMM</td>
<td>413</td>
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<td>3.00</td>
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<td>H</td>
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<td>3.00</td>
<td>B</td>
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</table>

Total: 47.00 - 3.19 GPA

SPEECH COMM - Pre-COMM Opt
Required courses: COMM 111, COMM 114, COMM 218; plus the first two writing courses from the Dancecore.
A 2.00 GPA for these courses must be obtained.

Courses Used By Requirement:

<table>
<thead>
<tr>
<th>Term</th>
<th>Subj</th>
<th>Crs</th>
<th>Title</th>
<th>Attr</th>
<th>Crds</th>
<th>Grd</th>
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<tbody>
<tr>
<td>200501</td>
<td>COMM</td>
<td>111</td>
<td>*PUBLIC SPEAKING</td>
<td>3.00</td>
<td>B</td>
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<tr>
<td>200401</td>
<td>COMM</td>
<td>114</td>
<td>*ARGUMENT &amp; CRITICAL DISC</td>
<td>3.00</td>
<td>A</td>
<td>H</td>
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<tr>
<td>200502</td>
<td>COMM</td>
<td>218</td>
<td>*INTERPERSONAL COMMUNICAT</td>
<td>1.00</td>
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<tr>
<td>200601</td>
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<td>ENGLISH HIST</td>
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<td>H</td>
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<td>200501</td>
<td>WR</td>
<td>224</td>
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<td>3.00</td>
<td>A</td>
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Total: 15.00 - 3.60 GPA

SPEECH COMM - COMM WIC
Required (1) WIC course from COMM. This course may be re-used elsewhere in the major.

Courses Used By Requirement:

<table>
<thead>
<tr>
<th>Term</th>
<th>Subj</th>
<th>Crs</th>
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<th>Crds</th>
<th>Grd</th>
<th>S</th>
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<tbody>
<tr>
<td>200601</td>
<td>COMM</td>
<td>418</td>
<td>*INTERPERSON COMM THEOR</td>
<td>3.00</td>
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Total: 3.00

SPEECH COMM - COMM Core
Required courses: COMM 320, COMM 321;
(1) course in Communication Theory from: COMM 418, 422, 456, 466, 440;
(1) course in Rhetorical Theory from: COMM 454, 456, 458, 440, 446;
(1) course in Methods from: COMM 414, 416, 446.

Courses Used By Requirement:

<table>
<thead>
<tr>
<th>Term</th>
<th>Subj</th>
<th>Crs</th>
<th>Title</th>
<th>Attr</th>
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<td>B</td>
<td>H</td>
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</table>
### Graduation Audit

**Name Test Student, 93011111**

**ID:**
- Request number: 11

**200600 COMM 456** - RHETORIC: 500 BC TO 500
  - 3.00 B -
  - GPA: 2.80

**Writing I (CSW1)** - 3 crs.
- Courses Used By Requirement:
  - **Term Subj Crse Title**
  - **Attr Crdts Grd S**
  - **200303 WR 121** - ENGLISH COMPOSITION
    - CSW1: 3.00 B -

**Writing II (CSW2)** - 3 crs.
- Courses Used By Requirement:
  - **Term Subj Crse Title**
  - **Attr Crdts Grd S**
  - **200403 WR 201** - WRITING FOR MEDIA
    - CSW2: 3.00 B -

**Writing III, CLA... (CSW1 or unused CSW2)** - 3 crs.
- Courses Used By Requirement:
  - **Term Subj Crse Title**
  - **Attr Crdts Grd S**
  - **200501 WR 224** - INTRO TO FICTION WRITING
    - CSW1: 3.00 A -

**Mathematics (CSMA)** - 3 crs.
- Courses Used By Requirement:
  - **Term Subj Crse Title**
  - **Attr Crdts Grd S**
  - **200301 MTH 111** - COLLEGE ALGEBRA
    - CSMA: 3.00 A -

**Fitness (CSFT)** - 3 crs.
- Courses Used By Requirement:
  - **Term Subj Crse Title**
  - **Attr Crdts Grd S**
  - **200301 MTH 245** - WRITING FOR MATH, LIFE, & SO
    - CSFT: 1.00 B -

**Bacc/Completion - CLA, Req. 3 crs.**
- Courses may not be from the same department.
- Requirements:
  - Contemporary Global Issues (CGI) - 3 crs.
  - Science, Technology, and Society (CSTE) - 3 crs.

**AREA GENERAL REQUIREMENTS**
- **Credits:**
  - **Term Subj Crse Title**
  - **Attr Crdts Grd S**
  - **200502 GEO 300** - ENVIRONMENTAL CONSERVATION
    - 3.00 A -
  - **200502 GEO 300**

**Bacc/PERSPECTIVE & PERSPECTIVE for CLA**
- No more than two courses from the same department are allowed.

**DME - Req. 1 course**
- Difference, Power, & Discrimination (DPP) - 3 crs.

**Courses Used By Requirement:**
- **Term Subj Crse Title**
- **Attr Crdts Grd S**
- **200302 MTH 310** - DISEASE AND SOCIETY
  - CDPD: 3.00 B +
  - 3.00

**PERSPECTIVES-CLA - 4 courses**
- Social Processes and Institutions (PSI)
  - Cultural Diversity (CPD) - 3 crs.
  - Western Culture (CPW) - 3 crs.
  - Literature and the Arts (CPA) - 3 crs.

**Courses Used By Requirement:**
- **Term Subj Crse Title**
- **Attr Crdts Grd S**
- **200303 MTH 210**
  - COMPARATIVE CULTURES
  - CPW: 3.00 R -
  - 3.00

**200405 COMM 201** - INTRO TO MICROECONOMICS
  - CSBI: 4.00 C -

**200303 ENGL 215** - CLASSICAL MYTHOLOGY
  - CPLA: 3.00 B -

**200302 GEO 106**
  - GEOGRAPHY AND THE WORLD
  - CPW: 3.00 R -
  - 3.00

**CLAS - CORE COURSES**
- Requires (1) course in each area of Humanities, Fine Arts, Social Sciences, and Non-Western Culture, plus (1) additional course from any of the four areas.

**Courses Used By Requirement:**
- **Term Subj Crse Title**
- **Attr Crdts Grd S**
- **200602 TA 147** - INTRODUCTION TO THE THEA LAND
  - 3.00 B -
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**Humanities (LACH)**

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**Social Science (LACS)**

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**Additional Course**

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**All Other Courses**

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**Listing of Excess Tr. and S/U**

This area will show any excess Transfer and S/U credits that were not automatically used toward requirements. These courses may be applied by your advisor, depending on regulations. If courses appear here, it is generally best to use 'Reg. Institution' total + 'Max Transfer' total + a hand count of allowable S/U. This area always shows as

<table>
<thead>
<tr>
<th>Source of Grade Data</th>
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<tr>
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<td>H</td>
</tr>
<tr>
<td>R</td>
</tr>
<tr>
<td>E</td>
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</tbody>
</table>
Information for Test Student

This is NOT an official evaluation.

The program evaluation is divided into several sections. The top portion is a review of the curriculum your coursework is evaluated against. This should be your current curriculum of study. The middle section is an overview of the number of credits required and how many have been completed. The bottom section, consisting of two columns, is the coursework evaluation portion of your report. Your degree requirements are clustered into specific areas and sometimes groups. Each area lists the courses you have taken to meet the area requirement. Following the area title are the words met or not met, indicating your progress toward the completion of that area.

The evaluation does not include any exceptions, substitutions, or adjustments made by the college or head advisor. College petitions are not reflected in the evaluation. In-progress coursework (current registration) is not included in the evaluation.

Program Evaluation

NOTICE!! This report is tentative, dependent upon final outcome of all coursework and review by adviser and college. Some students may be entitled to more than 20 S/U credits (see AR18.a.1). Max Transfer Credits is set at 124; excess credits from a community college or 4-year school may be used to satisfy other requirements. This report does not include any exceptions, substitutions, or adjustments made by the college or head advisor.

<table>
<thead>
<tr>
<th>Program: BS, College of Liberal Arts</th>
<th>Catalog Term: Fall 2002</th>
</tr>
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<tbody>
<tr>
<td>Campus: Oregon State - Corvallis</td>
<td>Evaluation Term: Spring 2006</td>
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<tr>
<td>College: College of Liberal Arts</td>
<td>Expected Graduation Date: Jun 18, 2006</td>
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<tr>
<td>Degree: Bachelor of Science</td>
<td>Request Number: 11</td>
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<tr>
<td>Level: Undergraduate</td>
<td>Results as of: Jun 07, 2006</td>
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<tr>
<td>Majors: Speech Communication</td>
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<tr>
<td>Departments: Speech Communication</td>
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</table>

**Met Credits**

- Total Required: No 180.000 175.000
- Required Institutional: Yes 45.000 166.000
- Maximum Institutional Non-Traditional: Yes 20.000 15.000
- Last Number: 45.000 76.000
- Institutional Required: Yes 75.000 76.000
- ...Out of Last Earned: Yes 124.000 9.000
- Maximum Transfer: Yes 2.00 3.070000000
- Overall GPA: Yes 2.00 3.070000000

**Other Course Information**

- Transfer: 124.000 9.000
- Unused: 8.000

*** This is NOT an official evaluation. ***

**Area**

- **ALS, MUP, PAC Limitations - Met**
  - 3.000 P 200301 - ALS 199 ST/LEARNING COHORT-CULT & MOV
  - 2.000 A 200303 - ALS 114 CAREER DECISION MAKING
  - 1.000 A 200401 - PAC 188 GYMNASTICS

Students are limited to a certain number of credits from the following subjects:
- MUP - 12 crs.
- PAC - 11 crs.
- ALS - 15 crs.

If total credits in restricted courses exceeds limitation, they do not appear in this area and will not count toward degree.
Area : Bacc:Synth - CLA - Req. 6 crs. ( 6.000 credits ) - Met

Required: A minimum of (24) credits COMM electives. (6) credits must be 400 level, excluding variable credit courses. A maximum of (6) credits toward the 24 may be variable credit (COMM 350, 401-410). A maximum of (3) credits may be lower division courses.

8.000 Credits 4.00 GPA

Required: MTH 111 and MTH 245 OR any (8) credits MTH above 230 (excludes 391-392) OR (8) credits ST courses, with at least (4) credits upper division.

6.000 Credits 4.00 GPA

Area : Bacc:Synth - CLA - Req. 6 crs. ( 6.000 credits ) - Met

Required courses: COMM 111, COMM 114, COMM 218; plus the first two writing courses from the baccore. A 2.00 GPA for these courses must be obtained.

57.000 Credits 3.19 GPA

Area : SPEECH COMM - COMM WIC - Met

Required courses: COMM 320, COMM 321; (1) course in Communication Theory from: COMM 454, 456, 458, 459, 466; (1) course in Methods from: COMM 414, 416, 464.

9.000 Credits 3.00 GPA

Area : Bacc:Synth - CLA - Req. 6 crs. ( 6.000 credits ) - Met

Courses may not be from the same department. Requirements: Contemporary Global Issues (CSGI) 3 crs. Science, Technology, and Society (CSST) 3 crs.

12.000 Credits 3.56 GPA

Area : Bacc:Synth - CLA - Req. 6 crs. ( 6.000 credits AND 2 courses ) - Not Met

Required: MTH 111 and MTH 245 OR any (8) credits MTH above 230 (excludes 391-392) OR (8) credits ST courses, with at least (4) credits upper division.

8.000 Credits 2.50 GPA
<table>
<thead>
<tr>
<th>Area</th>
<th>Bacc:DPD &amp; PERSPECTIVE for CLA - Met</th>
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<tbody>
<tr>
<td>Group</td>
<td>DPD - Req. 1 course - Met</td>
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<td>3.000 B+ 200302 - MB 330 *DISEASE AND SOCIETY</td>
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<tr>
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<td>PERSPECTIVES-CLA - 4 courses ( 4 courses ) - Met</td>
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<td>3.000 B 200303 - ANTH 210 *COMPARATIVE CULTURES</td>
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<tr>
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<td>4.000 C 200403 - ECON 201 *INTRO TO MICROECONOMICS</td>
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<td>3.000 B 200302 - GEO 106 *GEOG OF THE WESTERN WORLD</td>
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</tbody>
</table>

| Group                        | Writing II (CSW2) 3 crs. - Met |
|                              | 3.000 B 200403 - WR 201 *WRITING FOR MEDIA |
|                              | Writing III, CLA - 3 crs. ( 3.000 credits AND 1 courses ) - Met |
|                              | 3.000 A 200501 - WR 224 *INTRO TO FICTION WRITING |
|                              | Writing I (CSW1) 3 crs. - Met |
|                              | 3.000 B+ 200303 - WR 121 *ENGLISH COMPOSITION |
|                              | Mathematics (CSMA) 3 crs. - Not Met |
|                              | 2.000 C 200301 - HHS 231 *LIFETIME FITNESS FOR HEALTH |
|                              | 1.000 B- 200301 - HHS 242 *LIFETIME FIT:AEROBIC TRAINING |
|                              | Phys Sci (CPPS) 4 crs. - Met |
|                              | 4.000 S 200303 - GEO 203 *EVOLUTION OF PLANET EARTH |
|                              | Bio Sci (CPBS) 4 crs. - Met |
|                              | 4.000 B 200401 - BI 101 *GENERAL BIOLOGY |
|                              | 2nd Bio/Phys Sci 4 crs. - Met |
|                              | 4.000 B 200303 - OC 103 *EXPLR DEEP/GEOG OF WORLD OCEA |

No more than two courses from the same department are allowed.

<table>
<thead>
<tr>
<th>Area</th>
<th>CLA - BS Requirements CS/COS - Met</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>4.000 S 200302 - PH 206 *STARS AND STELLAR EVOLUTION</td>
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<td>4.000 B 200502 - CS 101 CMPTRS: APPLS &amp; IMPLICATIONS</td>
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<table>
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<tr>
<th>Group</th>
<th>24.000 Credits 3.08 GPA</th>
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<tbody>
<tr>
<td></td>
<td>CLA - CORE COURSES - Met</td>
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<tr>
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<td>Fine Arts (LACF) - Met</td>
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<td>3.000 B 200602 - TA 147 *INTRODUCTION TO THE THEATRE</td>
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<td>4.000 S 200402 - PHL 205 *ETHICS</td>
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<td>3.000 A 200402 - ANTH 240 FROM APE TO ANGEL</td>
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<td>Additional Course - Met</td>
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<td>3.000 B+ 200401 - HST 101 *HISTORY WESTERN CIVILIZATION</td>
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Requires (1) course in each area of Humanities, Fine Arts, Social Science, and Nonwestern Culture, plus (1) additional course from any of the four areas.

<table>
<thead>
<tr>
<th>Area</th>
<th>All Other Courses - Met</th>
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<td>3.000 C 200301 - PSY 202 *GENERAL PSYCHOLOGY</td>
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<td>3.000 P 200303 - HST 201 *HISTORY OF THE UNITED STATES</td>
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<td>3.000 P 200303 - HST 202 *HISTORY OF THE UNITED STATES</td>
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<td>2.000 B 200602 - TA 250 WORKSHOP: THEATRE ARTS</td>
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</tbody>
</table>

Requires: Computer Science course (3-4 credits); plus (1) course for the College of Science (not including MTH or ST);

<table>
<thead>
<tr>
<th>Area</th>
<th>Listing of Excess Tr. and S/U - Met</th>
</tr>
</thead>
</table>

This area will show any excess Transfer and S/U credits that were not automatically used toward requirements. These courses may be applied by your advisor, depending on regulations. If courses appear here, it is generally best to use 'Req. Institution' total + 'Max Transfer' total + a hand count of allowable S/U. This area always shows as "Met".

8.000 Credits 3.00 GPA

File:///C:/DOCUME~1/mainma/LOCALS~1/Temp/0IOOC8IB.htm

Page 3 of 4

6/8/2006
The goal of Oregon State University is to provide students with the knowledge, skill and wisdom they need to contribute to society in constructive ways. Policies, procedures, and regulations are formulated to guarantee each student's freedom to learn and to protect the fundamental rights of others. People must treat each other with dignity and respect in order for scholarship to thrive.

In an academic community, students and faculty each have responsibility for maintaining an appropriate learning environment. Students are expected to adhere to behavioral standards that support and foster a learning environment.

Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions.

What can students expect within the Healthy Learning & Positive Classroom Environment

According to the Oregon State University Faculty Handbook, the faculty of Oregon State University recognizes and accepts the special responsibilities incumbent on each of its members to develop a learning environment. Students can expect the following actions and responses within the classroom:

- The development of agreements with the class: During the first session, classroom behavioral agreements will be established. Agreeing to treat one another with respect and courtesy will support an environment conducive to learning.
- General word of caution: If potentially disruptive behavior is occurring, a general word of caution to the class rather than directed at a particular student may be effective in deterring a problem.
- Immediate response: If it is necessary to deal with behavior during class, the instructor will do so firmly but politely, and the student will be directed to wait after class to discuss the matter further. Students can expect the instructor to notify the Office of Student Conduct & Mediation programs if there is a concern about recurrences in the future.
- Threatening behavior: If the well-being of the instructor or other students is threatened or harm is imminent, Oregon State Police will be called (7-7000) immediately and have the student removed from the classroom. Following class, the instructor will notify the Office of Student Conduct, and provide pertinent information about the student, the student's behavior, and witnesses to the behavior. Clearly, disruption of teaching hinders the educational process and is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2). This document offers practical options and responses and FAQs regarding initiating disciplinary proceedings against students for disruptive conduct.

What constitutes "Disruption"? Disruptive behavior is defined as repeated, continuous, or multiple student behaviors that prevent an instructor from teaching and/or students from learning. Examples of disruptive behavior include, but are not limited to:

- In extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction
- Interrupting other speakers or persistently speaking without being recognized
- Behavior that distracts the class from the subject matter or discussion
- Behavior that a reasonable faculty member would view as interfering with normal academic functions

Some behaviors that disrupt teaching may be caused by emotional or psychological issues the student is experiencing. If students have a documented psychiatric disability they must be registered with Services for Students with Disabilities in order to expect reasonable accommodations. However, even students with documented disabilities are held to the same reasonable standards of conduct as any other OSU student.
What constitutes Harassment
Hazing, harassing, or threatening actions which intentionally subject another person to offensive physical contact, physical injury, or property damage, or which specifically insult another person in his or her immediate presence with words or gestures are prohibited by 576-015-0020 (2) of the Oregon Administrative Rules governing student conduct. These actions, when based on race, color, national origin, religion, age, disability, marital status, or sexual orientation are among the forms of prohibited behavior. Students engaging in this behavior should be reported to the Office of Student Conduct that will collaborate with the Office of Affirmative Action and Equal Opportunity on resolving those concerns.

Classroom Etiquette
In most classroom settings, the large majority of students are very respectful of others and never cause problems in class that detract from the overall learning experience. Nonetheless, some problems have increased over the years, and this may be due in part to changes in the culture. For those few students who engage in behavior that disturbs others it is important to remember that when one enters a higher-education classroom you are no longer in high school, you are not in a theater, you are not in a video arcade, you are not at a sporting event or concert. You are in a university classroom, and the expectations of you are very specific. It is important for students to develop an understanding in several important areas right at the beginning of this class.

Everyone benefit from a favorable teaching/learning environment. Distracting behavior works against the establishment of such an environment. This reminder is to draw attention to some common behaviors that interfere with the rights of others to an optimal learning experience. The key to thoughtful behavior is awareness, and this statement is intended to encourage developing the habit of automatically thinking of the impact of classroom behavior on others and to help us be considerate to fellow students and to professors and instructors.

It is hoped that everyone will be thoughtful of others in the common teaching/learning endeavor. To do so we sometimes must temper spontaneity and individual expression with restraint. Most importantly, we must cultivate consciousness of the impact on others even of what might appear to be innocent or trivial behavior.

Instructors will advise you regarding the expectations for the class in areas such as:
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ENTERING AND EXITING THE CLASSROOM.
NOISE
AVOIDING RUDENESS.
Activities such as sleeping, reading, and listening to a Walkman during lecture is very rude.
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The Student Guide to a Healthy Learning & Positive Classroom Environment

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Subgroup Recommendations, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

Academic Advising Council Subgroup Recommendations

From a request at the November 13, 2002, Academic Advising Committee (AAC) meeting; a subgroup consisting of Jackie Balzer, Jennifer K. Specter, and Debbie Bird met to address the purpose of AAC, its membership, official representative list, and who votes.

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The Chair and Secretary shall be chosen by the Council in a manner to be determined by that body. One member of the Council shall participate on the Faculty Recognition and Awards Committee in selecting the recipient of the Dar Reese Excellence in Advising Award.

(06/00)

Our subgroup did not know who is to be the member for selecting the Dar Reese Excellence in Advising Award, but felt that would be a role of the chair of AAC.

**AAC MEMBERSHIP (includes being on listserv)**

Head Advisors

- Includes each academic college, as well as UESP, School of Education, Athletics, and the Cascades Campus.

One or more reps from each of the following service units involved in advising (or providing support for advising):

- Academic Programs
- Admissions
- Athletic Compliance
- Career Services
- Central Computing
- Educational Opportunities Program
- Extended Campus
- Minority Education Office
- Office of International Programs, to include Office of International Education
- Registrar's Office
- Reserve Officer Training Corps
- SOAR
- Student Representative
- University Housing and Dining

**ADDITIONAL LISTSERV REPRESENTATIVES (non "voting" members)** College of Oceanic and Atmospheric Sciences
Subgroup Recommendations, Academic Advising Council, Faculty Senate, Oregon State University

Dean of Students
Graduate School
Multicultural Affairs
Services for Students with Disabilities
Student Conduct
University Counseling and Psychological Services
Veterinary Medicine

**EXECUTIVE COMMITTEE LIAISON** - Janet Nishihara
Introduction
Oregon State University proposes to change its undergraduate admission policies effective Fall Term, 2004. The purpose of these changes is to promote student success through more accurate assessment of student preparedness and academic potential. The proposed changes would affect high school graduates, GED students, and home-schooled students with fewer than 36 hours of college-level credit who seek admission to OSU-Corvallis.

Process
This proposal was developed over the past two years by a committee made up of 12 members of the OSU faculty and staff (see Attachment 1 for a list of committee members). The proposal has been reviewed and endorsed by the OSU Provost's Council, Undergraduate Education Council, Faculty Senate Executive Committee, Educational Opportunities staff, and Minority Education Coordinators. A full communication plan has been developed for communication with campus and external stakeholders.

Research Analysis
OSU has gathered information from a wide variety of sources, including an extensive literature review, statistical analysis of OSU students, and on-campus consultation with Directors of Admissions from four peer universities. This analysis led to the following findings:

1. Traditional measures of academic potential such as high school GPA and SAT scores do not give a complete picture of students' potential for success in college, especially for students with GPAs below 3.25. Research indicates that these measures explain, at best, only 30% of the variation in first year college GPA, which is a strong indicator of persistence in college. See Attachment 2 for addition detail.

2. Grade inflation raises additional concern about the predictive value of high school GPAs below 3.25.

3. Traditional measures vary in importance for different ethnic groups and different genders.

4. Behavioral or "non-cognitive" factors such as positive self-concept and ability to overcome obstacles in one's life have been shown to be positively associated with academic success in college, and in conjunction with quantitative measures such as high school GPA, they provide a more holistic assessment of individuals. This is especially true for particular groups of students, including students of color. Research conducted by Dr. William Sedlacek at the University of Maryland has confirmed the ability to measure these "non-cognitive" factors by asking students to complete a written behavioral assessment based on precisely-worded questions (see Attachment 3). The use of the research-based written behavioral assessment is intended to provide more reliable predictive information than traditional essays or personal statements.

5. Research conducted by the US Department of Education has indicated that high school curriculum of high academic intensity and quality has a significant impact on degree completion. Of all pre-college curricula, mathematics has the strongest influence on degree attainment.

Proposed Changes to Undergraduate Admissions Policies
Proposed changes would apply to applicants for undergraduate admission to OSU-Corvallis with fewer than 36 hours of transferable college-level credit. High school GPA is defined as the cumulative grade point average in all high school courses on a 4.0 scale.
<table>
<thead>
<tr>
<th>Tier I</th>
<th>Guaranteed Admission</th>
</tr>
</thead>
</table>
| **Proposed Policy** | 1. Strength of Curriculum  
| | 1. 14 high school subject requirements  
| | 2. Academic Performance  
| | 1. High school GPA: 3.25 or higher  
| | 2. Class rank: Top 30%  
| | 3. Submission of SAT or ACT scores required for scholarship consideration and placement in specific courses  
| **Current Policy** | 1. Strength of Curriculum  
| | 1. a. 14 high school subject requirements  
| | 2. Academic Performance  
| | 1. High school GPA: 3.00 or higher  
| | 2. High school GPA: 2.99 to 2.75 with adequate SAT or ACT score on the sliding scale published by OUS |

<table>
<thead>
<tr>
<th>Tier II</th>
<th>Extended Admission</th>
</tr>
</thead>
</table>
| **Proposed Policy** | 1. Strength of Curriculum  
| | 1. 14 high school subject requirements  
| | 2. Advanced Placement, International Bacc., or college-level coursework  
| | 3. Math course beyond Algebra II  
| | 4. PASS  
| | 2. Academic Performance  
| | 1. High school GPA: 3.24 to 2.75  
| | 2. SAT or ACT scores  
| | 3. Written Behavioral Assessment  
| **Current Policy** | 1. Strength of curriculum  
| | 1. 14 high school subject requirements  
| | 2. AP, IB, or college-level coursework  
| | 3. Math course beyond Algebra II  
| | 4. PASS  
| | 2. Academic Performance  
| | 1. High school GPA: below 2.75  
| | 2. SAT or ACT scores  
| | 3. Written Behavioral Assessment  
| | 4. Petition Process  
| | 1. Personal Statement  
| | 2. Three letters of recommendation |

<table>
<thead>
<tr>
<th>Tier III</th>
<th>Petition for Admission Consideration</th>
</tr>
</thead>
</table>
| **Proposed Policy** | 1. Strength of curriculum  
| | 1. 14 high school subject requirements  
| | 2. AP, IB, or college-level coursework  
| | 3. Math course beyond Algebra II  
| | 4. PASS  
| | 2. Academic Performance  
| | 1. High school GPA: below 2.75  
| | 2. SAT or ACT scores  
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| | 1. Personal Statement  
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Attachment 1
Undergraduate Admissions Criteria Issue Group

Vicki Tolar-Burton, Assoc. Professor and Director, WIC, chair, year 1
Roy Rathja, Assistant Dean, Engineering, current chair
Jane Averill, Instructor, ELI, former chair, Undergraduate Admissions Committee
Bob Bontrager, Assistant Provost for Enrollment Management
Bob Burton, Assistant Provost for Academic Programs
LeoNora Cohen, Associate Professor, Education
Alix Gitelman, Assistant Professor, Statistics
Angelo Gomez, Director of Affirmative Action and Equal Opportunity
Janet Nishihara, Academic Coordinator, Educational Opportunities Program
Kate Peterson, Director of Financial Aid & Scholarships
Larry Roper, Vice Provost for Student Affairs
Michele Sandlin, Director of Admissions

Attachment 2

Research Review and Analysis of OSU Students

Alix Gitelman, Assistant Professor of Statistics
Angelo Gomez, Director of Affirmative Action & EEO

STATISTICAL METHOLOLOGY
In multiple linear regression models, R-squared, or the coefficient of multiple determination, gives the proportion of total variability in the response that can be explained by the regression model (i.e., by the explanatory variables in the model). If R-squared is high, then we conclude that the explanatory variables would do a fairly good job of predicting the response. What follows is a comparison of a 1985 study of 45,000 students nationally and results obtained using data about OSU students.

NATIONAL DATA
Using first year college grade point average (CGPA) as the measure of college academic success, a 1985 College Board study examined data for about 45,000 students from 45 colleges across the country. The study found that high school GPA yielded an R-squared of 0.15, while total combined math and verbal SAT score produced an R-squared of 0.13. The combination of GPA, SAT math, and SAT verbal scores yielded an R-squared of 0.23 (Zwick, Rutledge, Falmer, 2002, p.85). These results are similar to results in many similar studies in that prior grades are slightly more effective as a predictor than test scores alone, but that the addition of test scores produced a modest improvement in predictive value (Zwick, p.86).

The same study found significant differences between groups in terms of average SAT scores, high school GPA's (HGPA), and college GPA's (CGPA). Average SAT scores are higher for Asian-American and White students than for Black, Hispanic, and Native American students. (Zwick, p.114).

The groups rank in order from highest to lowest average HGPA's as follows: Asian-American, Hispanic, White, American Indian, and Black. In the OSU data, this ranking is: White, Asian, Other, Native American, Pacific Islander, Hispanic, Black. In terms of average CGPA their order is Asian-American, White, Hispanic, American Indian, and Black (Zwick, p.114).

OSU DATA
In an analysis similar to the College Board study, OSU student data yielded R-squared values of 0.28 for high school GPA; 0.14 for Math & Verbal SAT; and 0.31 for all three predictors. The ranking of Math SAT score by ethnic group is: Other (n=239), Pacific Islander (n=17), White (n=5,401), Asian (n=564), Native American (n=86), Hispanic (n=229), Black (n=130). The ranking of Verbal SAT score by ethnic group is slightly different: Other, White, Pacific Islander, Native American, Asian, Hispanic, Black. For the OSU data, the ranking of first year GPA by ethnic group is: Other, White, Asian, Native American, Hispanic, Pacific Islander, Black. The study also found differences across groups in the strength of the relationship between test scores and CGPA.

### TABLE

R-squared values for modeling College GPA (predictive efficiency) for 1985 College Board Data (light print) and **OSU data (bold print)**.

<table>
<thead>
<tr>
<th>Predictors</th>
<th>Black</th>
<th>Asian-Am</th>
<th>Hispanic</th>
<th>Am Indian</th>
<th>White</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>HGPA</td>
<td>0.08</td>
<td>0.12</td>
<td>0.28</td>
<td>0.12</td>
<td>0.38</td>
<td>0.14</td>
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<tr>
<td>SAT verbal and Math</td>
<td>0.09</td>
<td>0.04</td>
<td>0.23</td>
<td>0.004</td>
<td>0.12</td>
<td>0.04</td>
</tr>
<tr>
<td>HGPA, SAT-V, SAT-M</td>
<td>0.14</td>
<td>0.15</td>
<td>0.37</td>
<td>0.19</td>
<td>0.46</td>
<td>0.20</td>
</tr>
</tbody>
</table>

Attachment 3

**Written Behavioral Assessment**

We would like to better understand your diverse talents, qualifications and areas of interest. Please address at least some of your experience in each category keeping in mind how what you know could contribute to the future community of excellence at OSU. Respond to the six questions and limit answers to **not more than 75 words**. Hint: Draft your answers first.

1. **Leadership/Group Contributions**: Describe examples of your leadership experience in which you have significantly influenced others or contributed to group efforts over time. Consider responsibilities or initiatives taken in or out of school, i.e. community, church, family, school, or other social setting.

2. **Knowledge in a field/creativity**: Describe any of your special interests and how you have developed knowledge in these areas. Give examples of your creativity: the ability to see alternatives; take diverse perspectives; come up with many, varied, or original ideas; or willingness to try new things.

3. **Dealing with adversity**: Describe the most significant challenge you have faced and the steps you have taken to address this challenge. Include whether you turned to anyone in facing that challenge, the role that person played, and what you learned about yourself.

4. **Community service**: Explain what you have done to make your community (geographical, cultural, religious, etc.) a better place to live. Give examples of specific projects in which you have been involved over time.

5. **Diversity experience**: Describe your experiences with people significantly different from you (e.g. ethnicity, social class, religion, or sexual orientation). Tell us what you learned from those experiences and how they have prepared you to contribute to the OSU community.

6. **Goals/task commitment**: Articulate the goals you have established for yourself and your efforts to accomplish these. Give at least one specific example that demonstrates your work ethic/diligence.
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Student Conduct
University Counseling and Psychological Services
Veterinary Medicine

EXECUTIVE COMMITTEE LIAISON - Janet Nishihara

11/26/02
Announcing workshops for those interested in learning more about Praxis II

Tests required for program completion and teacher licensure in Oregon (Note: Multiple copies of fliers have also been sent this week to Colleges/Schools of Education; Arts & Sciences Colleges, Schools, Departments; the ESDs; COSA; AU; and ODE)

Recommendations from the OCEPT-sponsored "Pre-Advise Workshop" held recently at Clackamas Community College in December 2002, and the "Oregon Arts & Sciences Summit: Bridging Arts & Sciences and Teacher Education," sponsored by the O-QAT federal grant project in both spring 2001* and 2002,* called for:(1) faculty/staff to become more familiar with content area Praxis tests required for completion of teacher preparation programs and licensure in Oregon, and (2) faculty/staff to develop test preparation workshops for teacher candidates.

O-QAT will not be sponsoring another "Arts & Sciences/Education Summit" in 2003 but will INSTEAD be sponsoring two different Praxis II workshops you are invited to participate in. The workshops are being planned in collaboration with the Educational Testing Service (ETS) to respond to the above recommendations. The all-day workshops will be held February 26, 27, and March 3, in three locations in the state to make them more accessible. Travel assistance is available to faculty and staff coming from a distance.

One workshop will prepare folks who want to develop workshop(s) for their students to learn more about Praxis II; this workshop will also be of interest to ESDs and school districts who wish to help teachers who hold a Transitional License to prepare for Praxis II testing. The second workshop is for faculty/staff wanting to learn more about the test. Arts & Science as well as Education faculty are particularly encouraged to attend the latter workshop so they will be better able to incorporate in their courses the type of knowledge future teachers may see covered in Praxis content tests.

For more information about the workshops and registration information, please link to http://www.ous.edu/aca/praxisworkshops.htm The registration deadline for all workshops is February 1, 2003. Since seating may be limited at various sites, early registration is recommended. Also, please send this message to colleagues who may be interested in these workshops. Thanks for helping to get the word out.
The following information is for agenda item 3, AAC Standing Rules and Membership, and is taken from the web site on Faculty Senate committees.

"The Committee on Committees shall propose Standing Rules, subject to the approval of the Faculty Senate, for each of the Senate's standing committees and councils, and cause those Rules, thus approved, to be published annually in the Faculty Senate Handbook, and in each issue of the Faculty Handbook" (see Article VIII, Sec. 4 of the Bylaws). These Standing Rules are listed below; for each, the most recent date of Senate approval for original wording and/or revision is noted in parentheses. Unless noted otherwise, ex-officio members are non-voting.

To fulfill its responsibility to the Faculty Senate, each Committee and Council is expected to report at least once each year to the Senate; recommendations for the Senate's consideration may be presented at any time deemed appropriate by the Executive Committee. To conduct its business, each committee and council may develop operating procedures or Guidelines which are consistent with its Standing Rules. Such procedures or guidelines should be reviewed periodically and, where appropriate, reported to the Faculty Senate.

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Membership 2002-2003

Sherri Argyres, Chair College of Agricultural Science
Debbie Bird, Secretary College of Forestry
TBA Student Member

The Council is composed of a Head Advisor from each academic college and a representative involved in advising students from the following service units:

Academic Affairs
Admission and Orientation
Distance and Continuing Education
Educational Opportunities Program
First Year Experience Program
Intercollegiate Athletics
International Programs
Minority Education Offices
Multicultural Affairs
Registrars Office
Reserve Officer Training Corps
Student Development Services
University Exploratory Studies Program
Academic Advising Council

Attachment to November 13, 2002 Agenda

PROP. 2002-23
Requires a minimum of 6 hours (quarter or semester) to be passed in order to be eligible in the subsequent term. Summer school does not count.

PROP. 2002-24 (part 1)
Requires a minimum of 6 hours (quarter or semester) to be passed in order to be eligible in the subsequent term. Summer school does not count.

- 40% after two years (instead of 25%),
- 60% after three years (instead of 50%), and
- 80% after four years (instead of 75%).

PROP. 2002-24 (part 2)
Requires a minimum of 6 hours (quarter or semester) to be passed in order to be eligible in the subsequent term. Summer school does not count.

- 40% after two years (instead of 25%),
- 60% after three years (instead of 50%), and
- 80% after four years (instead of 75%).

PROP. 2002-25
Simply makes the percentage of degree requirement consistent for transfers as well. In other words, 40/60/80 also applies to transfers, beginning in Fall 2003.

PROP. 2002-26
Reduces the amount of acceptable remedial units that can be earned to 9 quarter (6 semester) hours instead of the previous 18 quarter (12 semester).
EM Proposals, Academic Advising Council, Faculty Senate, Oregon State University

Academic Advising Council

EM Proposals

Curriculum and Catalog have been among my major interests and a significant part of my work over the last 6 or 7 years, dating from my 4 years on the Curriculum Council and 3 year term as it Chair. I have spent much of my life streamlining OSU's process of curricular review, making it more effective, and more error free. The past years have seen a great deal of success, beginning with a revamping of the procedures, then creating software (with the help of programmers from Business Solutions Group) to automate the implementation and review process. My goal was to eliminate the use of paper from the Category II course review process. I am in the process of extending this software to the rest of the curricular development process. I have had much success in this endeavor, which has led to a vast shortening of the time from initial submission to approval (now often less than a week), much greater accuracy, and no losses of information or records.

The OSU 2007 Report from Enrollment Management in Student Experience covers many aspects of their mission within OSU. Here, I will focus on those aspects that overlap with the mission of Academic Programs. The AP mission in a nutshell is to support academics at OSU: this includes academic support of students (UESP, Center for Writing and Learning, etc.), the academic support of Faculty (WIC, DPD, and other faculty development), and the support of academic programs (curriculum development, curricular communications, and assessment of academic programs). Because this support is so close to faculty governance, academic freedom, and teaching/learning, it is traditional and an expectation to fill the Assistant Provost of Academic Programs with a member of the teaching/research faculty.

This closeness to the faculty is also expected by our accrediting commission, the Northwest Association of Schools, Colleges and Universities: "Responsibility for design, approval, and implementation of the curriculum is vested in designated institutional bodies with clearly established channels of communication and control. The faculty has a major role and responsibility in the design, integrity, and implementation of the curriculum" (Standard 2.A.7, pg 28, Accreditation Handbook).

Looking to specifics in the Enrollment Management (EM) Report, in IV. C. 1 there is a list of functions that EM believes could be better accomplished by the Registrar. These are ambiguous and confusing. C.1.a suggests that the Registrar takes over once the final approvals are entered by AP and by the academic units. C.1.b allows the possibility that the Registrar's Office would monitor the approval software and correct the academic units and AP. This implies that the on-line software should be monitored and controlled by the registrar's office with AP entering its approvals or concerns and would otherwise be uninvolved with the process. What EM's recommendations seem to overlook or misunderstand is that there are decisions and interpretations that need to be made during the approval process based on the integrity of the curriculum and the history of its development. Our time is not spent on the implementation but on the content. It is not possible to separate these functions. Separation would be like forcing one office to be responsible for the consonants and another office to be responsible for the vowels in order to create a single document. The implementation of curricular change is the sum of the judgments of AP and the academic units and faculty senate and its committees. The only effective way to move the implementation of the review process is to move it in its entirety. I do not think that the registrar's office has the expertise to handle this, nor is it appropriate. Final calls and intermediate judgments should not be made by non-academic administrators without a view of the curriculum as a whole or without teaching/research experience. There are different ways to view the curriculum. One is to view it solely as format, as entries in the proper places in the right tables, i.e. as syntax. A necessary way to view the curriculum for one involved in its development is to see it as meaning, as an organic dynamic set of content and learning, as part of the culture of the departments and programs.

Many of the complaints that EM uses to justify moving curricular implementation are complaints arising from past situations that no longer exist. I have made improvements in the system to eliminate these errors. As an addendum to come later, we will take the statements in the EM Report point by point because so many of them are disputable.
In IV.D.1. from the EM Report, it is proposed that the Registrar take over the production and coordination of the OSU Catalogs and Schedules of Classes. AP has spent much time and effort producing the on-line catalog and schedule of classes. It seems strange to suddenly move these responsibilities when so much progress and so much improvement has been recently made and there is much more to do. Indeed, all of these proposals are similar to requests that one should change horses in midstream, especially when the original horse is doing so well.

A point about the evolution of Academic Programs: AP has spent the last year moving toward a team approach to our interactions and tasks with increasingly cross-qualified people from different groups. This has allowed us to efficiently address problems and to enjoy our work more. Everyone in AP hopes that this team is allowed to remain intact. AP cannot afford any losses of personnel, especially because of the community that we have become. I mention this because, EM has mentioned that if these changes are made, then some personnel will need to be transferred from AP to EM, even against their wishes.

Finally, EM has written a far-reaching proposal that needs much more discussion before implementation. Other interested stakeholders, include the faculty senate and its committees, the advisors, the chairs/heads, etc need a chance to reflect and respond on this report. These processes also involve faculty governance and many would require a positive vote of the Faculty Senate.
I. Rationale for Enrollment Management

In a review of all student service functions within the University, the OSU 2007 Student Experience committee identified "enrollment" as a core function and endorsed the idea of an administrative structure which brings together key enrollment-related responsibilities. The Enrollment 2007 Design Team (EDT) has also reaffirmed this concept, the benefits it promotes, and the "enrollment management" name.

OSU's current Enrollment Management Division was formed in March 2001 to allow OSU to more proactively address enrollment goals. OSU's primary enrollment-related functions were previously grouped with a wide range of other responsibilities reporting to the Vice Provost for Academic Affairs. This limited the amount of focused, cabinet-level attention devoted to enrollment issues and reduced coordination among the core departments. It also was observed that the two other upper-level positions in Academic Affairs - the Vice Provost and the Assistant Provost for Academic Programs - are structured as having limited duration (3-5 years) and are open only to members of the OSU faculty. The high degree of turnover and subsequent retraining of persons filling these roles makes it important to have an upper-level administrator with specific expertise and a longer term appointment to oversee critical enrollment functions.

With these issues in mind, the Enrollment Management Division and the position of Assistant Provost for Enrollment Management were created to achieve these goals:

- Better enrollment results, including numbers and types of students.
- Enhanced service to students through improved coordination among enrollment functions.
- Expanded capacity to address other University goals such as improved academic advising and retention.
- Enhanced ability to maximize revenue under the new state funding model.
- Ability to respond more quickly to enrollment opportunities and challenges.
- Better enrollment data.
- Cost savings resulting from the elimination of redundant functions among units.
- Greater coordination of activities among enrollment management units with academic and Student Affairs units.
- Greater continuity of programs to assist undergraduates as they move through the enrollment process from recruitment to retention to graduation. Extend outreach and awareness of higher education to students at earlier stages in the educational process.

In the 18 months since it began, the Enrollment Management staff has put significant effort into defining a collective mission and vision among previously disjointed departments. The Division is now in an excellent position to take on additional functions, revitalize those functions based on the EM vision, and utilize the student service, systems, and policy implementation expertise of the EM departments. 

At the same time, the realignments described in this report will relieve workload in other departments outside EM, thus freeing them up to devote more attention to other University goals which EM units are not equipped to address.

II. Mission

The mission of the Enrollment Management Division is to promote, enhance and safeguard the integrity of the educational mission of the University.
III. Vision

The Enrollment Management Division leads the university in two primary areas:

- promoting higher education to students at all levels of the educational system in the state of Oregon and beyond.
- developing and fulfilling goals for the number and characteristics of students enrolled.

Using comprehensive enrichment, recruitment and admission strategies we will attract students who meet OSU's standards of excellence and diversity, and will coordinate effective student transitions to the University through responsive scholarship and financial aid programs, orientation, course registration and first year experience opportunities. As students progress in their educational experiences we will support them by coordinating the University's financial aid and scholarship opportunities, assisting with retention through our support of advisers, offering student programs which promote academic success, and providing specific expertise to university committees. Further, we will assist academic departments and the faculty by coordinating the planning of course offerings, the recording of student's educational achievements, and the implementation of degree and academic standards. We will maintain for the former student their one true lifetime link to the University and for the University its history of educational activities. In each of its many roles and activities, Enrollment Management staff will strive for excellence by keeping current with best practices, being active in professional associations, and implementing programs which are recognized both within and outside the University for their effectiveness.

Planning Process

Once the Student Experience committee identified enrollment as a core function, the Enrollment Design satellite team.

IV. Planning Issues

A. Structural Alignment

It is critical that the Enrollment Management Division remain aligned under Academic Affairs within OSU's administrative structure. University structures vary in their placement of enrollment functions. Some institutions focus on the student service roles of enrollment units and align them with Student Affairs. This viewpoint has been expressed by some at OSU. However, while EM units perform a number of student service functions, their most important role is in support of the academic mission of the University.

Efforts of EM departments are vital to recruiting and retaining the students on which our academic programs depend. In addition, EM offices interact daily with OSU's colleges, academic departments, the Office of Academic Programs, and the Graduate School in interpreting and administering academic policies. Alignment with the Vice Provost for Academic Affairs is essential to carrying out these roles. OSU's peers have reached a similar conclusion, with most creating enrollment services/management structures and having them report to an academic administrator (see Attachment 1).

B. Relationship with Academic Programs

The importance of Enrollment Management's alignment within Academic Affairs is reflected in the division's close relationship with the functions of Academic Programs (AP). The academic support work of AP staff is critical to the University's enrollment goals. Thus a fundamental motivation of the EM Design group is to find ways to realign functions between EM and AP to achieve two main purposes: 1) streamline processes by taking advantage of expertise within EM, thereby 2) freeing time for AP staff members to address critical issues within their areas of expertise, such as curriculum design, academic skills programs, faculty development, and improvement of academic advising. While outside the scope of its charge, the EM Design Group recommends that strong consideration be given to expanding the role of the current Academic Programs Division to include the broader academic success agenda identified in the Student Experience discussions.

C. Operational inefficiencies.

The Enrollment Design Team has identified two types of operational inefficiencies. One
involves service misalignments, or instances where the way services are administered by the University run counter to stakeholder needs and/or perceptions. An example is the area of student finance, where students tend to think of their student accounts, financial aid, scholarships, and student employment all as part of the single issue of “paying for college”, whereas these functions are currently spread among three departments.

A second type of inefficiency is administrative layering. This includes the concept of a "middle man", which places an individual or department between two others who could effectively carry out a function themselves. It also includes having an excessive number of individuals or departments involved in a process. An example is the current curriculum monitoring and implementation process.

D. Expanding capacity.

 Similar to item "C", the Enrollment Design Team recognizes the need to expand the University's capacity to address issues which currently lack necessary staff support. It is understood that new funds will not be available to hire more staff. The Team seeks to free up staff resources through more coherent alignment and enhanced coordination.

VI. Existing Units and Functions

See Attachment 2 for the current structure of the Enrollment Management Division. In anticipation of FY03 budget realities and implications of the OSU 2007 process, the current EM structure reflects changes which have already occurred in the area of Pre-College Programs. This has involved a downsizing with annual cost savings beginning in FY04 of over $150,000. These savings will be realized while retaining more than 80% of previous service delivery.

VII. Proposed Realignment

To fulfill the mission and vision of Enrollment Management, the Enrollment 2007 Design Group proposes to retain the functions currently associated with the EM Division, while adding functions which are currently structured within other campus departments. In some cases, this would involve movement of entire units, such as Student Accounts. In other cases, specific functions within an existing department would move, with other functions remaining under the current structure (e.g., moving the advising and processing functions of Summer Session to EM, with curriculum development for Summer Session remaining with Academic Programs).

Proposed restructuring involves adding the following units/functions to the Enrollment Management Division: Student Employment (in addition to the federal College Work-Study program), Student Accounts, Summer Session, Curriculum Processing and Implementation, and Production of the Catalog and Schedule of Classes. These units/functions would be moved to existing EM departments, which are currently doing many of the tasks associated with the function. One option for aligning these functions within EM is represented in Attachment 3. However, final alignment would be subject to further discussion. Additional detail on the proposed changes is outlined below.

The biggest proposed change involves the creation of a new Student Financial Services department. This would combine existing Financial Aid and Scholarship functions with student accounts functions currently aligned with Business Affairs and the student employment function recently moved from Human Resources to Career Development. The motivation for this recommendation is to improve services to students, other OSU departments, and other stakeholders. Those stakeholders do not see a distinction between student accounting and financial aid, resulting in confusion on whom to contact and how to follow up with required correspondence, or payments. Similarly, there is confusion about student employment, with multiple options being administered by different offices. A Student Financial Services unit could provide more seamless service, with fewer referrals to separate offices, improved communication and cross training between staff.

Student service would be further enhanced by housing the new Student Financial Services department on the first floor of the Kerr Administration Building. This would involve a swap of space currently occupied by Business Affairs on the first floor with space occupied by Financial Aid & Scholarships on the second floor. The Director of Business Affairs has endorsed this plan. The location on the first floor, across the hallway from Admissions and the Registrar's Office, would facilitate student access to these closely-related functional areas. There is strong possibility of housing such a department on the first floor of the Kerr
Administration, thus adding even more opportunity to improve services.

Consideration was also given to moving the University ID Center to Enrollment Management. Production and distribution of identification cards to students is closely linked to the functions performed within EM. However, in the course of the Enrollment 2007 analysis, it was learned that ID Center operations extend far beyond student IDs to include faculty and staff and many business-related functions. For these reasons, consideration should be given to moving the University ID Center to Business Affairs.

A. Student Accounts
1. Function(s) involved:
   a. Student-payment-cashiering.
   b. Student-accounts-receivable.
   d. Perkins and student-account collections.
2. Rationale and expected outcomes:
   a. Students view fee payment, financial aid, scholarships and student employment as part of a single, comprehensive umbrella of "paying for college".
   b. Many functions and expertise related to fee assessment reside within EM units including Financial Aid & Scholarships, Admissions, and the Registrar's Office.
   c. The Office of Financial Aid & Scholarships is responsible for many regulatory issues associated with student fee-payment.
   d. Disbursement of financial aid is closely connected to student accounting functions. Placing those functions within the same unit is more intuitive for students and will allow for better service delivery.
   e. Creates opportunities to help students better understand their fees, billing procedures, and payment options.
   f. Provides more consistent information to students through closer communication and staff training.
   g. Opportunity for locating solutions for optimal student service, easy access.
3. Community engagement:
   a. The Director of Business Affairs has been engaged in multiple discussions and is supportive of both the move of functions as well as the physical swapping of space with the Office of Financial Aid & Scholarships.
   b. Student employees of EM units have been asked for their opinions and have uniformly endorsed the concept of realigning functions as proposed.

B. Student Employment
1. Function(s) involved:
   a. Coordination and communication of student employment options, excluding graduate GTA/GRA positions.
2. Rationale and expected outcomes:
   a. Eliminate confusion for both students and other stakeholders by providing a single point of access for all types of student employment.
   b. Direct tie to financial aid is important, because student employment is used to fulfill unmet need.
   c. Eliminate students being "bounced" between offices.
   d. Eliminate duplication of effort among departments.
e. Fits with concept of student financial services center.

3. Community engagement.
   a. The Director of Career Services has been engaged in multiple discussions about this proposal and has expressed reservations, based on an alternate view which aligns career decision making with other aspects of personal counseling and the mechanics of job searches (e.g., resume writing, interviewing skills). Based on this perspective, the inclination is to retain the student employment function within Career Services as part of the broader Student Affairs Division.
   
   b. Members of the design teams - Enrollment and Career Development - met to discuss their respective viewpoints.
   
   c. Student employees of EM units have been asked for their opinions and have provided mixed responses, with some expressing support the proposal and others expressing indifference.

C. Curriculum Processing and Implementation

1. Function(s) involved:
   a. After curriculum has been approved and entered into the online system by appropriate faculty group(s) and the Academic Programs Office, monitor flow of proposals through the implementation process.
   
   b. Review proposals for fit within current curricular codification systems, standard curricular definitions, and appropriate fit within current records and degree systems. Advise Academic Programs Office and/or academic departments of any problems or missing information.
   
   c. Attend curricular committee meetings as ex-officio member.
   
   d. Notify campus of decisions and approvals.
   
   e. Enter all curricular additions or updates into Banner CATALOG.
   
   f. Ensure all curricular changes are entered in published versions (web or print) of catalog or schedule.
   
   In consultation with Academic Programs, coordinate periodic and routine review of transfer equivalencies with academic departments. Ensure the updating of all revisions into Banner or Web tables.
   
   g. Coordinate with Academic Programs & Curriculum Councils regarding curricular proposals and their alignment with existing curricular and degree progress tracking. Includes ex-officio status on Curricular Committees.
   
   h. Administer curricular change approval tracking, including new courses, modifications to existing courses, and course terminations.
   
   i. Implement curricular changes
   
   j. Determine Banner codification and perform all Banner entries.
   
   k. Notify campus of Banner codes and effective dates for curricular changes.
   
   l. Coordinate with academic departments in regular and periodic review of transfer credit and course equivalencies.
   
   m. Update Banner and web transfer equivalency tables.
   
   n. Coordinate with Faculty Senate Bac. Core Committee regarding additions or changes to Bac core. Update Web and Banner Bac Core tables. Includes ex-officio status on Bac Core Committee.
2. Rationale and expected outcomes:
   a. Removes a layer of administration and streamlines process.
   b. Banner coordination is the foundation of academic records and degree auditing.
   c. Many calls come to Registrar, but often correction must be coordinated/approved by Academic Programs.
   d. Facilitates more timely response to curricular changes within Banner, providing better service to academic departments and students.
   e. New alignment would be similar to other universities.
   f. EM is good at dealing with high volume, detail-oriented processes.

D. Production of the Catalog and Schedule of Classes
1. Function(s) involved:
   a. Coordinate production of General Catalog and Graduate Catalog in web or print.
   b. Coordinate production of Fall, Winter, and Spring Schedule of Classes in web or print.
   c. Coordinate production of Summer Bulletin in web or print.
   d. Coordinate with OSU Cascades Campus for production of the Cascades Catalog and Schedule of Classes.

2. Rationale and expected outcomes:
   a. Removes a layer of administration and streamlines process.
   b. Banner coordination is a critical step in the catalog and schedule production. Primary Banner expertise is in EM.
   c. More timely response to curricular changes.
   d. New alignment would be similar to other universities.
   e. EM is good at dealing with high volume, detail-oriented processes and can provide cross-trained staff during peak periods of catalog and schedule entry.
   f. Common Catalog problems or crises will be mitigated by the availability of more staff with technical expertise.

3. Community engagement.
   a. The Assistant Provost for Academic Programs and the Curriculum Coordinator are members of the enrollment Design Team.
   b. There is disagreement among Team members regarding this recommendation. The primary concern is the potential erosion of faculty governance over curriculum decisions which may occur if the specified functions are carried out by non-academic staff.
   c. A meeting was held with Design Team representatives and the chairs of the Undergraduate Curriculum Council, Graduate Council, and Bac Core Committee. The chairs expressed concern that faculty governance not be compromised by any realignment of functions. Beyond that, their primary interest was to maintain efficiency in the process, added clarity regarding who to contact to solve problems, and ready access to those problem-solvers.

E. Summer Session
   Function(s) involved
   1. Curriculum processing.

   2. Basic advising on EM functions (admissions, registration, financial aid,
3. Referrals to academic units for academic advising.

1. Summer Session mission, goals, and purpose align with EM.
2. Avoid duplication: much work required for SS is done by the Registrar's Office.
3. Improve transition for students.
4. Align with the other 3 terms, allowing better identification of and service to SS students.
5. Eliminate students being "bounced" between offices to obtain SS information.
6. Develop stronger link to Pre-College Programs.
8. Decrease administrative cost and eliminate layer of bureaucracy for both students and departments.
9. Facilitate coordination and consistency of marketing with Admissions.

VIII. Resource Implications

A. Sustainable funding

Maximizing resources. Enrollment management units have been extraordinarily successful in making the most of limited resources. This is true in two respects. First, while OSU’s recent enrollment success is attributable to the excellent work of persons and departments across the campus, the EM units have played a primary role in improving OSU’s recruitment and retention programs. The added revenue accruing to increased enrollment has been substantial. Since 1996, tuition revenue has increased by roughly $xx million, exclusive of tuition increases. During the same period, increased investment in EM units, marketing, and institutionally-funded scholarships, exclusive of University-wide salary increases, has been roughly $thousand. Thus, our enrollment increases have resulted in added net revenue of about $million.

A second way that EM units have maximized resources is by running extremely efficient operations. The analysis of the Enrollment 2007 Design Group included staffing and E&G funding comparisons to peer institutions. Such information is difficult to obtain, as enrollment professionals are reluctant to share their "trade secrets". However, by making contact with institutions where strong professional and personal relationships exist, information was obtained from 5 comparable universities, including two of OSU’s official comparators (Iowa State and NC State). This information, provided as Attachment 4, reveals that OSU funds the common EM units of Admissions, Registrar’s Office, and Financial Aid & Scholarships at a level far below its peers. In addition, the funding level falls significantly below the threshold of state funding under the Resource Allocation Model, which also is pegged to peer averages and currently stands at just over 8075% of the peer in FY03.

B. Strategic Investment

Recommendations described in this report will achieve significant efficiencies and commensurate savings in staff resources, with no additional expenditures. However, careful consideration should be given to making strategic investment in Enrollment Management. One rationale for doing so relates to the premise of the state and University funding models, which pegs OSU funding levels against peer averages. Again, as noted in Attachment 4, the common EM units are currently funded at 65% of their peers, which is well below the 75% of state RAM funding.

OUS Chancellor Jarvis is in the early stages of promoting a plan for state funding of
higher education which would increase the RAM percentage of the peer average in future biennia. Consistent with this plan, the Enrollment Design Group recommends raising the funding level for the common EM units to 80% of the average of the peers cited in Attachment 4 this analysis over a three-year period beginning in FY04. The increase would provide additional funding opportunities for all EM units. Funding increases to reach this level are detailed in Attachment 5.

These additional funds will provide more sustainable funding levels that are commensurate with state and University funding models. Increasing to these levels also makes sense in terms of the revenue-generating potential of EM units and their well-established track record of making maximum use of the resources they are provided. Increased funding will be applied strategically among all EM units to those activities which fulfill and enhance University goals.

Finally, in addition to increasing E&G funds, OSU must also regularly raise student fees to achieve and maintain parity with other institutions’ overall funding levels. As one example, our current matriculation fee of $150 is below that of many of our peers.

C. Funds for realigned functions.
Where functions are moved from other units to Enrollment Management, the expectation is that funds for staff and other related costs would be transferred to the appropriate EM unit budget.

D. Funds for new initiatives.
Funding proposals outlined above are to provide a base, sustainable level of funding only and allow for modest new initiatives. More substantial New initiatives will require additional funds. One example would be recruitment of additional non-resident students. To do so would meet two University goals: to add to the diversity of the student body and raise additional revenue. Ultimately, the additional revenue would outweigh the cost; however this would take a few years of start-up investment. Another example is the purchase and implementation of new technology. Again, such investments will benefit OSU in a variety of ways over the longer term, including financially. However, such advancements will require additional funds beyond base, sustainable funding levels.

X. Alignment with Strategic Vision and Opportunity Costs
The changes recommended in this report relate to nearly all of the 11 goals outlined in the “OSU 2007: Strategic Vision” document, which is provided for reference as Attachment 5. In particular, these recommendations address goals 3 and 8 which relate directly to enrollment and administrative efficiency. In addition, Enrollment Management units provide primary support to fulfilling goals 5, 6, 7, 9, by promoting enrollment of diverse students, exercising expertise in the implementation of information systems, and maximizing revenue to the university through the strategic use of recruitment and financial aid funds. The changes proposed here will enhance the ability of EM units, and other units, to deliver on these goals.

While EM units are committed to continue thriving in the face of challenges, there is concern about the ability to be successful over the longer term, when funding levels fall below even the diminished funding parameters of the state and University. Certainly part of the answer to this issue is the gain in efficiencies described in this report. These gains can be expected to enable sound operations for the next 3-5 years. For the longer term, additional financial investment will be required.

XI. Implementation
Transition teams: Jan-Jun 2002
Functional realignment: July 2002
Physical move for SFS: Summer 2003??
Information for Advisors about International Programs at OSU

Recently the Office of International Programs at OSU conducted a survey of students' awareness and perceptions of International Opportunities at OSU. The report concluded that many students are not aware of the array of International Opportunities available to them and many felt that they should be receiving information from their academic advisors regarding these opportunities. Some comments from students included:

- "Need to be sure advisors are informing incoming students. I would have loved to participate but found out about the program only last term."
- "Would have been more interested if I had known more about it earlier in school."

Certainly, the Office of International Programs does a lot of outreach to OSU students about the International Opportunities available to them. However, it is apparent that advisors play a key role in a student's decision to participate in a **study abroad** program, **international internship**, **international research project** and/or the **international degree program**. We know that many advisors on campus are providing their students information about these programs, but we would like to take this opportunity to remind advisors about the importance of talking to students at OSU about the opportunities available to them.

**Did you know?**

- Did you know that students at OSU can earn OSU credit (and use OSU financial aid) to study, conduct research or work in another country?
- Did you know that any undergraduate student at OSU can earn a second Bachelor's degree in International Studies called the **International Degree**? This degree is connected to their primary major, whether it is in agriculture, art, business, engineering, nutrition or zoology (or any other major).
- Did you know that graduates with language and cross-cultural skills have the competitive edge they need in today's job market and it increases their employment opportunities?

The Office of International Programs at OSU is located on the fourth floor of Snell Hall (tel: 737-3006). The staff is available to provide information and answer questions for advisors (and students) on campus. We are happy to set up a meeting with your advisors to discuss International Opportunities on campus and answer questions. Web: [http://osu.orst.edu/international/oie/](http://osu.orst.edu/international/oie/)

Primary contacts: **Monya Lemery**, Assistant Director of the International Degree Program (tel: 737-3730) and **Amy Nelson-Green**, Study Abroad and Internship Advisor (tel: 737-6464)

Note: at the upcoming Academic Advisors Council meeting on Oct. 9, there will be a question/answer period about International Programs. OIE would appreciate information on how we can better serve advisors across campus.

**Fall Events 2002 - Office of International Programs**

- Monday Oct. 7 "Perspectives" insert in the Barometer (personal accounts of OSU students studying and working abroad)
- November 18-22 International Education Week
  - Tuesday, November 19 MU Ballroom, International Fair, 11-2

**Fall 2002 Information Meetings**

- Thursday October 10
  - 4-5 pm, 448 Snell - China
- Tuesday, October 15
  4-5 pm, 448 Snell - Thailand
- Wednesday October 16
  4-5 pm, 448 Snell - IE3 Global Internships
- Thursday, October 24
  4-5 pm, 448 Snell - International Undergraduate Research Program
- Thursday October 24
  4:30-5:20 pm, 364 Kidder - Santander, Spain (term-long programs)
- Tuesday, October 29
  4-5 pm, MU 206 - Austria, England, France, Ghana, Greece, Italy, and Oviedo Spain (term & semester programs)
- Tuesday, November 5
  4-5 pm, 448 Snell - Germany
- Wednesday, November 6
  4-5 pm, 448 Snell - Ecuador
- Wednesday, November 6
  4-5 pm, MU 206 - Great Britain (year-long programs)
- Thursday, November 7
  4-5 pm, 448 Snell - France (year long programs in Lyon and Poitiers)
- Tuesday, November 12
  4-5 pm, 448 Snell - International Degree Program
- Wednesday, November 13
  4-5 pm, 448 Snell - Mexico
- Thursday, November 14
  4-5 pm, 448 Snell - Santander, Spain (year-long program)
- Wednesday, November 20
  4-5 pm, 448 Snell - Japan
Academic Advising Council

2014 Minutes

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<tr>
<td>Biology</td>
<td>Pat Ball</td>
<td>Diane Pritchard</td>
</tr>
<tr>
<td>Business: General, International &amp; Hospitality</td>
<td>Marla Hacker</td>
<td>Kristin Coleman</td>
</tr>
<tr>
<td>Energy Systems Engineering</td>
<td>Robin Feuerbacher</td>
<td>Kristin Coleman</td>
</tr>
<tr>
<td>Exercise Sports Science: Applied ESS</td>
<td>Kristin Pollard</td>
<td>Stephanie Beamer</td>
</tr>
<tr>
<td>Hum Dev &amp; Family Sci: Child Dev &amp; Human Services</td>
<td>Dennis Lynn</td>
<td>Diane Pritchard</td>
</tr>
<tr>
<td>General Science: Pre-Education</td>
<td>Pat Ball</td>
<td>Diane Pritchard</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>Neil Browne</td>
<td>Dianna McGinnis</td>
</tr>
<tr>
<td>Psychology</td>
<td>Natalie Dollar</td>
<td>Diane Pritchard</td>
</tr>
<tr>
<td>Natural Resources: Conservation Tech &amp; NR Policy</td>
<td>Ron Reuter</td>
<td>Dianna McGinnis</td>
</tr>
<tr>
<td>Social Science: Community Dev &amp; Leadership</td>
<td>Natalie Dollar</td>
<td>Dianna McGinnis</td>
</tr>
<tr>
<td>Tourism and Outdoor Leadership (multi options)</td>
<td>Michael Gassner</td>
<td>Dianna McGinnis</td>
</tr>
</tbody>
</table>
Academic Advising Council

Guidelines for Students, Faculty and Professional Staff Regarding Student Bereavement

Oregon State University (OSU) recognizes students may experience times of grief and bereavement due to the loss of someone close. The development of the Student Bereavement Guidelines was a collaborative effort of the Faculty Senate Executive Committee and Academic Advising Council, Academic Affairs and the Office of the Dean of Student Life. The guidelines are intended to help students and faculty navigate a difficult situation while supporting academic success.

Students: In the unfortunate event that you experience a personal tragedy such as the loss of a parent, guardian, sibling, spouse, roommate, or other person close to you, please notify or have a friend or family member notify your instructor(s) and academic advisor(s) if an absence is needed. Should you need to be absent from classes, please remember that you are responsible for providing documentation of the death or funeral services attended to your academic advisor(s). Documentation may include, but is not limited to a Memorial Service program or newspaper/website obituary notice.

If you are absent, upon your return to OSU please arrange to meet with your instructor(s) and advisor(s) to discuss options and strategies for catching up with missed academic work and for completing the term successfully, if possible. Consideration for academic assistance and the opportunity to complete the course are at the discretion of your instructor(s) and dependent on the nature of the course. Your advisor(s) can also help you access support resources in the OSU community, such as Counseling and Psychological Services (CAPS) and Religious Life at OSU staff. OSU recognizes that in the immediate aftermath of a tragic loss, the farthest thing from your mind may be your academic situation. However, when you are ready and able to resume your studies or to take appropriate steps affecting your academic future, we in the OSU community are available to help you.

For additional information regarding absences from classes or Academic Regulations, please refer to the Dean of Student Life FAQs page: http://oregonstate.edu/deanofstudents/faculty/absences

Faculty: The student is responsible for providing academic advisor(s) with documentation of the death or funeral service attended. The advisor(s) will notify instructors of the receipt of documentation. Documentation may include, but is not limited to, a Memorial Service program or newspaper/website obituary notice. Given proper documentation, the instructor may choose to excuse the student from class absences and provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. Consideration for academic assistance and the opportunity to complete the course through alternate arrangements are at the discretion of the instructor and dependent on the nature of the course.

In support of these guidelines, it is hoped that OSU instructors will not penalize students who have provided verification of their bereavement needs. Additionally, OSU instructors are asked to offer reasonable compensatory experiences if appropriate, to ensure that students’ academic progress in the course will not be unduly compromised. These might include extending deadlines, allowing make-up exams, recalculating the weighting of scores from other course assignments or exams, or offering an Incomplete, to name a few. The Center for Teaching and Learning is available to consult with instructors about options for designing compensatory experiences (737-2804; ctl@oregonstate.edu). It is up to the instructor to determine what constitutes a reasonable compensatory experience in a given course.
Complete Second Year Spanish
In Eight Weeks This Summer
On The Corvallis Campus
Second Year Spanish
Session III, Summer Term 2013
June 24 – August 16, 2013
Monday – Friday
0900 – 1150am
SPAN 217, CRN 74635
One Course, 12 Credits, 8 Weeks
Oregon State University

Enroll in the 12 credits now
Have a fun summer learning Spanish!!!
Registration Starts This Weekend!!
Enrollment is limited
### Academic Performance Summary for Student Athletes

**Fall 2011 as of 1/11/12**

<table>
<thead>
<tr>
<th>Academic Performance</th>
<th>Number of Student Athletes on the OSU Honor Roll</th>
<th>89</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Student Athletes with a 3.0 or better term GPA</td>
<td>242</td>
<td></td>
</tr>
<tr>
<td>Number of Student Athletes with a 3.0 or better OSU GPA</td>
<td>245</td>
<td></td>
</tr>
<tr>
<td>Number of Student Athletes with a 4.0 term GPA</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Number of Student Athletes with a 4.0 OSU GPA</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Number of Student Athletes on Academic Warning</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Number of Student Athletes on Academic Probation</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Number of Student Athletes Suspended</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Number of Student Athletes Re-instated</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Athlete Demographics</th>
<th>Ethnic Minorities (of 481 respondents)</th>
<th>188</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State</td>
<td>192</td>
<td></td>
</tr>
<tr>
<td>Out-of-State</td>
<td>271</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>College of Agricultural Sciences</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>College of Business (including Pre-Business)</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>College of Education</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>College of Engineering (including Pre-Engineering)</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>College of Forestry</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Graduate College</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td>122</td>
<td></td>
</tr>
<tr>
<td>College of Public Health &amp; Human Sciences</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>College of Science</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>University Exploratory Studies Program</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>University Honors College</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Student Athletes in each College</th>
<th>(0-44 earned credits) Freshmen</th>
<th>126</th>
</tr>
</thead>
<tbody>
<tr>
<td>(45-89 earned credits) Sophomores</td>
<td>141</td>
<td></td>
</tr>
<tr>
<td>(90-134 earned credits) Juniors</td>
<td>130</td>
<td></td>
</tr>
<tr>
<td>(135 or more earned credits) Seniors</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td>Post-Bacs</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beaver Team GPA's</th>
<th>Term GPA</th>
<th>OSU GPA</th>
<th>% &gt;3.0</th>
<th># on Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA - Baseball (Men)</td>
<td>2.95</td>
<td>2.87</td>
<td>43%</td>
<td>40</td>
</tr>
<tr>
<td>MBB - Basketball (Men)</td>
<td>2.61</td>
<td>2.78</td>
<td>25%</td>
<td>16</td>
</tr>
<tr>
<td>MCW - Crew (Men)</td>
<td>2.70</td>
<td>2.89</td>
<td>39%</td>
<td>49</td>
</tr>
<tr>
<td>MFB - Football (Men)</td>
<td>2.44</td>
<td>2.60</td>
<td>21%</td>
<td>117</td>
</tr>
<tr>
<td>MGO - Golf (Men)</td>
<td>3.11</td>
<td>2.93</td>
<td>50%</td>
<td>10</td>
</tr>
<tr>
<td>MSO - Soccer (Men)</td>
<td>3.02</td>
<td>3.18</td>
<td>57%</td>
<td>28</td>
</tr>
<tr>
<td>MWR - Wrestling (Men)</td>
<td>2.86</td>
<td>2.70</td>
<td>42%</td>
<td>33</td>
</tr>
<tr>
<td>WBB - Basketball (Women)</td>
<td>2.22</td>
<td>2.58</td>
<td>25%</td>
<td>12</td>
</tr>
<tr>
<td>WCC - Cross Country (Women)</td>
<td>3.28</td>
<td>3.40</td>
<td>75%</td>
<td>32</td>
</tr>
<tr>
<td>WCR - Novice Crew (Women)</td>
<td>3.19</td>
<td>3.17</td>
<td>72%</td>
<td>25</td>
</tr>
<tr>
<td>WCW - Crew (Women)</td>
<td>3.18</td>
<td>3.39</td>
<td>82%</td>
<td>28</td>
</tr>
<tr>
<td>WGO - Golf (Women)</td>
<td>3.01</td>
<td>3.14</td>
<td>73%</td>
<td>11</td>
</tr>
<tr>
<td>WGY - Gymnastics (Women)</td>
<td>3.17</td>
<td>3.19</td>
<td>67%</td>
<td>15</td>
</tr>
<tr>
<td>WSB - Softball (Women)</td>
<td>2.97</td>
<td>3.04</td>
<td>65%</td>
<td>20</td>
</tr>
<tr>
<td>WSO - Soccer (Women)</td>
<td>3.32</td>
<td>3.16</td>
<td>69%</td>
<td>26</td>
</tr>
<tr>
<td>WSW - Swimming (Women)</td>
<td>3.11</td>
<td>3.03</td>
<td>54%</td>
<td>24</td>
</tr>
<tr>
<td>WVB - Volleyball (Women)</td>
<td>3.36</td>
<td>3.41</td>
<td>83%</td>
<td>18</td>
</tr>
</tbody>
</table>

| MEN | 2.70 | 2.74 | 34% | 290 |
| WOMEN | 3.13 | 3.20 | 69% | 214 |

**TOTAL NUMBER OF STUDENT ATHLETES ON ACTIVE ROSTERS** | 2.90 | 2.94 | 49% | 504 |

Number of Teams with a 3.0 or better term GPA | 10 of 17 Teams |
Number of Teams with a 3.0 or better OSU GPA | 10 of 17 Teams |
**OSU SCHOLARSHIPS for INTERNATIONAL STUDENTS**

**SELECTION GUIDELINES**

Oregon State University provides scholarships to selected continuing fully-admitted international students, both graduate and undergraduate.

### Eligible for ISAS Scholarships:
- Fully-admitted F-1 and J-1 visa holders
- Students with economic need
- Students who have studied a minimum of 3 terms at OSU
- Undergraduate students with min. GPA 2.5
- Graduate students with min. GPA 3.0

### Ineligible for ISAS Scholarships:
- U.S. permanent residents, citizens or Non-F-1 and J-1 visa holders
- Conditionally admitted (CAP/CAPN) and INTO OSU students
- Students beginning a new degree program at OSU
- Students with other Tuition Remission awards (GA, ICSP, etc.)
- Non-degree and Post-Baccalaureate students

**Applications are due April 9, 2012 in Heckart Lodge, 2900 SW Jefferson Way.** Awards apply to the following academic year. The scholarship amount varies and may not generally exceed the amount of tuition. Awards average $1,000-3,000 per term. These scholarships are not awarded for summer terms.

**ALL AWARDS ARE SUBJECT TO THE AVAILABILITY OF FUNDS FROM OREGON STATE UNIVERSITY.**

International Student Advising and Services (ISAS) administers this program in cooperation with the Financial Aid Office at Oregon State University and the OSU Foundation. **Incomplete applications will not be considered.**

**STUDENT APPLICATION for 2012-2013**

<table>
<thead>
<tr>
<th>Last Name (Family)</th>
<th>First Name (Given)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Tel. No.</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Email address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>First term attended OSU</th>
<th>First term in current Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Level of study (circle)</th>
<th>Undergraduate</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Graduate</th>
<th>Masters</th>
<th>PhD</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Major field of study</th>
<th>Proposed graduation date</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Local address</th>
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<tbody>
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<table>
<thead>
<tr>
<th>(Street)</th>
<th>(Apt. #)</th>
<th>(City)</th>
<th>(State/ Zip Code)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of birth</th>
<th>Country of Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of visa held (circle)</th>
<th>F-1 Student</th>
<th>J-1 Student</th>
<th>Other Visa Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Married:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children:</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many dependents are in the U.S.?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

|  |  |  |  |
|  |  |  |  |
**EXPECTED FUNDING** (In U.S. dollars)
July 1, 2012 to June 30, 2013

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Campus Employment</td>
<td>$______</td>
</tr>
<tr>
<td>Personal Savings</td>
<td>$______</td>
</tr>
<tr>
<td>Family/ Sponsor Funds</td>
<td>$______</td>
</tr>
<tr>
<td>Other</td>
<td>$______</td>
</tr>
<tr>
<td><strong>TOTAL FUNDS</strong></td>
<td>$______</td>
</tr>
</tbody>
</table>

**SCHOLARSHIP AMOUNT REQUESTED** $______

| Current OSU Account Balance    | $______ |

**Reason for Funding Request:**
- Change in or loss of Graduate Assistantship or scholarship
- Change in Family or sponsor circumstances
- Crisis in home country
- Medical or health issues
- Other (please explain)

In 200 words or less, please explain below:
1) The reason funds will not be adequate or available, and
2) How receiving a scholarship will help you to meet your goals.

I hereby acknowledge that all information submitted on this application is complete and accurate. I understand that it is my responsibility to promptly notify International Student and Faculty Services of any significant change to the information submitted as part of this application.

__________________________
Student's Signature

__________________________
Date

*Return completed applications to International Student Advising and Services (ISAS), Heckart Lodge, 2900 SW Jefferson Way, by April 9, 2012. Award recipients will be notified in July.*
Academic Concern Form

Hello, Carey

FACULTY/STAFF REFERRAL

General Information

Student Last Name:

Student First Name:

ID Number:

Course:

Name of Referrer:

Referrer's Email:

Referrer's Phone #:

Reason For Referral (Check All That Apply)

*If you have observed academic work indicating intent to harm self or others and/or a noticeable change in physical affect or demeanor, we recommend contacting the Student Care Team with your concerns. Contact the Student Care Team through the Office of the Dean of Student Life at (541) 737-8748.

☐ Tardiness/Absences. Please indicate absences: ______ out of ______ classes.

☐ Not completing assignments.

☐ Continually submits sub-standard work.

☐ Low quiz/test scores (C- or below) or below class average.

☐ Apathy, lack of connection or involvement in classroom environment.

☐ Other:

Additional Information

Please note any additional information that may be helpful to the Academic Care Team, including any contact, conversations or communication you have had with the student on this topic. If you have already referred the student to resources, please note those in the space below:

...

What will the Academic Care Team do with this referral?

If possible, please share your concerns with the student, prior to submitting the Academic Concern Form, so that when possible, students will be aware that they might be contacted by a member of the Academic Care Team. Depending on the nature of the concern, we may not be able to guarantee the confidentiality and anonymity of you as the referrer.
To: Faculty Senate Executive Committee

From: Academic Advising Council

Date: February 8, 2012

Re: Call for Action to Correct Errors in Student Records

Over at least the past 4 quarters, transcript processing in the Office of Admissions has resulted in substantial errors in the application of OSU Academic Regulation [number] (the course repeat policy) to a large number of individual student records. As a result of improper coding of repeated courses, OSU’s official system of student records has posted inaccurate units earned toward graduation and erroneous student GPAs. Recently Enrollment Management has corrected these errors for students who have applied to register in the current quarter. However, we feel that progress to date in correcting errors and notifying students of changes to their records has been insufficient, causing delays in graduation, extra cost to students, and undue stress for students and college advising staff alike. We call upon the university to ensure that Enrollment Management has the proper resources to:

1) Identify all current students who currently have erroneous coding of repeat courses in their records
2) Notify colleges of student with errors
3) Correct all errors
4) Notify students of the errors and corrections.

These actions should be completed no later than June 15, 2012.
### Early Alerts
- Accessing Recruiting and Admissions Relationships
- Using the Student Tab Interface
- Performing a Search: Last Name, First Name, ID, Email
- Sorting a Column: Double clicking
- Reordering Columns: Moving
- Changing the Width of a Column
- Freshing and Closing (Icons) Records

**Exercise:** Everyone logs into BRM, and we review the layout for Early Alerts

### Student Tab
- Population Lists
- Profile Search
- WatchLists
- Early Alerts Watch Lists
- Outreach methods

**Exercise:** Everyone logs into BRM, view alerts, discuss next steps

### Break

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:30 - 3:45</td>
<td>Break</td>
</tr>
</tbody>
</table>

---
Committee and Charge:
Moira Dempsey and Cary Green served as co-chairs for the Early Alert Sub-Committee of the University Council on Student Experience and Engagement (UCSEE). Committee members include the following people: Tracy Bentley-Townlin, Office of the Dean of Student Life; Louie Bottaro, Advisor, College of Liberal Arts; Linda Kasper, Residential Life; Patrick Moser, College Student Services Administration graduate student; Robin Pappas, Academic Success Center; Candy Pierson-Charlton, INTO OSU; Tony Wilcox, Nutrition and Exercise Sciences; Kris Winter, New Student Programs & Family Outreach; The committee was charged to examine strategies that OSU might follow in order to provide timely interventions for students who struggle academically. The committee met six times from January through March 2010; subsets of the committee met to gather information on such topics as Blackboard, large bacc core classes at OSU, data, and comparator institutions. We relied heavily on the Education Advisory Board report, “Hardwiring Student Success: Building Disciplines for Retention and Timely Graduation.”

In examining the process and criteria for developing an Early Alert Referral Process for Oregon State University, the committee developed the following guiding principles:

- Maintain a student-centered approach
- Focus on first-year students
- Make assessment and data-based decisions for design, implementation, and improvement
- Build for success – it is critical to have a manageable cohort for the pilot year
- Avoid redundancies – utilize current assets and align with existing parallel efforts (i.e., Student Care Team)

The National Conversation
Early Alert Programs have proliferated across the nation as institutions implement best practices for student success and retention. In the study of twenty “Project Deep” institutions, George Kuh details some of the successful early alert programs and concludes that “we cannot overemphasize the importance of a dense web of student success-oriented initiatives held together by redundant early warning systems and safety nets.” Alan Seidman’s retention formula calls for “Early Identification and Early and Intensive and Continuous Intervention” in order to ensure student success and persistence (Seidman 2005). Vincent Tinto is a strong proponent of early warning systems that identify students before mid-term grades. He writes, “The treatment of student needs and problems should occur as early as possible...and should be approached in an integrated fashion” (Tinto 1993). The consistent emphasis on “networks” and “webs” in the literature highlights the significance of developing a model that integrates resources and information sharing to ensure both comprehensive student intervention and effective assessment.

The Local Context
OSU is currently at work reviewing, designing and instituting a network of initiatives aimed at improving undergraduate education and engagement. The context for introducing an Early Alert system at OSU is
securely in place given the emphasis on improved first-year advising; a renewal of the delivery, marketing, and intent of the Bacc Core; a consideration of service learning and undergraduate research, and more. The Early Alert Sub-Committee is aware that the integrated nature of student success calls for a network of programs and interventions as is evidenced in the national conversation. Thus, the introduction of an early alert system at OSU is timely and stands to be combined with a variety of efforts to engage students and improve retention.

Alerts for students in academic difficulty can occur on a continuum: 1) prior to the start of the term using the Insight Resume and other admissions data; 2) early in the term, using attendance and performance indicators; and 3) at the end of the term, using Academic Warning and Academic Probation flags. For purposes of this report, we have focused on alerts occurring during an academic term with an emphasis on early in the term. For now, we believe the bridge programs, EOP, and referrals from the Undergraduate Admissions Committee and Insight Resume readers stand as an intervention for pre-term alerts at OSU. Further study of the AW and AP rates at the end of term may shed light on opportunities to be developed in light of the current emphasis on first-year advising. Therefore, we believe that the pilot stage of this new initiative ought to focus on alerts in the midst of the term.

Features of Academic Struggles of OSU Students
After reading and discussing the Education Advisory Board’s “Hardwiring Student Success” documents, the Early Alert Sub-Committee identified and discussed issues that may impede first-year student success. These issues include the following:

- Risk-factors (traits) students have when entering the university
- Student awareness of academic resources
- Student engagement in large courses
- Class attendance
- Low mid-term grades
- Student health-related issues.

Specifically at OSU, the committee reviewed the newly implemented Withdraw from the University Survey Results. Fifty-five students completed this survey fall term 2009. Of those responses, the top reasons students reported leaving were for “personal reasons” (62%), and 40% of those students cited personal illness as the reason they were withdrawing from the university. The second most common reason for withdrawing was for “academic reasons” (38%), and 31% of those students said their withdrawal was a result of “not succeeding academically.” Overall, 62% of students said they planned to return to OSU at some point. Additionally, we reviewed statistics on OSU Students on Warning, Probation and Suspension—see data summary in the appendix. This document summarized the number of students placed on warning, probation and suspension from various class standings over various terms. 99 students with “freshman” standing were academically suspended last spring term. The Early Alert Sub-Committee also looked at first year enrollment and success rates in Bacc Core “high-risk” courses. In reviewing this list, ART 101, MTH 111, MTH 112, CH 201, and STAT 201 had the highest D/F/W rates and/or lowest average course G.P.A. rate for OSU students. (Please see appendix).

Early Alert Conceptual Process
The Academic Success Center under Academic Affairs will serve as the hub for an early alert effort at OSU, and the early alert program will be a collaborative effort with other units in Academic Affairs and Student Affairs. Early alerts may be gathered in several ways: 1) faculty, staff and advisors report students in difficulty by means of an early alert form; 2) Blackboard may be used to track attendance, log-ins, or performance indicators; 3) early feedback may be solicited in large Bacc Core classes. Once
alerts come into the hub, a team of professionals will triage the information and ensure a quick turnaround for a response or intervention.

For alerts received, the responding team will determine appropriate resources and, when possible, will identify a person with a primary relationship with the student (advisor, referring faculty, DAS, etc.). The team will initiate contact with the student via email or via personal outreach from team member or other identified professional. Some cases may call for a meeting with the student while others may need a referral to a campus resource. Students may be referred to any of OSU’s existing resources: SHS, CAPS, DAS, ASC coaching, UHDS, advisors, Greek Life, etc. A primary concern of this committee is the lack of centralized tutoring at OSU. We advise that the responding team be cautious about triggering alerts in areas in which OSU cannot adequately respond. For example, establishing a trigger in Math 111 with its high DFW rates could create a situation in which we could not adequately respond if students expected math tutoring. The responding team will be responsible for follow-up and closing the loop with the originator of the alert. Responses to alerts must be quick to be effective—especially in quarter systems.

Technology
As we gathered information on the use of technology in comparator institutions, we encountered a broad range of approaches. Purdue clearly has the highest level of technological use, at $47 per student with a highly developed Blackboard interface that assigns risk analysis for each student. Maps-Works is another software program that has been reviewed by OSU’s UHDS but is too expensive to be considered at this time.

At OSU, we do have access to Blackboard and a resident expert to advise the early alert team. Our system has the capability of identifying students who have not logged in to review course materials. The Blackboard system can also integrate with “clickers” to monitor student attendance. We recommend further review of FTE needed to utilize Blackboard and other local technologies—see long term recommendation at the end of this report. Please see document on Utilization of Blackboard in the appendix for further detail.

Systems/Models @ Comparator Institutions
Three major issues raised include 1) having software capable of automating correspondence and surveillance, tracking student progress, and facilitating assessment efforts; 2) devising and maintaining consistent assessment practices; and 3) generating and maintaining faculty awareness and buy-in. Additional details may be found in the descriptions for each institution below.

Purdue University (Undergraduate Enrollment: 32,377)
Purdue University uses a software program called Signals that was developed in a joint partnership by SunGard Higher Education, Purdue University and the Purdue Research Foundation. The software monitors the students’ academic behavior patterns and academic performance to determine whether they are at risk of earning low grades in individual courses. Information about students at risk is communicated to the student and faculty on the software dashboard using “stoplight” signal prompters (green = low risk, yellow = moderate risk, red = high risk) that encourage students to take action to improve their performance in the class. Additionally, the software identifies pre-programmed strategies or resources the students can use to improve their performance in a specific class. Professors also have access to the students’ signal status in their courses and have the ability to identify interventions for students as early as the second week of the term. According to the Purdue University website, pilot programs conducted with 2000 students in 2006-2008 found that 67 percent of students receiving a yellow or red warning improved their effort and grade in their course. The cost of the software is approximately $47 per student.
Colorado State University (Undergraduate Enrollment: 21,204)
Colorado State University has a program called Taking Stock at Mid-Semester administered through a partnership between residence halls and advising that is geared toward first-year students to identify early warning signs of academic concerns and aid with the first-year transition. This program asks all freshmen to take a survey through a software program call MAPS-Works (Making Achievement Possible). Once the survey is completed, a personal report is generated and shared with the student’s Resident Assistant, who has received specialized training in academic referral. The student then has the opportunity to have a “one on one meeting” with the RA to talk about transition issues and receive information on campus and community resources. This program provides peer-to-peer intervention and information sharing for the student. There is no formal assessment practice in place for this program.

University of Tennessee-Knoxville (Undergraduate Enrollment: 21,000)
UT Knoxville’s program is called First-Year Intervention (initially called Early Alert). The system is set up to target first-year students earning a grade of C or lower in their classes. All intervention is conducted through email. Due to the cost, their IT staff developed software that interfaces with Blackboard to track the student progress and to facilitate the correspondence. Tracking and faculty contact occurs twice per term. Twice per term, faculty receive an email from the Associate Vice Provost and Director – Student Success prompting them to review their student rosters and to use the available form to notify the FYI team of students who show signs of academic risk, including low scores on tests, failure to complete homework, repeated absences, adverse behaviors in class, etc. In response, the students receive emails with an overview of their academic progress, a link to a site where they can read their professors’ evaluation of their performance to date, and a reminder about the resources available to them. The student’s information is also sent to the Academic Success Center and to advisors so that the student’s primary contacts are informed about and ready to address the student’s needs.

One special facet of this program is its emphasis on faculty buy-in. The provost sends a letter to faculty at the beginning of each academic year reminding them of their integral role in facilitating student success and encouraging them to participate consistently in the program. This is followed within the week by an additional letter from the Associate Vice-Provost and Director – Student Success thanking faculty for their support and participation. There is no formal assessment for this program.

Washington State University (Undergraduate Enrollment: 15,147)
Washington State University has an Aware Network that provides an online tool for faculty to report academic concerns about a student. Faculty members complete an on-line Academic Alert form that is sent to the Academic Assistance Team (AAT). The Team identifies interventions or resources for students who are at risk of academic failure. The form consists of course information, class attendance, assignments, general concerns, overall grades to date, and a section for the faculty to describe ways they have attempted to reach out to the student about their academic concerns. The Academic Assistance Team uses this information to plan a follow-up strategy with the student. The Academic Assistance Team is composed of professionals from Student Affairs/Equity and Diversity, Business and Finance, and various academic units.

The program is not highly publicized, and the location and use of the form have not been widely marketed to faculty. As a result, the AAT identifies and intervenes with five students, on average, per term. There is no formal assessment plan for this program.
Recommendations for Early Alert Pilots for 2010-2011

1. The Academic Care Team—the Early Alert Committee recommends the formation of an Academic Care Team (ACT) to manage and triage notifications about students experiencing struggles in their academic lives. The Academic Care Team may have membership from the following units: Academic Success Center, Education Opportunities Program, New Student Programs & Family Outreach, Residential Life, and Disability Access Services. In addition, the team may determine the need for additional membership or for consulting partners such as advisors, faculty, Financial Aid, Intercultural Student Services. The Academic Care Team will determine meeting schedules, final membership and rotating duties in the early alert effort. We recommend the name Academic Care Team since it aligns well with the Student Care Team and the Community Care Team. We further recommend a meeting of key members of the Student Care Team and the Academic Care Team to determine working agreements, as we expect there to be considerable crossover between these two bodies.

2. Fall Term Pilot—The Early Alert Committee suggests that the fall term U-Engage and Linc-Learn sections be utilized as a first effort for early warning. While the content of these classes may vary in terms of academic challenge, the committee believes they hold a unique opportunity for surveying first year students regarding their success in all fall classes. Last year, 52 out of 444 U-Engage students ended fall term on academic warning. We suggest surveying these students in their respective sections soon after the first round of mid-terms to determine which students may benefit from academic assistance. See the following chart for 2009 course enrollments for U-Engage students.

![Highest Course Enrollments for U-ENGAGE Students, Fall 2009](image-url)
Survey results will be assessed by the Academic Care Team to determine the level of intervention offered. Such a survey does not preclude U-Engage and Linc-Learn instructors from identifying early warning flags within their own sections. Some of these instructors may well feel that it is their responsibility to intervene with their own students if issues of attendance or performance come up. We do recommend that there be a reporting mechanism for such interventions as part of the early alert effort for that term. End of term should include follow-up and assessment of results and procedures. The scope of this fall pilot is well defined and controlled so as to allow the team to test procedures and gauge capacity in this initial step.

3. **Winter Term 2011 Pilot**—This pilot could provide an entirely different approach to early alert from fall term. In this case, we suggest that we address the issue of large Bacc Core classes. The caution for this particular pilot is to pay attention to OSU’s capacity to respond with appropriate interventions for the identified students. The Early Alert Committee recommends that there be a careful selection of one or two large Bacc Core classes in order to test approaches to identifying students in such learning environments. Several approaches could be used in this model: a) monitor attendance through clickers or Blackboard, if available; b) work with instructor to offer an early quiz as a performance indicator; c) survey students in a manner similar to the fall term pilot. This pilot may utilize a more passive approach for interventions if large numbers of students are identified. Identified students may simply receive an email notifying them of campus resources. While the committee has reservations about this approach vs. a high-touch model, we felt it important to carefully explore all available options in this first year. It will be important to gather student responses to email delivery of the intervention. If the Academic Care Team wanted to focus on a large class in a more intrusive way, the ACT could work with an engaged faculty member to do a first cut at identifying at-risk students. Then the ACT would follow-up with a phone call for a high impact intervention. Of course, a combination of email and other contacts may be used. The committee recommends that the ACT be the decision making body with regard to such matters.

4. **Spring Term Pilot**—The Early Alert Committee recommends that WR 121 be the focus of a spring term pilot. Since WR 121 is a small, attendance-based class, the ACT could work with the instructors to identify those students with sporadic attendance for an intervention. In like manner, WR 121 has numerous assignments and relatively close contact with the instructor, which would allow identification of performance or social risk factors for students in these sections. The Early Alert committee recognizes and was concerned about the “missed” students in this category, i.e., those with AP credit and those taking Writing II courses. Nonetheless, these sections would “catch” international students as would the large Bacc Core classes in the winter term pilot.

5. **Early Alert Form**—The Early Alert Committee recommends that an Early Alert Form be made available to faculty, staff, and advisors for reporting academic concerns about students to the Academic Care Team. See sample forms in the Appendix. The Early Alert effort could be announced at the beginning of fall term in various ways: University Day, CONNECT Week, and/or welcome back letter from Susie Brubaker-Cole and Mamta Accapadi. We do not recommend marketing this new form in a focused way until the first year of pilot programs have been implemented and assessed. It will be critical in these early efforts to be mindful of OSU’s capacity to respond. If we reach out too zealously, we risk being unable to respond effectively and thus frustrating staff, faculty and students alike.
6. **Complete Withdrawal Contact**—The Early Alert Committee had the opportunity to review the survey information collected in fall 2009 for students who withdrew completely from the university. The committee was impressed by the disclosures made by students, which gave us an authentic window into the struggles that many students face. We were most impressed by the number of students who expressed their intent to return to the university. We wish to strongly recommend that, in addition to the survey, students withdrawing from the university have the opportunity to meet with someone face to face. We believe we are missing the opportunity to assist students with a re-entry plan. This thinking is aligned with the work done by the Student Care Team and the Registrar’s Office on the Planned Educational Leave Program (PELP).

**Long-term Recommendations**

1. **Assessment**: Thoughtful assessment of the first year's activities and pilots will give us fresh insight into the challenges associated with an Early Alert Program. We strongly recommend that planning for future years be based on a realistic assessment of the finding of the pilot programs. We are concerned that further roll-out of an Early Alert Program will be hampered by the lack of resources assigned to this work.

2. **Technology**: Re-charge the Early Alert Committee or the Academic Care Team to look at technology and software systems that might assist an early warning effort at OSU should funds become available after year one efforts.

3. **Alignment with Bacc Core and First Year Advising Efforts**: If the current proposals by the Bacc Core Review Team are accepted by the Faculty Senate, we believe future efforts for an Early Alert Program should be aligned with Bacc Core requirements for the first year. In like manner, The Academic Care Team or a future iteration of the Early Alert Sub-Committee should look for ways to interface early alert efforts with recommendations from the First Year Advising Task Force.

4. **Ongoing Assessment**: We strongly recommend that the Academic Care Team design a substantial assessment plan for ongoing quality control and sustainability of the program. We noted with interest that several comparators do no assessment at all!
Appendix
Early Alert Committee
Utilization of Blackboard

PROS

- Currently available on campus with a resident expert to assist the EA team
- System already has the capability to identify students who have not logged on to review course materials or not completing homework assignments etc.
- System can integrate with "clicker technology" to review student attendance.
- Can pull the names of individuals in specific criteria query (never logged in) and send email to all, blind copy.
- Some instructors are already heavily invested in blackboard and we could utilize current faculty.
- BB is currently being used in large lecture classes at this time.
- There is already a category of "Early Alert" that can be used, no additional programming necessary.
- Use Dashboard indicators
- Can create the Early Alert team as an organization and have access to course information (would need permission of faculty)
- Use clickers to identify other academic issues: Have a “quiz” question “Did you buy the textbook”? Are you having difficulties in class and would like to be contacted by an academic success coach?
- Can download information into Excel to perform other operations with Banner and BB data.

CONS

- Blackboard — not intuitive for some. Training is needed
- EA team member or someone needs to have time to pull the data or;
- Hire someone to build codes to pull the data
- Processes are not automatic; any criteria beyond current functions would need to be developed $$.
- May need to change how instructors currently use BB to be more effective. For example, week two, first draft of paper due, week 4, second draft due; etc, have someone follow up after week two for those who did not submit the first rough draft. More of a process that would allow a student to recover than a single measurement in time.
- Blackboard is not currently be used to its full capability – training and funding issues
Early Alert Program
Faculty Referral Form

Date________________________

Course Name and Number______________________________________________

Referring Faculty_____________________________________________________

Student__________________________    ID#_______________________________

Reason(s) for Referral (check all that apply)

☐ Ability/Preparedness – specify the student’s issue(s)
   ☐ Reading
   ☐ Writing
   ☐ Computation
   ☐ Language (non native)

☐ Potential disability

☐ Study Skills

☐ Tardiness/Absences—please indicate number of absences ______

☐ Low Quiz/Test Scores

☐ Not completing assignments

☐ Personal Problems

☐ Class Motivation/Attitude

☐ Other ____________________________

Comments (this can include suggestions for student referral to specific services or further explanation of issues indicated above)

_____________________________________________________________________

_____________________________________________________________________

What Happens to Your Referral?

▽ If possible, please share your concerns with the student prior to submitting the referral and advise the student of the referral.

▽ Your referral will be passed on to the student’s academic advisor and/or student services director depending on the type of intervention needed.

▽ You will be notified that a consultation has taken place and of the steps suggested to the student to improve the academic situation.

▽ The college policy on confidentiality of student information will be respected. However, the benefits of sharing information with the faculty member may be discussed with the student and recommended.

You may return this online or print a copy and send to the Academic Advisement Center.
For more information or questions please contact
Beth Miller, Director of Academic Advisement, at emiller@sjc.edu or 231-5443.
Early Alert Pilot Initiatives  
Academic Care Team Report  
June 1, 2011  

**History and Charge**

In March of 2010, the University Council on Student Success and Engagement (UCSEE) issued a report by the Early Alert Sub-Committee outlining current trends in supporting students through an early in the term intervention for students who might benefit from additional support. Such initiatives have proliferated across the nation of late, and the UCSEE wanted to determine the feasibility of an early alert effort for OSU students. The sub-committee studied research, surveyed universities with early alert programs, looked at national trends, and student needs at OSU. The committee recommended that OSU conduct pilot studies for fall, winter, and spring of 2010/2011 to determine the best course of action. Their specific recommendations follow.

**Recommendations for Early Alert Pilots for 2010-2011**

1. **The Academic Care Team**—the Early Alert Committee recommends the formation of an Academic Care Team (ACT) to manage and triage notifications about students experiencing struggles in their academic lives.

2. **Fall Term Pilot**—The Early Alert Committee suggests that the fall term U-Engage and LinC-Learn sections be utilized as a first effort for early warning.

3. **Winter Term 2011 Pilot**—this pilot could provide an entirely different approach to early alert from fall term. In this case, we suggest that we address the issue of large Bacc Core classes.

4. **Spring Term Pilot**—The Early Alert Committee recommends that WR 121 be the focus of a spring term pilot.

5. **Early Alert Form**—The Early Alert Committee recommends that an Early Alert Form be made available to faculty, staff, and advisors for reporting academic concerns about students to the Academic Care Team.

**Overview of pilot efforts for 2010/2011:**
The recommendation to establish an Academic Care Team was implemented in short order in fall of 2010. The team is comprised of professionals from Student and Academic Affairs representing a broad array of student support services (membership listed below). The team worked together to establish a partnership with HHS 231 to track attendance, collaborated with U-Engage, Chemistry, and Writing 121 faculty and GTAs, and worked with a bacc core class for the pilot initiatives outlined above.

**Academic Care Team Membership:**
Tracy Bentley-Townlin, Director, Disability Access Services  
Jill Childress, Residence Hall Director  
Clare Creighton, September Scholars Coordinator, Academic Success Center  
Moira Dempsey, Director, Academic Success Center  
Tiffany Fritz, UESP Academic Advisor, Academic Success Center  
Cori Hall, Academic Advisor, College of Science  
Linda Kasper, Director, Residential Education  
Nicholas Martin, CSSA graduate student  
Janet Nishihara, Director, Educational Opportunities Program  
Mike Olson, FYE coordinator, New Student Programs and Family Outreach  
Candy Pierson-Charlton, Academic Success Coordinator, INTO, OSU  
Mary Prindiville, BEST Program Coordinator, Academic Success Center  
Ruth Sterner, HHS Academic Advisor, Health and Human Sciences  
Kris Winter, Director, New Student Programs and Family Outreach
Summary of Outcomes from Pilot Efforts

The ACT found that students in general do not respond to email offers of support, and we therefore have questions about other modes of contacting students. We recognize that considerable marketing and outreach is needed in order to bring faculty into conversation and participation in early alert efforts. In like manner, students need to be informed of a campus initiative aimed at identifying academic difficulty early in the term. And finally, OSU must shore up academic support services if we are to have the capacity to refer students to the necessary tutoring, coaching or other academic support services. We are under-resourced in these areas especially with no centralized tutoring.

The National Conversation

“Early Alert Programs have proliferated across the nation as institutions implement best practices for student success and retention. In the study of twenty “Project Deep” institutions, George Kuh details some of the successful early alert programs and concludes that “we cannot overemphasize the importance of a dense web of student success-oriented initiatives held together by redundant early warning systems and safety nets.” Alan Seidman’s retention formula calls for “Early Identification and Early and Intensive and Continuous Intervention” in order to ensure student success and persistence (Seidman 2005). Vincent Tinto is a strong proponent of early warning systems that identify students before mid-term grades. He writes, “The treatment of student needs and problems should occur as early as possible...and should be approached in an integrated fashion” (Tinto 1993). The consistent emphasis on “networks” and “webs” in the literature highlights the significance of developing a model that integrates resources and information sharing to ensure both comprehensive student intervention and effective assessment.” (Quoted from Early Alert Report March 2010)

New learning about Early Alert efforts surfaced when three OSU professional attended the NACADA Student Success and Persistence conference in Florida in February 2011. Susan Campbell and Charlie Nutt report that nationally many early alert efforts fail 1) because institutions fail to do an intensive study of students targeted for early alert 2) programs are developed without a focus on factors affecting success on that particular campus and 3) many efforts focus on study skills and fail to address issues of student commitment to education in general and to institution in particular. (NACADA Pocket Guide Series PG07)

In addition, Joe Cuseo, Professor Emeritus of Marymount College and long time expert in student success and attrition, cites component practices that are integral to the success of early alert efforts including faculty motivation, mode of delivery of early alert messages, targeted population for early intervention, and campus community involvement. The cautions from NACADA and Cuseo align with the experience the Academic Care Team had in piloting several efforts this past year. See appendix for Cuseo handouts.

Discussion of ACT Pilot Efforts 2010/2011

1. Attendance Tracking

The Academic Care Team tracked attendance in a large, baccalaureate core course and emailed students who had missed significant amounts of class. The ACT team members wanted to determine whether email outreach to students early in the term would affect their long term attendance record and/or academic success in the baccalaureate core course.

The ACT chose to track attendance in an HHS 231 course taught by Professor Erica Woekel during both fall 2010 and winter 2011 terms. HHS 231 was chosen by the team because it is taken by large numbers of first-year students, is required of students in all majors, and the ACT could utilize Professor Woekel’s experience with and use of clicker technology to track attendance. Woekel provided access to Blackboard to ACT member Linda Kasper and graduate teaching assistant Charlotte Emigh in New Student Programs and Family Outreach. ACT team members created a series of emails to send to students who had missed significant amounts of class throughout the fall and winter terms. Email messages were to be sent out at the end of Week 2, Week 4 and finally at the end of Week 6. Messages were crafted to be appropriate for the number of times a student had missed class and for the number of notifications from the ACT.
The information below summarizes the findings for attendance tracking for fall and winter terms. Term by term data may be found in the appendix.

Attendance Tracking Numbers for fall 2010

Of the 792 students enrolled in the HHS sections for fall 2010 and winter 2011:

- 43 were contacted one time to express concern over attendance
- 15 were contacted twice over attendance concerns
- 10 were contacted on all 3 occasions to note continued concern over attendance

**68 students in total were contacted. (Totaling 103 separate email contacts)**

Of the students contacted by ACT during fall 2010 and winter 2011:

- 20 were on Academic Warning at the end of the term under study
- 9 were on Academic Probation at the end of term under study

**43% of those contacted were not in good academic standing at the end of the combined terms**

Of the students who were not contacted due to attendance concerns during fall 2010 and winter 2011:

- 59 of 724 students were on Academic Warning at the end of the term under study
- 25 were on Academic Probation at the end of the term under study

**10.6% of those not contacted were not in good academic standing at the end of the combined terms**

Attendance tracking results:

- AW, AP data indicates that attendance is correlated with academic success. In this instance we were identifying the right students for an intervention.
- We were able to resolve clicker issues early in the term. While trouble shooting technology is not the purview of the ACT, it certainly was useful for the instructor to have these issues cleared up. She reported much less student traffic in office hours during week 10 than in the past.
- We were disappointed in the low rate of response to ACT emails. Since the emails suggested campus referrals, we have no way of identifying any follow-up actions on the part of the students contacted.
- Since our data correlates with the findings in the Hardwiring Report published by the Education Advisory Board, we believe that more robust communications to students about the importance of attendance are in order.

2. Term by Term Referrals

One of the 2010/2011 pilot efforts was to provide an efficient way for faculty and staff to refer students who they perceived to be in academic difficulty to the Academic Care Team. We are grateful to the technical expertise offered by the staff of Disability Access Services in supporting the development of a web-based Academic Concern Form for use by faculty and staff. The site is secure and requires onid authentication. Academic Care Team members are enrolled on the site with administrative status in order to view any concern forms that have been submitted. The site can be viewed at [https://secure.onid.oregonstate.edu/login?service=acad__care](https://secure.onid.oregonstate.edu/login?service=acad__care). Please see the appendix for a copy of the form which allows faculty to refer students for a variety of reasons.
Two Academic Care Team members were designated as “on call” pairs for one or two weeks during fall, winter and spring terms. All ACT members rotated through the “on call” system each term. “On call” ACT teammates were responsible for monitoring the ACT website for any faculty student referrals. If a faculty member submitted an online student referral form, "on call" ACT members were responsible for following up with the faculty member making the referral, and contacting the student to see what support might be needed. ACT members were intentional about the tone of all communications with students. We established a protocol that shifted the referrals mentioned in the email as appropriate to each case.

The Office of the Dean of Student Life also prepared an information folder titled “Resources for Consultation and Referral/For Use with Students of Concern” that was widely disseminated to faculty and staff on the OSU campus winter term 2011. The cover of the folder lists the Academic Care Team as a resource for students experiencing academic difficulty, and gives the Academic Success Center and its telephone number as a way to connect with the Academic Care Team for assistance.

At the fall term 2010 U-Engage training, instructors were informed of the Academic Care Team and were told this group could be a source of support if they had students struggling in their U-Engage classes. More specific follow-up was sent to each U-Engage instructor in October, giving faculty a full definition of the purpose of early intervention efforts and how the ACT could help them to support their students. The email included a direct link to the ACT referral website.

For the winter term pilot, the ACT worked with Chemistry instructor Margie Haak to encourage referrals via the Academic Concern Form. After the first mid-term, the instructor referred a number of students to the ACT. ACT members followed the established protocol and sent personalized emails based on appropriate templates developed by the ACT. In hindsight, we recognized that we missed an opportunity to train the Chemistry lab TAs regarding early alert and the importance of early referrals.

The spring term pilot included a more intentional training session with GTAs and instructors who were teaching sections of WR 121. The training included discussion about the high level of contact that WR 121 instructors have with students in their courses and the advantage that brings in identifying concerns early in the term. Susan Meyers, Director of Writing in English, reported enthusiastic response to the training which was done in conjunction with Lisa Hoogesteger from the Student Care Team. The GTAs felt better prepared to communicate their concerns with attendance and quality of work with students and also had a clear understanding of the referral process from crisis to academic difficulty. The training was so successful that Susan Meyer has already scheduled a similar training for the fall orientation of new English GTAs.

Students flagged for follow-up in the above three term pilot effort included students who missed one or more classes within the first two weeks of the term, demonstrated low or no engagement in the classroom, appeared to be isolated from other students, or exhibited poor performance in early assignments. The ACT contacted students via onid email as outlined above, and we encouraged instructors to notify students that they could expect to hear from the Academic Care Team. While we had minor success with this effort at early intervention, once again we were dismayed at the very low rate of response to our emails. One student from fall term did come in for academic coaching and has continued to use ASC services. Of 23 students referred to the ACT through the referral form, only 5 students replied to our email outreach. We do not know if the others accessed any recommended services as a result of the email.

3. Learning from Early Efforts for the 2011/2012 Year

Consultation

As the role of the ACT developed, we found that assisting faculty and GTAs by consulting on particular concerns was very helpful. While this service was outside the original vision for Early Alert, we recognized that faculty sometimes needed to consult with someone who had training with academic and other concerns, had connections to many resources, and yet was separated from the classroom and could provide an appropriate and confidential perspective on the best way to follow up with students. In the cases we worked with, we generally found the following to be true:
• Students frequently responded better to in-person contacts or e-mail contacts with individuals with whom they were familiar (i.e. instructors or teaching assistants) as opposed to an e-mail contact from a representative of the Academic Care Team with whom they had no prior relationship.

• A consultative model seemed to be effective for faculty members who had the primary relationship with the student in question, as often they just needed a second opinion or perspective on a classroom situation.

• The ability to talk with and consult on issues of academic concern seemed to empower faculty to respond in meaningful ways in the classroom or in one-on-one meetings with the student.

**Education Outreach**

The ACT recognizes that a robust and comprehensive education outreach program may enhance students’ academic experiences overall. Obviously, Academic Care Team members should be adequately trained in academic, personal and social resources available on campus in order to make appropriate case management decisions and referrals. In addition, we need a strong outreach program so that faculty and TAs understand how to appropriately and effectively utilize the Academic Care Team. Students need Blackboard and clicker training in order to maximize the benefits of classroom technology. OSU must persist in the wide dissemination of information on academic resources and encourage students to connect with programs that will benefit their performance.

**Crisis Response**

As is to be expected, it is common that students who are in academic trouble are also experiencing crises in other areas of their lives. One of the most important unintended outcomes of our work was understanding our role in assisting with academic concerns, when to refer to other resources and consult as necessary (such as with the Student Care Team), and being very aware of what our role is and what it is not for students who are in need.

We found that the Academic Care Team fulfills a helpful niche, while at the same time not quite fulfilling the roles that Early Alert at other campuses may fulfill. Part of this is due to a quarter system, part of this is due to resources available, and part may be due to the culture around outreach and communication for students on campus.

We also found that our ability to partner is critical in the success of an ACT model. As mentioned previously, understanding our role as unique and separate from the Student Care Team, developing our role with faculty and staff, and partnering with the Center for Teaching and Learning will be important for the ACT to be successful. Additionally, we want to make sure that the appropriate players are at the table for ACT. This may mean including faculty, the Registrar’s Office, a representative from the Center for Teaching and Learning, and others as part of the Academic Care Team.

4. **ACT Report Recommendations**

   a) **Allocate time and resources to further develop current support programs on campus.**

      **Rationale:** No early alert program will be successful if we do not have the capacity and resources to support students when they wish to seek help. Improving and increasing capacity and quality in existing programs will allow us to serve more students who seek help with their academics.

      **Action Items:**
      - Evaluate existing support programs (Math LC, CLC [Worm Hole, Mole Hole, etc.] WC, September Scholars, BEST, athletics) and create a report measuring number of students served, impact of program, and capacity for growth
      - Based on evaluation, create a strategic plan for appropriate changes, growth, and continued assessment
      - Increase institutional support (i.e. funding) for existing programs
      - Develop a communication infrastructure between support programs
      - Increase marketing and outreach of academic resources for students, faculty, and staff
b) **Continue the landscape study to gather information in regard to students’ perceptions of academic success and current OSU efforts to respond to students who are struggling.**

Rationale: In the design and implementation of programs such as early alert, Academic Care Team, and other success support programs, we need more information about factors that contribute to student success on campus, and current efforts in other areas of campus.

**Action Items:**
- Investigate the student experience/student perspective: what are current and incoming students struggling with? Explore academic behaviors, interactions with faculty, navigation of resources, transitional hardships, etc.
- Create a map of campus communication: What are colleges/departments/offices currently doing to communicate academic concern (i.e. Academic Warning emails, Academic Probation emails, suspension notification)
- Explore the question: How are we as an institution recognizing student success?
- Work closely with the advising community for a common understanding of issues that students face
- Identify areas in which new students need to be knowledgeable to be successful and provide training before they are too far into the term (academic resources on campus, how to use Blackboard, how to use clickers, etc.)

c) **Increase faculty/staff/GTA training, awareness, and involvement in responding to students who are experiencing academic difficulties.**

Rationale: Faculty and GTAs often have the most direct contact with students and the most immediate knowledge of students who are struggling in their classes. By providing training and support to faculty and GTAs we increase their ability to respond. In addition, many teaching staff members have an established relationship with many of their students (if nothing else by virtue of being assigned to the course) and thus have the potential to leverage that relationship to respond to students in difficulty. Faculty outreach to students may be more effective than the outreach of a third party (ACT member) or a technology based outreach effort.

**Action Items:**
- Develop a collaborative relationship between the Academic Care Team and the Center for Teaching and Learning, so that ACT can communicate themes or trends with regard to training needs and concerns that may be helpful for teaching faculty and GTAs.
- Consider role of Academic Care Team or Academic Success Center (which already serves informally in this capacity) in providing consultation and support to faculty as well; article role clearly in future planning.
- Identify and streamline resources, reference material, and training resources in one location for faculty to easily access as needed.

d) **Delay implementation of technology-based solutions and software programs that address early alert until needs assessment is complete and adequate infrastructure is in place.**

Rationale: A technology platform is expensive and is only a good as the campus plan and communication system that would undergird its use. We believe that further groundwork is necessary before investing in technology. *Please see the appendix for an overview of the technology resources that the team investigated and especially for the overview by Joe Cuseo.*
Action Items:
− Further research on tech options/software programs
− Investigate opportunities with OSU’s new portal system
− Ensure that our primary resources/existing structure are strong enough to support increase that will likely result with appropriate and future use of technology.

e) Establish clear, measurable objectives for the Academic Care Team, and other early alert entities, taking into account strategic planning and changing landscape at OSU

Rationale: Clear objectives and a vision for the future of the Academic Care Team (as well as other early alert initiatives) will give the group clear direction for how to proceed with their work, and the ability to conduct ongoing assessment of the impact of that work.

Action Items:
− Articulate the role of the Academic Care Team with regard to:
  o Faculty consulting/GTA development & training, etc
  o ACT membership
  o ACT training and development
  o Academic Concern Form Online
− Develop a vision and plan for Early Alert activities at OSU including plans for:
  o Articulating goals, objectives, and approach (proactive vs. reactive)
  o Achieving faculty buy-in/involvement
  o Utilizing an outreach approach beyond email
  o Defining target populations
  o Consideration of outreach to specific populations
− Work in collaboration with the upcoming efforts of the UCSEE to isolate two or three reasons for student attrition from the Wang study and ensure that we have adequate interventions in place
− Ensure appropriate training for Academic Care Team members
Appendix

Joe Cuseo’s Overview of Early Alert Programs.................................................................page 9

Technology Overview....................................................................................................page 13

Pricing for Technology Options....................................................................................page 14

Academic Concern Form...............................................................................................page 15

Sample Email................................................................................................................page 16

Term by Term detail on Attendance Tracking...............................................................page 17
Early-Alert (Early-Warning) Programs:
Definition, Advantages, Variations & Illustrations
By Joe Cuseo
Published on the Learning Assistance Listserv

What defines an early-alert program?
Early alert system may be defined as a formal, proactive feedback system though which students and student-support agents are alerted to early manifestations of poor academic performance (e.g., low course grade at or before midterm) or academic disengagement (high rates of absenteeism). It is unclear whether non-classroom-based indicators of students at risk for attrition are being routinely used as part of early-alert systems (e.g., little or no contact with academic advisors, or failure to register for following-term classes, failure to renew work-study, financial-aid, or campus housing agreements, requesting transcripts before eligibility to graduate).

What is driving the growing interest in early-alert/early-warning programs?
Two key developments appear to account for why early-alert programs are proliferating:

1. The rapid growth of technology-mediated commercial systems designed to facilitate the early-alert process. These systems reduce the need for time-consuming, labor-intensive clerical work and allow for delivery of immediate (“real time”) progress reports to students and student-support professionals.

2. The increasing number of academically underprepared and first-generation students entering higher education; these students may not be ready to meet the academic expectations of higher education or may lack the social capital (college knowledge) to succeed without close monitoring and early support. Australian scholars, McInnis, James, and McNaught (1995), artfully articulate the ethical responsibility of postsecondary institutions to provide support for these students:

   There are first year students who do not understand the difference between school and university, or who are so lacking in fundamental skills that they are not ready to take responsibility for their learning. Admitting these students without providing adequate support services and then criticizing them for failing to match up to expectations would be clearly a case of blaming the victim (p. 8).

Are early-alert programs effective?
Empirical support for the effectiveness of early-support programs is slim and consists primarily of single-institution studies involving small sample sizes and use of methodologies that are not particularly rigorous. See Appendix A, p. 6, for a sample summary of campus-specific studies.

An early-alert system should build a pilot study into its initial program-development plan that includes a plan to collect on faculty fidelity to program implementation and student responsiveness to alert message. The plan should also include a strategy for assessing the efficacy of different intervention strategies triggered by the system (e.g., their impact on students’ course or program persistence and performance). Failure to do so relegates the early-alert system to serving merely as an early-identification-and-referral procedure, rather than a bona fide student intervention-and-success-promoting system.

Although early-alert systems still lack a strong base of outcomes-based evidence, the early-process does implement a number of theoretically sound principles of program delivery, namely:

a) Proactive delivery: early-alert programs deliver early feedback and take preventative action to short-circuit student difficulties in an anticipatory fashion—before they require reactive (after-the-fact) intervention or eventuate in student attrition. An early-alert system that ensures faculty provide their students with some evaluation and feedback during the
first four weeks of class is not only an effective retention practice for at-risk students, it’s also an effective learning strategy that benefits all students.

b) **Intrusive** delivery: early-alert programs initiate supportive action by reaching out to students and bring support to them—as opposed to “passive programming” that waits for students to seek out support on their own. Research indicates that student use of campus support services is woefully low, particularly by students from families without a college-going tradition. Early alert represents a process of intrusive, course-integrated student support that has the potential to reach a larger number of students than passive, stand-alone support programming.

c) **Targeted** delivery: early-alert programs focus support on students those who need it the most, i.e., students whose behavior indicates they are at risk for academic failure or course attrition. This principle of targeted delivery is particularly important during times when budgets are tight and resources are limited.

d) **Personalized** delivery: students’ motivation to succeed increases when they perceive they are being noticed as individuals and that their personal success matters to the institution. Early alert is an individualized form of student support that promotes student persistence by providing personal attention and validation.

**Advantages of Early Alert Relative to Predictive Modeling**

Early-alert programs also have advantages over other approaches that attempt to predict at-risk students solely on the basis of their demographic characteristics or by measures of their pre-college academic performance. Early-alert indicators are measures actual college behavior that have been exhibited, observed, and documented; they are not attempts to infer or predict student behavior on the basis of group affiliation or academic history in non-college settings. Group-based approaches to identifying and supporting at-risk students also run the risk of “stereotype threat”—a form of negative self-fulfilling prophecy that may be experienced by individual members of a group that has been labeled “at risk”, which can result in a loss of self-confidence or self-efficacy due to heightened awareness of their greater risk for failure (Steele, 1997).

Instruments designed to predict at-risk students at college entry are based on students’ self-reported responses. Although answering “yes” to a survey question about “intent to leave” before graduation is generally a good predictor of student attrition, early-alert behavior goes beyond prediction based on self-report to prediction based on observable (objective) behavior indicating that the student is truly acting on intent—moving it from probability to actuality. Simply stated, the best predictor of a student who is at risk for attrition is student initiation of behaviors that will eventually lead to attrition. Thus, it follows that the best way to prevent attrition is to intercept attrition-initiated behavior before it eventuates in actual withdrawal.

An early-alert program can be used to identify at-risk behavior manifested in different campus contexts, such as poor performance in the classroom, disengagement outside the classroom, or behavior indicating intent to discontinue enrollment failure (e.g., failure to register for next-term classes, failure to renew financial aid or student housing, or requesting copies of transcript before eligibility to graduate). If early alert is defined broadly to include in-class and out-of-class indicators of potential withdrawal, the program acquires the potential to involve multiple campus offices and multiple members of the college community in the retention process. “Retention is everybody’s business” and successful retention requires a “total institutional response” have become truisms in the retention field. Postsecondary research supports these truisms by demonstrating that campus programs aimed at increasing student retention are more effective when Academic and Student Affairs collaborate to design and deliver these programs (Stodt & Klepper, 1987). For example, in a national research project designed to document effective educational practices (Project DEEP), it was discovered that a high degree of respect and collaboration between Academic and Student Affairs typifies institutions with higher-than-predicted graduation rates (Kuh, et al., 2005). Similar results were obtained from an in-depth study of state universities with higher-than-average graduation rates, which revealed that one distinctive feature of high-performing institutions was campus-wide coordination of retention efforts that stimulated communication and cooperation between Academic and Student Affairs (AASC&U, 2005).

Furthermore, student-support agents are likely to feel more comfortable intervening with a student who has exhibited concrete actions or specific behaviors that can be referred to and used as focal points for discussion and modification. Intervention can be awkward when a support agent is working with a student who has the potential to be at risk (e.g., based on pre-college performance or by being a member of an at-risk group) but has yet to demonstrate any behavior indicating they are at risk. This may be comparable to presuming a student to be guilty (of engaging in at-risk behavior)
solely on the basis of personal characteristics or prior history, without having any current evidence that the student is doing anything wrong (risky).

The point here is not to pooh-pooh the value of using demographic data and at-risk prediction instruments at college entry. Such prognostic information can be very useful; however, this information needs to be augmented or corroborated by individual diagnostic data and personalized intervention strategies.

Types or Varieties of Early-Alert Programs

Early-alert programs may be classified into three major categories: (a) midterm-grade reports, (b) scores on at-risk prediction instruments, and (c) pre-midterm behavioral warning systems.

Midterm-Grade Reports

Issuing grades at midterm probably represents the first and most commonly used practice for alerting students proactively about poor academic progress. One national survey revealed that more than 60% of postsecondary institutions report midterm grades to first-year students for the purpose of providing them with early feedback on their academic performance. Approximately 10% of these institutions obtain right-to-privacy waivers that allow reporting of midterm grades to both first-year students and their parents (Barefoot, 2001). Students with dangerously low midterm grade reports are typically notified by letter to speak with an institutional representative (e.g., academic advisor or academic dean) who, in turn, refers the notified student to the appropriate support service. At some institutions, such as New York University, academic advisors make follow-up phone calls to students who fail to respond to their initial letter of notification (Early Intervention Programs, 1992). At Brooklyn College (NY), faculty notify peer tutors when students are having academic difficulties and the tutors initiate contact with the student (Levitz, 1991).

Although use of midterm grades as an early-feedback system has a long history of use in higher education, it also has a long history of implementation limitations and obstacles. These limitations and obstacles are described below, along with potential solution strategies for ameliorating them.

1. **Lack of faculty compliance**—i.e., faculty unwillingness to calculate and formally report midterm grades for all students in all their courses.

   Faculty resistance to computing and submitting midterm grades may be minimized if instructors are not asked to submit midterm grades for all students, but only for those students who are in academic jeopardy (e.g., students whose grades are C- or below). Students’ midterm grades for one course in particular—the first-year seminar (a.k.a., first-year experience course)—may have the potential to serve as a vehicle for early identification of first-term students who may be at risk for academic failure and attrition. (See Appendix B, p. 8, for further details and supporting evidence.)

   Faculty compliance rates may also be increased by increasing the convenience of the grade-reporting procedure (e.g., easy-to-complete grade forms or on-line grade submission). Lastly, instructors may be expected to show higher rates of compliance if they are recognized or rewarded for doing; for instance, if department chairs and academic deans “count” their record of compliance in promotion-and-tenure decisions.

2. **Midterm grade reports are not sufficiently proactive**, i.e., they often are received and acted upon in time to make a significant improvement in the student’s course grade.

   Issuing midterm-grade reports to struggling students is a laudable practice, but as Tinto (1993) warns, by the time midterm grades are recorded and disseminated, feedback may come too late in the term to be useful or improving course performance. However, midterms grades may still be a useful way to alert the student (and advisors) of the need to withdraw from a course in which a midterm grade is extremely low. This advantage of midterm grade reports may be maximized if instructors are asked to report not only the student’s grade, but also what percentage of the student’s final grade it represents.

3. **Reporting a grade at midterm does not specify the source (cause) of the poor performance**, fails to suggest what specific action the student should take, and does not suggest what particular intervention strategy a student-support agent should take to rectify the problem.

   Effective performance-enhancing feedback should be: (a) proactive—delivered early in the learning process to allow for early error detection and correction, and (b) precise—specify clearly what needs to be done to rectify errors and improve subsequent performance. Midterm grades, although useful for informing decisions about whether or a student should persist in or withdraw from a course, represents feedback that is typically neither proactive nor precise enough to be used by students to improve their course performance and final course grade.
Pre-Midterm Behavior Warning Systems

Growing awareness of limitations of midterm grades for providing feedback early enough to improve course performance has led to more interest in the use of pre-midterm, early-alert systems. Identifying and connecting with students who exhibit disengagement very early in the term—before midterms grades are calculated, processed, and disseminated—represents a more proactive alert system. Campuses are relying more on earlier feedback mechanisms, based on student behavior during the first 2-6 weeks of the term (e.g., students who miss class regularly, who are chronically tardy, who consistently fail to turn-in their assignments, or who rarely are prepared for planned class activities). For instance, at New Mexico State University, attendance-problem requests are sent to instructors during the second week and sixth week of the term. Students demonstrating attendance irregularities falling into any of the following categories receive a phone call from the Office of Advisement Services: (a) first-semester students, (b) students on academic probation, and (c) students with multiple early-alert reports (Thompson, 2001).

Other colleges and universities issue early-alert forms that request additional information from the instructor that is used to help diagnose the specific nature of the problem and facilitate intervention that is tailored or customized to its particular cause. To increase compliance with this request, report forms are becoming increasingly “user friendly,” ensuring that completion of them is neither time-consuming nor labor-intensive. For instance, at Adelphi University (NY), early-warning rosters are released during the fourth week of class and faculty report students who are experiencing academic difficulty, using an efficient abbreviation code to identify the specific area(s) of weak performance: AP = Assignment Performance, CP = Class Participation, EX = Examination Performance, IA = Intermittent Attendance, NA = Never Attended, NC = Non-Completed assignments, and WE = Weak Expository skills (Carlson, 2000).

At Marymount College (CA), the offices of Academic Affairs and Student Development Services collaborate to identify and intercept academic problems during the early weeks of the term through a program titled, “R.E.T.A.I.N,” an acronym standing for: Re-Engagement Through Academic Intervention Now. Easy-to-complete forms are placed in faculty mailboxes that may be used to identify students exhibiting early behavioral signs of disengagement. Faculty are given the option of sending these forms to the Assistant Academic Dean, or contacting the Dean by electronic/voice mail to report students exhibiting early “red flag” behavior. Particular attention is paid to students for whom more than one R.E.T.A.I.N form has been submitted.

At North Central State College (OH), the COCO information system is used to facilitate the early-alert process. This computer system allows faculty access their class rosters through a website and faculty portal. If faculty wish to send an early alert to any student at any time during the term (first week through the last), they simply check a box next to the student’s name on the website roster. This takes the faculty member to another page where s/he checks the problem (non-attendance, poor homework, poor tests, other), types in notes if needed, and sends it. The electronic message goes to three places: (1) to the student’s e-mail, (2) to the college’s Student Success Center, and (3) back to the faculty member who originally sent it. An advisor in the Student Success Center then follows up with a phone call, email, or letter to the student to discuss options. The system was initially intended for use only during the first half of the term; however, faculty liked it so well, they asked for it to be available throughout the term (Walker, 2005).

In recent years, there has been rapid proliferation of technology-mediated early alert products. See Appendix C (p. 10) for sample descriptions of these commercial products, and see Appendix D (p. 11) for criteria that might be used to evaluate early-alert software programs.

At-Risk Prediction Instruments

Instruments have been developed to identify at-risk students by assessing their self-reported attitudes and behaviors at college entry (e.g., at orientation or during the first week of class). These instruments may also be administered at some point after onset of the academic term (e.g., 2-4 weeks), thus allowing them to function as a quasi-early-alert program by using indicators based on students’ self-reported attitudes and habits, rather than observations of student behavior or performance. See Appendix D, p. 12, for sample descriptions of these instruments.
<table>
<thead>
<tr>
<th>Technology Overview</th>
<th>Proactive &amp; Predictive Approach</th>
<th>Case Management Approach</th>
<th>Faculty Managed Rules &amp; Log Based Approach</th>
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<td>Starfish</td>
<td>Blackboard</td>
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Pricing for Technology Options

**MAP-Works**
$15,000 + max $75,000  
$8/freshmen  
$6/sophomore  
700 freshmen = $20,600  
4,500 freshmen =$ 51,000  
4,500 freshmen & 4,500 sophomore Estimate: max $75,000 or $78,000  

“Proactive and Predictive Approach”

**Starfish**
$32,250 for CONNECT & $32,250 for Early Alert  

“Case Management Approach”

**Pharos 360**
$5/student + $1.50/student license fee  
$5,000 instillation fee  
700 freshmen = $9,550  
4,500 freshmen =$ 34,250  
4,500 freshmen & 4,500 sophomore $63,500  

“Case Management Approach”

**Blackboard**
-No Current Pricing-  

“Faculty Managed Rules & Log Based Approach”
**ACADEMIC CONCERN FORM**

<table>
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<tr>
<th>Student Last Name:</th>
<th>Student First Name:</th>
<th>ID:</th>
<th>Date:</th>
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Class:  
Student Email (if known):  
Name of Referrer:  
Referrer’s Email:  

**REASON FOR REFERRAL (CHECK ALL THAT APPLY)**

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<td>☐ Tardiness/Absences. Please indicate #: ___________</td>
<td>Please note % out of total. Example: Absent 5 of 10 classes</td>
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<tr>
<td>☐ Low quiz/tests scores (C- or below) or below class average</td>
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<tr>
<td>☐ Not completing assignments</td>
<td>Apathy, lack of connection or involvement in classroom environment</td>
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<tr>
<td>☐ Continually submits sub-standard work</td>
<td>Noticeable or significant change in physical affect or demeanor</td>
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<tr>
<td>☐ Academic work indicates intent to harm self or others</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Please note any additional information that may be helpful to the Academic Care Team, including any contact, conversations or communication you have had with the student on this topic. If you have already referred the student to resources, please note those in the space below:

At this point, what resources do you need? What, if anything, would you like to see as a next step? Is there anything we can do to support you?

**What will the Academic Care Team do with this referral?**

If possible, please share your concerns with the student, prior to submitting the Academic Concern Form, so that when possible, students will be aware that they might be contacted by a member of the Academic Care Team. Depending on the nature of the concern, we may not be able to guarantee the confidentiality and anonymity of you as a referrer.

Your referral will be read and responded to by a member of the Academic Care Team and an in-person or email intervention to the student will follow. We may refer students to campus resources such as CAPS, the Student Care Team, and others as applicable.

We adhere to university and federal policies on confidentiality of student information. You will, however, be notified that contact has been made with the student.
Sample Email

Hello [student],

I am writing on behalf of the Academic Care Team, a group of faculty members who work to support students in their academic success at OSU. Your U-Engage instructor contacted us out of concern because you were [missing assignments] for [her] class. [I know you have since been in contact with her, but I wanted to follow up with you to provide additional support and resources in regards to your academics.]

There are a lot of people and resources at OSU to help you if you are feeling behind. If you are facing similar situations in any of your other classes or would like help getting caught up with ALS 199, there are a range of resources available to you including:

- Meeting with your professors/instructors during office hours
- Meeting with an Academic Coach in the Academic Success Center (to schedule an appointment call 541-737-2272 or come into Waldo 102)
- Meeting with your Academic Advisor
- If you need help outside of the areas listed above and you’re not sure where to go, please visit the Office of the Dean of Student Life
- You can view upcoming academic deadlines on the Academic Calendar. Please pay special attention to the S/U and withdraw deadline, which is the Friday of week 7. If this is something you are interested in pursuing make an appointment with your Academic Advisor immediately.

As a member of the Academic Care Team, I would also like to invite you to use the Academic Care Team as a resource. If emailing, calling, or scheduling an appointment to meet with one of us would be beneficial to you, please respond to this email. In addition, if you have additional questions about any of these services, please respond to me or contact the people and offices above.

With your academic success in mind,

Tiffany Fritz and Clare Creighton

Academic Care Team

Academic Success Center
102 Waldo Hall
Corvallis, OR 97331
(541) 737-2272
Term by Term Detail on Attendance Tracking

Attendance Tracking Numbers for fall 2010:
Of the 394 students enrolled in the HHS section monitored during fall 2010:

- 21 were contacted one time to express concern over attendance
- 5 were contacted twice over attendance concerns
- 7 were contacted on all 3 occasions to note continued concern over attendance

33 students in total were contacted. (Totaling 52 separate email contacts)

Of the students contacted by ACT during fall 2010:
- 15 were on Academic Warning at the end of fall 2010
- 1 was on Academic Probation at the end of fall 2010

48% of those contacted were not in good academic standing at the end of fall 2010
Of the students who were not contacted due to attendance concerns during fall 2010:
- 35 were on Academic Warning at the end of fall 2010
- 1 was on Academic Probation at the end of fall 2010

10.2% of those not contacted were not in good academic standing at the end of fall 2010

Attendance Tracking Numbers for winter 2011:
Of the 398 students enrolled in the HHS section monitored during winter 2011:

- 22 were contacted one time to express concern over attendance
- 10 were contacted twice over attendance concerns
- 3 were contacted on all 3 occasions to note continued concern over attendance

35 students in total were contacted. (Totaling 51 separate email contacts)

Of the students contacted by ACT during winter 2011:
- 5 were on Academic Warning at the end of winter 2011
- 8 were on Academic Probation at the end of winter 2011

38% of those contacted were not in good academic standing at the end of winter 2011

Of the students who were not contacted due to attendance concerns during winter 2011:
- 24 were on Academic Warning at the end of winter 2011
- 24 were on Academic Probation at the end of winter 2011

13% of those not contacted were not in good academic standing at the end of winter 2011
Academic Advising

Academic advisors assist you in long- and short-term academic and career planning. They provide information on curricula, educational options within the university, schedule planning, and help interpret university and departmental requirements.

The following are tips from academic advisors to assist you in getting the most out of your advising appointment.

- Take responsibility for learning your degree requirements.
- Meet with your advisor on a regular basis.
- Prepare for your advising appointment.
- Utilize MyDegrees and your major advising guide.
- Schedule your advising appointment well-ahead of Phase I registration.
- (links to Advisor/Advisee responsibilities)
- (links to Advising technology)
Draft Hybrid Definition

A hybrid course blends online components and required face-to-face meetings. A substantial portion of the course learning activity is delivered online; face-to-face meeting time is reduced by at least 40% compared to a traditional on-campus course. A hybrid course is considered a Corvallis campus or Cascades campus course.

OSU Hybrid Course Development Pilot Program Participants

Winter ’12 Hybrid Faculty Learning Community

1. Dawn Anzinger – FOR 241 – Summer ’12 (first offering of course as hybrid)
2. Kathy Becker Blease – PSY 202 – Spring ’12
3. Viktor Bovbjerg – H 100 – Fall ’12
4. Sara Jameson – WR 327 – Fall ’12
5. Joe Zaworksi – ENGR 213 – Spring ’12

Spring ’12 Hybrid Faculty Learning Community

1. Amy Bourne – BA 211 – Fall ’12
2. Patti Duncan – WS 325 – Fall ’12
3. Amy Harwell – Z 341 – Fall ’12
4. Patti Sakurai – ES 231 – Fall ’12
5. Andrew Valls – PS 206 – Spring ’13
ALS 116: Academic Success

ALS 116 is a two-credit course offered through the Academic Success Center. This class gives students the opportunity to enhance their study skills by learning about strategies for studying, managing time, taking notes, preparing for tests, learning material, reading critically, and more.

ALS 116 is offered each term and is open to all OSU students. Around 100 students enroll in ALS 116 each term in small sections of 20 students. Each class has students of all levels and class standings as students usually choose to enroll in the class following a term or more of academic difficulty. Many students who take the class are referred to it by an academic advisor, academic counselor, or a friend. ALS 116 fills a unique niche at OSU as students in the class openly discuss and explore the expectations and skills involved in being academically successful at the university level. Although the university sets an expectation for students to be successful in their classes, some students are unaware of how to do this, and may never have developed these habits or discussed these topics in other courses.

Course Learning Outcomes
At the end of the course, students should be able to:

- Articulate concrete academic study skills that will lead to college success.
- Demonstrate organizational and time management skills.
- Apply personal learning style and preferences to associated study strategies.
- Evaluate varied note-taking and reading strategies and decide on the most effective strategies for their use.
- Apply knowledge of meta-cognition, memory process, and comprehension monitoring to test-preparation strategies and planning.
- Identify campus resources designed to help them succeed and recognize their impact on success.
- Develop a plan for college success that includes effective goal setting, study skills, and personal health and wellness.

Course Instruction
Sections of ALS 116 are taught by the coordinator and four faculty volunteers or intern graduate teaching assistants from various departments at OSU. Instructors are trained in delivery of lesson plans that emphasize active learning, collaborative discussion, and reflection and participation from the students. Interns/volunteers receive weekly support from the coordinator in group meetings, and individual support in one-on-one meetings on an as-needed basis. Students from the CSSA program (College of Education) and other degree programs at OSU seem to greatly benefit from this opportunity to grow and develop their teaching practices. Professional faculty who have taught sections in the past have found it gave them tools to help advisees who are struggling academically, introduced them to new teaching/facilitation tools, and exposed them more directly to the experience of today’s undergraduate students.

ALS 116 Class Design

**Topics**
- Time Management
- Avoiding Procrastination
- Responsibility & Mindset
- Concentration & Memory
- Reading & Note-taking
- Test Preparation
- Test Taking
- Test Anxiety
- Goal Setting
- Networking & Resources
- Health & Wellness
- Managing Stress

**Typical Assignments**
- Response papers exploring personal habits and learning preferences, and analyzing readings and concepts from the ALS class.
- A portfolio of work demonstrating application of strategies & tools to other classes.
- A final “Success Plan” synthesizing course material and demonstrating a personalized plan to implement success strategies into their academic work.

**Common Class Activities**
- Free write about topics to explore personal thoughts and experiences.
- Think, Pair, Share—group work and discussions that produce material and ideas for analysis in discussion.
- Large group discussion focusing on the “how” and “why” of academic strategies.
- Case study analysis and discussion.
- Practical application. Trying out strategies for note-taking, reading, etc. in class and reflecting on ex-
What students have to say about ALS 116 . . .

- “Before I thought I lacked the ability to be successful academically. Now, I realized I lacked the tools and confidence. I have never had this much confidence in my studies and I have never been so excited to continue doing well [. . . ] I know that if I had never taken [this class] I would still think I was always going to be that C student. Now I see myself as a person who knows what she wants and has the tools to get there”
- “I feel like I know what it takes to be successful. What this class has helped me realize is how it all ties together [. . . ] How we take notes, or study, or spend our free time all play important roles in how we do in school”.
- “With all that I have learned from this class, I feel that I can turn my college career around. I feel that I have come a long way from the start of this term. I understand my way of learning much more in depth and I feel that by knowing this I can set myself up for success”
- “This class has taught me a lot about college, myself, and strategies for success. [I learned] skills that I will take with me throughout this whole college experience and they are even things that I will use in my life after college. By learning how I learn, it will enable me to be a better student and better absorb information into my long term memory. All in all this class is something that I think everyone should take because it really has shaped me into a more successful college student”

Quantitative Measures

Assessing the impact of ALS 116 as an intervention, we are able to measure students’ GPA the term before the intervention, the term of the intervention, and the term after the intervention to see what, if any impact, the course had on GPA*, and whether that impact was sustained into the subsequent term. Since the goal of the intervention was to help students achieve a 2.0, another measure of the intervention examines the percentage of students earning above a 2.0. Of the students who take the class each term, approximately 75% of them earn a “P” grade. Our sample population was limited to these students, although many of the students who withdrew or earned a “N” were in the class long enough to receive some benefit from it as well. Over four terms of data collection, we found the following:

<table>
<thead>
<tr>
<th>GPA Analysis — ALS 116 2010–2012</th>
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<tr>
<td><strong>Average Term GPA of ALS 116 Students (n.272)</strong></td>
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<tr>
<td>% of ALS 116 Students with GPA &gt; 2.0</td>
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<td>46%</td>
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*An increase in GPA from one term to the next may be indicative of a number of factors, and likely not solely attributable to strategies and tools learned in ALS 116. A larger scale assessment project would be needed to determine the degree to which ALS 116 impacted the change we observe.

Making Referrals

Referrals from academic advisors, academic counselors, faculty, staff and students help fill the spots in the ALS 116 class each term. We’re grateful to our campus partners for recommending the class and wanted to pass on a few tidbits of information that might in the referral process.

For Advisors/Those Making Referrals:

We often talk to students about why they want to take ALS 116. Students tend not to get as much out of the class if they are taking the course for an “easy 2 credits” (which they discover this is not) or if they’re not truly interested in learning academic success tools and strategies. Students who have encountered academic difficulties or are looking for more efficient ways to study get the most out of the class. Students interested in one-on-one work regarding their academic success might think about the academic coaching program through the Academic Success Center.

Messages We Want Students to Know About ALS 116:

- It isn’t a fluff class—there is homework/writing involved, and many students say it’s a challenging class.
- It is graded “Pass/No Pass” and therefore won’t impact a students’ GPA negatively or positively.
- Students need to earn an 80% in the course or better to earn a “Pass” grade. (Our standards are high in class about Academic Success). Regular attendance is required as part of this class.
Coaching for Academic Success

"Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them."
- Timothy Gallwey

<table>
<thead>
<tr>
<th>An Academic Coach can help you!</th>
<th>Who are coaches?</th>
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<tbody>
<tr>
<td>Do more with your day with time management techniques</td>
<td>Coaches at the ASC are experienced undergraduate and graduate students from a range of academic backgrounds and disciplines. They receive ongoing training in skills and resources designed to help facilitate student achievement.</td>
</tr>
<tr>
<td>Show what you know with test taking tips</td>
<td>Coaches aim to provide a comfortable, safe and confidential environment to discuss your academic challenges and form a supportive relationship to help you meet your goals.</td>
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<td>Get more out of studying with effective reading strategies</td>
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<td>Manage procrastination by setting achievable goals</td>
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<td>Design a targeted study plan by identifying class specific study strategies</td>
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<td>Go beyond memorization with deep learning methods</td>
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<td>Reduce test anxiety through greater understanding</td>
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<td>Visit your professors with prepared questions</td>
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<td>Find resources to support your goals</td>
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What is Academic Coaching and why does it work?
Coaching refers to a series of conversations that are designed to enhance a your well being and performance. Coaching provides a partnership between students seeking to improve and peer coaches who are trained to listen and ask thought-provoking questions. It creates time for active reflection, self-evaluation, and offers a continual structure of support.

<table>
<thead>
<tr>
<th>Academic Success Center</th>
<th>Stop by or call to Schedule a free one-on-one coaching session with an Academic Coach. Meet once, weekly or arrange a presentation for your student group.</th>
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<tr>
<td>Waldo 102 541.737.2272</td>
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<td>On the web at: success.oregonstate.edu</td>
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</table>
What does a coaching appointment look like?

**Schedule a Session**

Talk to our friendly front desk staff to schedule an appointment, and let us know what you would like to work on:
- If you are looking to improve overall academic performance, the earlier in the term, the more beneficial it will be.
- If you are interested in help preparing for a test, presentation or project, we recommend making an appointment at least a week ahead of time.

We have coaches available throughout the week in order to fit most schedules.

**What to bring to your appointment?**

**Goals:** How do you want to improve your academic abilities?

**Organization system:** A planner, to-do list, calendar, or agenda. Don't worry if you don't have an organization system! We can help!

**Materials:** Notes, textbooks, assignments and other studying methods you are currently using.

**Your Initial Appointment**

Your first hour-long appointment features the following:
- Evaluate your current habits, strengths and performance.
- Identify the challenges to your academic success that you are facing.
- Provide strategies and resources to help you discover the best methods to meet your academic potential!

Our coaches are trained to create a safe space in which difficulties can be shared and explored. We are committed to building a supportive and encouraging relationship with our coachees.

**Continuing Appointments**

For the greatest level of improvement, you can schedule repeating appointments to support your progress in academic skills and time management. In a repeat appointment, you can do the following:
- Discuss the results of the prior sessions and get feedback.
- Stay on top of future projects and assignments with weekly planning.
- Work with an ally who can make changing study habits an easier process.

Repeat appointments can help build personal accountability, increase knowledge of study techniques and provide the ongoing feedback necessary to make meaningful changes.
### Summarizing Data on Reinstatements by College

Data from Summer 2011 through today

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<tr>
<td>24 credits</td>
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<tr>
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<td>Engr</td>
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<td>2</td>
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<td>24 credits</td>
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<td>3</td>
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<td>5</td>
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<td>Exception</td>
<td>1</td>
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<td>3</td>
<td>67%</td>
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<tr>
<td>Pre-Engr</td>
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<tr>
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<td>100%</td>
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<tr>
<td></td>
<td>Grand Total</td>
<td>60</td>
<td>40</td>
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</tr>
</tbody>
</table>
Past Academic Advising Council Chairs:

1998-99 – Polly Gross (Jeneva)
1999-2000- ? Seems Kim McAlexander should be in this list, so this might have been her year
2000-01 – Jane Siebler
2001-02 – Keith Parrot
2002-03 – Sheri Argyres
2003-04 – Debbie Bird (McCubbin)
2004-05 – John Shea
2005-06 – Mary Ann Matzke
2006-07 – Kerry Kincanon
2007-08 – Angela Austin Haney
2008-09 – Gene Newburgh
2009-10 – Brenda Baxter (Sallee)
2010-11 – Rebekah Lancelin
2011-12 – Clay Torset
2012-13 – Carey Hilbert

AND, FOR 2013-14 THE CHAIR ELECT WILL BE.................................
Bacc Core Playlists

The 2008-10 review of the Bacc Core by the Ad Hoc Review Committee included a survey of student views on the Bacc Core. Two repeated problems identified were that students cannot see any coherence across the Core, and they treat the Core like a checklist rather than choosing courses for a particular reason.

The Bacc Core Playlists are designed to suggest ways that students can make course selections across the Core that are coherent around a theme that interests them and thus further their own academic and professional goals. We see the playlists as suggestions that are not limiting in any way. The "playlist" idea might encourage students to identify a different theme and construct their own playlist around that theme. The playlists focus primarily on courses in Perspectives categories as that is where students have the most latitude to shape their own experience.

The playlists are intended to help students grasp the breadth of the Bacc Core, bring potential focus to their Core course selections, and encourage ownership of the Bacc Core as an integral part of their university education.

Heal the World/Social Justice

- Cultural Diversity
  - ANTH 3XX Peoples of the World offerings
  - ENG 2XX Literatures of the World offerings
  - ES 101 Introduction to Ethnic Studies
  - ES 243 Native American Experience in the 20th Century U.S.
  - GEO 105 Geography of the Non-Western World
  - PHL 160 Quest for Meaning: World Religion
  - PHL 315 Gandhi & Non-Violence
  - WS 280 Global Women

- Literature & the Arts
  - ENG 2XX Literature of the World offerings
  - ENG 260 Literature of American Minorities
  - ENG 265 Films for the Future

- Social Processes & Institutions
  - SOC 205 Institutions and Social Change
  - PS 205 Introduction to International Politics
  - WS 223 Women: Self & Society
  - WS 224 Women: Personal & Social Change

- Western Culture
  - ANTH 3XX Peoples of the World offerings
  - PHL 205 Ethics

- Difference, Power, & Discrimination
  - ANTH 345 Biological and Cultural Construction of Race
  - DHE 270 Appearance, Power, & Society
  - ENG 220 Studies in Difference, Power, & Discrimination
  - Varied Ethnic Studies offerings
  - HST 368 Lesbian & Gay Movements in Modern America
  - SOC 206 Social Problems & Issue
• **Synthesis-Contemporary Global Issues**
  - WS 325 Disney, Gender, Race, & Empire
  - WS 414 Systems of Oppression
  - ANTH 380 Culture in Conflict
  - BI 301 Human Impacts on Ecosystems
  - BI 349 Biodiversity: Causes, Consequences, & Conservation
  - COMM 446 Communication in International Conflicts & Disputes
  - GEO 300 Sustainability for the Common Good*
  - PHL 443 World Views & Environmental Values
  - PS 345 The Politics of Developing Nations

• **Synthesis-Science, Technology, & Society**
  - ANTH 330 Evolution of People, Technology, & Society
  - CS 391 Social & Ethical Issues in Computer Science
  - ECON 352 Environmental Economics & Policy
  - GEO 300 Sustainability for the Common Good*
  - IE 380 The Responsible Engineer
  - NUTR 312 Issues in Nutrition & Health
  - PH 313 Energy Alternatives

**Go Global – Pacific Rim**

• **Cultural Diversity**
  - ANTH 318 Peoples of the World – China
  - ANTH 319 Peoples of the World – Japan & Korea (WWW only as currently listed)
  - CHN 331 Chinese Culture
  - CHN 332 Chinese Culture
  - CHN 333 Chinese Culture
  - ENG 210 Literatures of the World – Asia (WWW only as currently listed)
  - ES 231 Asian American Studies I – The First & Second Generations
  - GEO 327 Geography of Asia
  - HST 320 Ancient Near East (WWW only as currently listed)
  - HST 391 Traditional China & Japan
  - HST 392 Modern China & Japan
  - HST 396 Gender, Family, & Politics in Traditional China
  - HST 397 Gender, Family, & Politics in Modern China
  - JPN 331 Japanese Culture
  - JPN 332 Japanese Culture
  - JPN 333 Japanese Culture
  - PHL 312 Asian Thought
  - PHL 371 Philosophies of China

• **Literature & the Arts**
  - ENG 210 Literatures of the World – Asia (WWW only as currently listed)
  - ENG 322 Studies in Globalism, Text, & Event
  - ES 334 Asian American Literature

• **Social Processes & Institutions**
  - ECON 201 Introduction to Microeconomics
  - ECON 202 Introduction to Macroeconomics
  - PS 204 Introduction to Comparative Politics
  - PS 205 Introduction to International Relations

• **Difference, Power, & Discrimination**
  - ANTH 345 Biological & Cultural Construction of Race
• ES 233 Asian American Studies II: Activism & Empowerment
• HST 369 Immigration to the United States since 1880 (WWW only as currently listed)

• Contemporary Global Issues
  o ANTH 482 Anthropology of International Development
  o ANTH 488 Business & Asian Culture
  o COMM 446 Communication in International Conflict & Disputes
  o ECON 340 International Economics
  o GEO 330 Geography of International Development & Globalization
  o WS 480 International Women

• Science, Technology, & Society
  o GEO 352 Oregon: Geology, Place, & Life on the Ring of Fire

OTHER TENTATIVE THEMES (currently under construction/review): Go Global – Americas; Go Global – Truly Global; Sustainability – Environmental Issues; Bacc Core Classics
1112 Entering Resident Freshmen High Achiever Undergraduates

<table>
<thead>
<tr>
<th></th>
<th>Applications</th>
<th>Admits</th>
<th>% Admits to Applications</th>
<th>ATD's</th>
<th>Enrolled</th>
<th>% Enrolled to ATD's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Freshmen</td>
<td>2005</td>
<td>1873</td>
<td>93.4%</td>
<td>952</td>
<td>867</td>
<td>91.1%</td>
</tr>
<tr>
<td>Resident Transfers</td>
<td>562</td>
<td>402</td>
<td>71.5%</td>
<td>245</td>
<td>166</td>
<td>67.8%</td>
</tr>
</tbody>
</table>

1112 Resident High Achievers

- Resident Freshmen: 1873 applications, 166 enrolled
- Resident Transfers: 562 applications, 166 enrolled
## 1213 Entering Resident Freshmen High Achiever Undergraduates

<table>
<thead>
<tr>
<th></th>
<th>Applications</th>
<th>Admits</th>
<th>% Admits to Applications</th>
<th>Projected Enrolled</th>
<th>Projected % Enrolled to ATD's</th>
<th>12-13 Projections Compared to 11-12 Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Freshmen</td>
<td>2063</td>
<td>1974</td>
<td>95.7%</td>
<td>1061</td>
<td>967</td>
<td>91.1%</td>
</tr>
<tr>
<td>Resident Transfers</td>
<td>533</td>
<td>378</td>
<td>70.9%</td>
<td>247</td>
<td>167</td>
<td>67.8%</td>
</tr>
</tbody>
</table>

### 1213 Resident High Achievers

- **Target ===> 969 (36%)**

As of 6/11/12
Tuesday October 16th
LinkedIn, Facebook, Twitter – How to Make them a Part of Your Job Search
OSU Library: Willamette West, 3rd Floor
12:00 pm – 1:00 pm

Wednesday October 17th
Personal Branding
Do you know your personal brand and how it impacts future career opportunities?
Kidder Hall – Room 278
12:00 pm – 1:50 pm

Thursday October 18th
Interview: How to Answer Difficult Interview Questions
Kidder Hall – Room 202
11:00 am – 12:00 pm

How to Search & Secure an Internship in 4 Steps
Kidder Hall – Room 202
1:00 pm – 2:00 pm

10 Tips to Building a Perfect Resume
Kidder Hall – Room 202
2:00 pm – 3:00 pm

Monday October 22nd
How to Find Hidden Jobs
OSU Library: Willamette West, 3rd Floor
11:00 am – 12:00 pm

Beaver's Wanted: How to have Success at the Career Fair
OSU Library: Willamette West, 3rd Floor
1:00 pm – 2:00 pm

Tuesday October 23rd
OSU Library: Willamette West, 3rd Floor
11:00 am – 12:00 pm

Interview 2 Win
OSU Library: Willamette West, 3rd Floor
12:00 pm – 1:00 pm

Speed Mock Interviews – Prescheduled Appointments Recommended
Schedule an interview time on Beaver JobNet
MU in the La Raza Room (208)
2:00 pm – 4:00 pm

ALL SEMINARS & EVENTS ARE FREE
LIMITED SEATING, ARRIVE EARLY

Oregon State University
Accommodation requests related to disability should be made to OSU Career Services
B008 Kerr Administration Building | Corvallis, OR 97331-2127
### Snapshot Comparison of the Student Athlete & the General OSU Undergraduate Fulltime Populations for Spring Term 2012

<table>
<thead>
<tr>
<th></th>
<th>On-Roster Student Athletes</th>
<th>OSU Undergrads</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>246 55.0%</td>
<td>7403 53.6%</td>
<td>The comparator student population is Corvallis campus undergraduate students who attempted 12 or more credits.</td>
</tr>
<tr>
<td>Women</td>
<td>201 45.0%</td>
<td>6406 46.4%</td>
<td></td>
</tr>
<tr>
<td>Total Population</td>
<td>447</td>
<td>13809</td>
<td></td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td>7 1.6%</td>
<td>118 1.0%</td>
<td>The student athlete population is considerably more diverse than the general population. The greatest disparity is between the black student athlete population and the black non-athlete student group—a full 9% in Athletics vs. 0.9% in the general population.</td>
</tr>
<tr>
<td>Asian</td>
<td>13 3.0%</td>
<td>1152 9.3%</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>39 9.0%</td>
<td>111 0.9%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>27 6.3%</td>
<td>907 7.3%</td>
<td></td>
</tr>
<tr>
<td>Multiple</td>
<td>28 6.5%</td>
<td>499 4.0%</td>
<td></td>
</tr>
<tr>
<td>Pacific islander</td>
<td>12 2.8%</td>
<td>67 0.5%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>268 62.2%</td>
<td>9561 77.0%</td>
<td></td>
</tr>
<tr>
<td><strong>Residency</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>175 39.1%</td>
<td>10903 79.0%</td>
<td>The biggest difference between the student athlete and general population is state residency. The student athlete population is always dominated by out-of-state students.</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>235 52.6%</td>
<td>2186 15.8%</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>37 8.3%</td>
<td>720 5.2%</td>
<td></td>
</tr>
<tr>
<td><strong>High School Grade Point Averages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Average GPA for Men</td>
<td>3.24 3.24</td>
<td>3.45 3.45</td>
<td>As high school GPA is a good predictor of college success, this comparison reveals a significant difference between the male student athletes and the general male population. Male student athletes lag in GPA, and, consequently lag in the percentages of high school GPA's of 3.0 or better and high school GPA's of 3.7 or better. The male student athletes are not overall as strong as the general male group nor are there as many high achieving male athletes.</td>
</tr>
<tr>
<td>High School Average GPA for Women</td>
<td>3.61 3.61</td>
<td>3.56 3.56</td>
<td></td>
</tr>
<tr>
<td>Men with High School GPA's &gt;= 3.0</td>
<td>67 71.0%</td>
<td>780 87.8%</td>
<td></td>
</tr>
<tr>
<td>Men with High School GPA's &gt;= 3.70</td>
<td>44 19.0%</td>
<td>1814 28.3%</td>
<td></td>
</tr>
<tr>
<td>Women with High School GPA's &gt;= 3.0</td>
<td>14 92.1%</td>
<td>380 93.6%</td>
<td></td>
</tr>
<tr>
<td><strong>Student Distribution Among Colleges</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Sciences</td>
<td>8 1.8%</td>
<td>1095 7.9%</td>
<td></td>
</tr>
<tr>
<td>Business (including Pre-Business)</td>
<td>72 16.1%</td>
<td>1707 12.4%</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>12 2.7%</td>
<td>596 4.3%</td>
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</tr>
<tr>
<td>Engineering (including Pre-Engineering)</td>
<td>39 8.7%</td>
<td>3087 22.4%</td>
<td></td>
</tr>
<tr>
<td>Earth, Ocean, and Atmospheric Sciences</td>
<td>8 1.8%</td>
<td>269 1.9%</td>
<td></td>
</tr>
<tr>
<td>Forestry</td>
<td>3 0.7%</td>
<td>359 2.6%</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>112 25.1%</td>
<td>2261 16.4%</td>
<td></td>
</tr>
<tr>
<td>Public Health &amp; Human Sciences</td>
<td>123 27.5%</td>
<td>2643 19.1%</td>
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</tr>
<tr>
<td>Science</td>
<td>32 7.2%</td>
<td>2000 14.5%</td>
<td></td>
</tr>
<tr>
<td>University Exploratory Studies Program</td>
<td>50 11.2%</td>
<td>388 2.8%</td>
<td></td>
</tr>
<tr>
<td>University Honors College</td>
<td>10 2.2%</td>
<td>547 4.0%</td>
<td></td>
</tr>
<tr>
<td><strong>Distribution Among Class Years</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshmen (0-44 earned credits)</td>
<td>62 13.9%</td>
<td>1275 9.2%</td>
<td></td>
</tr>
<tr>
<td>Sophomores (45-89 earned credits)</td>
<td>121 27.1%</td>
<td>3145 22.8%</td>
<td></td>
</tr>
<tr>
<td>Juniors (90-134 earned credits)</td>
<td>129 28.9%</td>
<td>3436 24.9%</td>
<td></td>
</tr>
<tr>
<td>Seniors (135 or more earned credits)</td>
<td>132 29.5%</td>
<td>5953 43.1%</td>
<td></td>
</tr>
<tr>
<td>Post-Bacs</td>
<td>3 0.7%</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Standings</strong></td>
<td></td>
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</tr>
<tr>
<td>Academic Warning</td>
<td>39 8.7%</td>
<td>1112 8.1%</td>
<td></td>
</tr>
<tr>
<td>Academic Probation</td>
<td>15 3.4%</td>
<td>370 2.7%</td>
<td></td>
</tr>
<tr>
<td>Academic Suspension</td>
<td>0 0.0%</td>
<td>158 1.1%</td>
<td></td>
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</tbody>
</table>
## Grade Point Averages

<table>
<thead>
<tr>
<th></th>
<th>On-Roster Student Athletes</th>
<th>OSU Undergrads</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term GPA for Men</td>
<td>2.71</td>
<td>2.84</td>
<td>Two patterns emerge from these GPA’s: 1) the male student athlete is achieving at a comparable rate to the general male population in this regard: given the lower high school GPA of 3.24, the male student athlete OSU GPA of 2.75 is a 0.49 decline; whereas the general male high school GPA of 3.45 declines to an OSU GPA of 2.95, a loss of 0.50. In other words, these two groups are achieving at the same rate. 2) Women student athletes surpass the general female population in all categories, which is consistent with their high school indicators.</td>
</tr>
<tr>
<td>Term GPA for Women</td>
<td>3.13</td>
<td>3.02</td>
<td></td>
</tr>
<tr>
<td>Total Term GPA</td>
<td>2.90</td>
<td>2.92</td>
<td></td>
</tr>
<tr>
<td>OSU GPA for Men</td>
<td>2.75</td>
<td>2.95</td>
<td></td>
</tr>
<tr>
<td>OSU GPA for Women</td>
<td>3.21</td>
<td>3.09</td>
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</tr>
<tr>
<td>Total OSU GPA</td>
<td>2.94</td>
<td>3.01</td>
<td></td>
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</tbody>
</table>

## Academic Achievements

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>OSU Honor Roll</td>
<td>66</td>
<td>14.8%</td>
<td>3350 24.3%</td>
</tr>
<tr>
<td>3.0 or better term GPA</td>
<td>213</td>
<td>47.7%</td>
<td>7771 56.3%</td>
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<td>3.0 or better OSU GPA</td>
<td>206</td>
<td>46.1%</td>
<td>7383 53.5%</td>
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<td>4.0 term GPA</td>
<td>19</td>
<td>4.3%</td>
<td>835 6.0%</td>
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<td>4.0 OSU GPA</td>
<td>5</td>
<td>1.1%</td>
<td>98 0.7%</td>
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## Term Credits Attempted & Passed

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<td>Classes Taken</td>
<td>1940</td>
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<td>63716 63716</td>
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<td>Credits Carried</td>
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<td>6126</td>
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<td>Credits Passed</td>
<td>5788.5</td>
<td>5789</td>
<td>181861 181861</td>
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<tr>
<td>Percentage of Credits Passed</td>
<td>94.5%</td>
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## Transcript Management

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<tr>
<td>Withdrawals from Courses</td>
<td>21</td>
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<td>S/U Grades</td>
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<td>5.7%</td>
<td>2334 3.7%</td>
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<tr>
<td>Incompletes</td>
<td>35</td>
<td>1.8%</td>
<td>536 0.8%</td>
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<tr>
<td>Online Classes</td>
<td>438</td>
<td>22.6%</td>
<td>2699 4.2%</td>
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</table>

## Academic Performance by Team

<table>
<thead>
<tr>
<th></th>
<th>Term GPA</th>
<th>OSU GPA</th>
<th># on Team</th>
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<tbody>
<tr>
<td>WSO - Soccer (Women)</td>
<td>3.54</td>
<td>3.30</td>
<td>22</td>
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<tr>
<td>WGY - Gymnastics (Women)</td>
<td>3.35</td>
<td>3.14</td>
<td>13</td>
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<tr>
<td>WCC - Cross Country (Women)</td>
<td>3.33</td>
<td>3.40</td>
<td>24</td>
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<tr>
<td>WVB - Volleyball (Women)</td>
<td>3.23</td>
<td>3.45</td>
<td>14</td>
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<tr>
<td>WCW - Crew (Women)</td>
<td>3.16</td>
<td>3.36</td>
<td>29</td>
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<tr>
<td>WCR - Novice Crew (Women)</td>
<td>3.13</td>
<td>3.19</td>
<td>21</td>
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<tr>
<td>WSW - Swimming (Women)</td>
<td>3.06</td>
<td>3.08</td>
<td>24</td>
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<tr>
<td>MGO - Golf (Men)</td>
<td>3.03</td>
<td>2.99</td>
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<tr>
<td>MSO - Soccer (Men)</td>
<td>2.95</td>
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<tr>
<td>MCW - Crew (Men)</td>
<td>2.90</td>
<td>2.91</td>
<td>37</td>
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<td>MWR - Wrestling (Men)</td>
<td>2.88</td>
<td>2.76</td>
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<tr>
<td>WGO - Golf (Women)</td>
<td>2.82</td>
<td>3.10</td>
<td>10</td>
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<tr>
<td>MBA - Baseball (Men)</td>
<td>2.81</td>
<td>2.86</td>
<td>33</td>
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<tr>
<td>WSB - Softball (Women)</td>
<td>2.80</td>
<td>2.99</td>
<td>20</td>
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<tr>
<td>MBB - Basketball (Men)</td>
<td>2.67</td>
<td>2.77</td>
<td>14</td>
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<tr>
<td>MFB - Football (Men)</td>
<td>2.52</td>
<td>2.55</td>
<td>97</td>
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<tr>
<td>WBB - Basketball (Women)</td>
<td>2.48</td>
<td>2.58</td>
<td>12</td>
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Oregon State University

Curricular Policies and Procedures

in the

Curriculum Handbook

http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures

Academic Advising

The undergraduate student advising policy is as follows:

The advising frequency will be set at a minimum of once per academic year and on a more frequent basis when warranted to provide the student with a compelling learning experience.

Implementation of this policy is to be monitored by the deans of the respective college.

Approval and Revisions: Recommended by the Undergraduate Education Council. Approved by the Provost 10/2/1997.

http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/curricular-policies-and-procedures#60

Academic Advising Frequency

The frequency of undergraduate student advising policy is as follows:

The advising frequency will be set at a minimum of once per academic year and on a more frequent basis when warranted to provide the student with a compelling learning experience.

Implementation of this policy is to be monitored by the deans of the respective colleges and the Office of Academic Success and Engagement.

Approval and Revisions: Recommended by the Undergraduate Education Council. Approved by the Provost on 10/2/1997. Revised and approved by the Undergraduate Education Council on 6/7/2012.

\glb (5-4-12)
Proposed First Year Academic Probation Procedures for Pilot Project

Materials linked from the November 14, 2012 Academic Advising Council agenda.

Academic Standing Processed

College Receives List of Students on Probation (+ coding of support units)

Registrar’s Letter Goes Out to Students

College Determines Case Manager

Support Units used to help encourage students to see advisor.

Case Manager Contacts Students to Set up Appt with Advisor (Notified of HOLD) P1

Response

Support units document related conversations with students in MyDegrees

Case Manager makes follow up phone call to set up an appointment with advisor P8

Second Outreach Email (Reminder of HOLD) P1

Response

Information Documented in MyDegrees P6

Case Manager sends closure/resources email

P????

Response

Subsequent Term – Advisor follows up with student after meeting P7

Subsequent Term – Advisor follows up with student – Good Standing or Probation P9

Academic Advisor follows up with student after meeting P7

Academic Advisor follows up with student after meeting

Student Meets with Academic Advisor P2, P3, P4, P5

NO RESPONSE

NO RESPONSE

UHDS & support units provide additional outreach.

NO RESPONSE
Proposed First Year Academic Warning Procedures for Pilot Project

Materials linked from the November 14, 2012 Academic Advising Council agenda.

Academic Standing Processed

College Receives List of Students on Warning (+ coding of support units)

College Determines Case Manager

Case Manager Contacts Students to Set up Appt with Advisor

Student Meets with Academic Advisor

Academic Advisor follows up with student after meeting

Subsequent Term – Advisor follows up with student – Good Standing or Probation

Registrar’s Letter Goes Out to Students

Case Manager - follow up phone call to student to set up an appointment

Case Manager sends closure/resources email

NO RESPONSE

RESPONSE

NO RESPONSE

RESPONSE

Support Units used to help encourage students to see advisor.

Support units document related conversations with students in MyDegrees

Meeting & Action Plan Information Documented in MyDegrees

UHDS & support units provide additional outreach.
Food in Culture and Social Justice

Advising Checklist

Graduate Minor (Master's)

*Prerequisites

Name ___________________________
Student ID _______________________
Anticipated Graduation Date_________

15 credits from the following courses

___ AREC/ANS/CSS/HORT/FST/RS/NUTR 599 Food Systems: Local to Global (3)
___ ANTH 547 Research Methods in Food, Culture and Social Justice* (4)
___ ANTH 506 Food Projects* (1)
___ ANTH 544 Nutritional Anthropology (4)
___ ANTH 567 Agri-Food Movements (4)
___ ANTH 586 Anthropology of Food* (4)
___ ES 559 Food and Ethnic Identity (3)
___ HST 516 Food in World History (4)

Meeting Date/Total Certificate Credits Completed

| / | / | / | / | / | / | / | / |
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See advising log on next page
Advising Log

<table>
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Materials linked from the November 14, 2012 Academic Advising Council agenda.

Food in Culture and Social Justice  

Undergraduate Certificate

Advising Worksheet

Required Core Courses (16 credits)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td><em>AREC/ANS/CSS/HORT/FST/RS/NUTR 499</em></td>
<td>Food Systems: Local to Global (3)</td>
</tr>
<tr>
<td><em>ANTH 361</em></td>
<td>Food Studies in a Social Justice Perspective (4)</td>
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<tr>
<td><em>ANTH 499</em></td>
<td>Capstone: Portfolio* (3)</td>
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<td><em>ANTH 406</em></td>
<td>Food Projects* (1)</td>
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<tr>
<td><em>ES 459</em></td>
<td>Food and Ethnic Identity (3)</td>
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<td><em>HST 416</em></td>
<td>Food in World History (4)</td>
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Liberal Arts Electives (6 credits)

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<tbody>
<tr>
<td><em>ANTH 439</em></td>
<td>Archaeological Study of Foraging Lifeways (3)</td>
</tr>
<tr>
<td><em>ANTH 444</em></td>
<td>Nutritional Anthropology</td>
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<tr>
<td><em>ANTH 471</em></td>
<td>Cash, Class and Culture: Hunter-Gatherers to Capitalism (4)</td>
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<tr>
<td><em>ANTH 482</em></td>
<td>Anth of International Development (4)</td>
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<tr>
<td><em>ES/PHL 448</em></td>
<td>Native American Philosophies (3)</td>
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<tr>
<td><em>PHL 440/440H</em></td>
<td>Environmental Ethics* (3)</td>
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<tr>
<td><em>SOC 426</em></td>
<td>Social Inequality (4)</td>
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<td><em>WR 383</em></td>
<td>Food Writing (4)</td>
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<tr>
<td><em>WS 465</em></td>
<td>Women, Weight and Body Image (3)</td>
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Electives From Outside College of Liberal Arts (6 credits)

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<tr>
<td><em>AG 301</em></td>
<td>Ecosystem Science of Pacific NW Indians (3)</td>
</tr>
<tr>
<td><em>ANS 251</em></td>
<td>Principles of Animal Foods Technology* (3)</td>
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<tr>
<td><em>ANS 315</em></td>
<td>Contentious Social Issues in Animal Ag (3)</td>
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<td><em>AREC 461</em></td>
<td>Agricultural and Food Policy Issues (4)</td>
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<td><em>BI/FS/TOX 435/435H</em></td>
<td>Genes and Chems in Ag: Value and Risk (4)</td>
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<td><em>CSS 200</em></td>
<td>Crop Ecology and Morphology (3)</td>
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<td><em>CSS 205</em></td>
<td>Soils: Sustainable Ecosystems (4)</td>
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<td><em>CSS 330</em></td>
<td>World Food Crops* (3)</td>
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<td><em>CSS 480</em></td>
<td>Case Studies in Cropping Systems Mgmnt (4)</td>
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<td><em>FST 210</em></td>
<td>Fruit and Vegetable Processing* (3)</td>
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<td><em>FST 212</em></td>
<td>Dairy Processing* (2)</td>
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<td><em>FST 273</em></td>
<td>Wine in the Western World (3)</td>
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<td>Food Safety and Sanitation (3)</td>
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<td>Land Use (3)</td>
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<td>Families in Poverty (4)</td>
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<td><em>HORT 112</em></td>
<td>Intro to Hort Systems, Practices and Careers (3)</td>
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<td><em>HORT 260</em></td>
<td>Organic Farming and Gardening (3)</td>
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<td><em>HORT/CSS 300</em></td>
<td>Intro to Crop Production* (4)</td>
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<td><em>HORT 452</em></td>
<td>Berry and Grape Physiology and Culture (4)</td>
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<td><em>NR 350</em></td>
<td>Sustainable Communities</td>
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<td><em>NUTR 216</em></td>
<td>Food in Non-Western Culture (3) **</td>
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<td><em>NUTR 416</em></td>
<td>Cultural Aspects of Foods* (3)</td>
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<td><em>NUTR 417</em></td>
<td>Human Nutrition Science* (4)</td>
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<td><em>NUTR 423</em></td>
<td>Community Nutrition* (4)</td>
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<tr>
<td><em>TOX 429</em></td>
<td>Toxic Substances in Food* (3)</td>
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</table>

*Prerequisites  
**Extended Campus only

Meeting Date/Total Major Credits Completed

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See advising log on back
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AFROTC Academic Advising  
As of Nov 2012

Definitions:

General Military Course (GMC) - The first and second years of the 4-year program consisting of AS100 and AS200.

Professional Officer Course (POC) - Normally, the third and fourth years of the 4-year program consisting of AS300 and AS400. Also includes extended cadets.

AS100 Cadets - Contract (scholarship) or non-contract (non-scholarship) cadets enrolled in the first (freshman) AS course and Leadership Laboratory (LLAB).

AS200 Cadets - Contract (scholarship) or non-contract (non-scholarship) cadets in the second (sophomore) aerospace studies course and LLAB.

AS250 Cadets - Contract (scholarship) or non-contract (non-scholarship) cadets dual-enrolled in the first (freshman) and second (sophomore) AS, simultaneously. These cadets must meet all LLAB objectives for both courses.

AS300 Cadets - Scholarship or non-scholarship cadets on contract or in pursuing status with AFROTC who are enrolled as a member of the first year of the POC and are attending the third (junior) year of AS courses and are participating in LLAB.

AS400 Cadets - Scholarship or non-scholarship cadets on contract with AFROTC who are enrolled as a member of the second POC year and are attending the fourth (senior) year of the AS courses and participating in LLAB.

Extended Cadets - Cadets who have successfully completed all AS and LLAB requirements and FT, but who have not completed institutional degree requirements. Extended cadets must continue to attend and actively participate in LLAB. They must continue to meet all retention standards: academic, military, and medical.

Contract Cadet – Cadet who has contracted/enlisted in the USAF Reserve and is a member of the POC or on scholarship.

Academic Requirements & Notes:

1. AS level doesn’t necessarily correlate to university level (ex: OSU junior but AS200)

2. Maximum time in AFROTC = 5 years (no more than one year as an extended cadet)

3. Must be full-time student (exception: not required last term prior to graduation/commissioning)

4. GPA Requirements
   a. 2.0 for General Membership (non-contracted GMC)
   b. 2.5 to compete/activate scholarship, compete for POC, & contract (term & cumulative)

5. "I" (incomplete) or equivalent (e.g., “DF,” Deferred) grades must be resolved by the end of the next academic term.

6. AFROTC counts all grades (former & current institutions) and does not recognize grade forgiveness.
7. Non-Traditional Courses may count toward the minimum number of credit hours which must be taken to qualify as a full-time student. AFROTC places great emphasis on the classroom environment. No more than 5 non-traditional courses in any one academic year. Cadets cannot take more than 3 non-traditional courses in any single term without HQ AFROTC waiver.

8. Audit courses do not count toward the minimum number of credit hours to qualify as a full-time student.

9. Major Changes
   a. Non-scholarship AS100s - notify AFROTC of major change; we prefer notification before change
   b. All others need AFROTC permission to change major (because it has implications for contracting)

10. Term Abroad - the Detachment/CC may approve a term abroad which is mandatory for a degree; however, HQ AFROTC waiver is required if the term abroad is not mandatory and/or extends beyond one term. Cadets are not authorized term abroad in final term unless approved by HQ AFROTC.

11. AFROTC Form 48 is prepared by the cadet and reflects a tentative schedule of all courses (including summer sessions & field training) from program entry until commissioning.
   a. Institutional Official Review – Review the academic degree plan for the major listed on form. Your signature verifies appropriate quarter, terms, course numbers & titles, & credit hours are listed on form.
   b. Academic Advisor Fall Term Review – Review the plan, updating as required. Ensure the cadet is still on schedule to graduate with degree as indicated on the plan. Indicate completion of review by signing form.
   c. Minors and double majors cannot be reflected on the academic plan if doing so will hinder satisfying program objectives (receiving BS/BA). Adding additional hours must not place the cadet at risk of taking too many hours per term, require additional terms, or change the already established commissioning date.

12. MyDegrees Air Force ROTC 4-year plan template: T0000167

**Typical 4-year AFROTC Course Schedule [course (#credits)]:**

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>AS100</td>
<td>AS111 (1)</td>
<td>AS112 (1)</td>
<td>AS113 (1)</td>
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<td></td>
<td>AS120 (1)</td>
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<tr>
<td>AS200</td>
<td>AS211 (1)</td>
<td>AS212 (1)</td>
<td>AS213 (1)</td>
<td>Field Training</td>
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<td>AS220 (1)</td>
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<tr>
<td>AS300</td>
<td>AS311 (3)</td>
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<td>AS320 (1)</td>
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<td>AS400</td>
<td>AS411 (3)</td>
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<td></td>
<td>AS420 (1)</td>
<td>AS420 (1)</td>
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</tbody>
</table>

**3-year AFROTC Course Schedule** (student only has 3 years to graduate):

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>AS250</td>
<td>AS111 (1)</td>
<td>AS112 (1)</td>
<td>AS113 (1)</td>
<td>Field Training</td>
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<td>AS211 (1)</td>
<td>AS212 (1)</td>
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<td>AS220 (1)</td>
<td>AS220 (1)</td>
<td>AS220 (1)</td>
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<tr>
<td>AS300 &amp; AS400</td>
<td>Same as 4-year schedule</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Have an idea for a session?
Want to present to your colleagues on an important issue?

We are looking for your submissions!

Please submit your conference proposal to Joy Jorgensen at joy.jorgensen@oregonstate.edu and you could be chosen to present at the 2013 Degree Partnership Summit!
Purdue University

Boundaries for Grief Absence Policy - [map](#) showing bereavement leave in relationship to the distance from Purdue University.

How to Report an Absence
Call the Office of the Dean of Students at 765-494-1747 to speak with a counselor regarding an absence.

Grief Absence Policy for Students
References: Part 2, Section VI, C or Part 5, Section I, B (make Bill of Student Rights A)

Policy Statement: Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS).

GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student’s family.

Scope: This policy applies to all full-time and part-time students currently enrolled in the Purdue University System.

Immediate Family: Students are eligible for up to three (3) days of excused absence over five (5) consecutive calendar days for the death of a spouse, parent, child, grandparent, grandchild or sibling, or a corresponding in-law or step-relative.

Relative living in the student’s home: Students are eligible for up to three (3) days of excused absence over five (5) consecutive calendar days for the death of an uncle, aunt, niece, nephew or first cousin living in the student’s home.

Relative: Students are eligible for one (1) day of excused absence for the death of an uncle, aunt, niece, nephew or first cousin.

In the event of the death of another family member or friend not explicitly included within this policy, a bereaved student should petition for grief absence through the Office of the Dean of Students (ODOS) by meeting individually with an ODOS staff member for case evaluation.

In addition, students may be granted additional absences to account for travel considerations, to be determined by the distance of the verified funeral services from the Purdue campus, as follows:

Within 150 mile radius of the Purdue campus, no additional excused absence days. Between 150-300 mile radius of the Purdue campus, one additional excused absence days. Beyond 300 mile
radius of the Purdue campus, two additional excused absence days. Outside the 48 contiguous United States, four additional excused absence days.

A student should contact the ODOS to request that a notice of his or her leave be sent to instructors. The student will provide documentation of the death or funeral service attended to the ODOS. Given proper documentation, the instructor will excuse the student from class and provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. If the student is not satisfied with the implementation of this policy by a faculty member, he or she is encouraged to contact the Department Head and if necessary, the ODOS, for further review of his or her case. In a case where grades are negatively affected, the student may follow the established grade appeals process.

Effective July 1, 2011

Duke University

Policy  - In the unfortunate event that you experience a personal tragedy or trauma such as, for example, a death in the family or personal injury or harm, please rest assured that the Trinity College Dean’s Office stands ready to assist and accommodate you in the aftermath. If you should suffer the loss of a parent, guardian, sibling, spouse, roommate, or other person close to you, your academic dean has the authority to provide a number of special accommodations, and when you are ready and able to consider them, will be happy to review them with you.

Procedure  - If you experience a personal tragedy or trauma, please notify or have a roommate, friend, or family member notify your academic dean’s office. Your dean will immediately contact each of your instructors and ask them to assist you when you are ready and able to resume your studies. Your dean will also gladly help you access support resources in the local community, such as CAPS and the Religious Life staff, if that would be useful to you. Upon your return to campus, please arrange to meet with your academic dean to discuss options and strategies for catching up with missed academic work and for completing the semester successfully.

Among the options available through the dean’s office to assist students in tragic situations are the following:

- Alternate arrangements for completing coursework or being evaluated in a course
- A course load reduction
- Incompletes in one or more courses
- A waiver of continuation requirements

If you and your family believe it is not in your best interest to complete the semester, the options to withdraw or take a personal leave of absence are also available. If withdrawal from the college for the semester seems the best course of action, a tuition credit may be applied for a future semester.

In all these interactions your academic dean will try to understand your situation and needs and work with you and your family to determine what may be in your best interests academically, so that appropriate actions can be taken to assist you and facilitate your communications and
interactions with your instructors.

We recognize that in the immediate aftermath of a tragic loss or injury, the farthest thing from your mind may be your academic situation. However, when you are ready and able to resume your studies or to take appropriate steps affecting your academic future, we in the Trinity College Dean’s Office pledge to help you in any ways that we can.

Ball State University

From Code of Student Rights and Responsibilities Section 1.6.9 Right to Funeral and Bereavement Leave

a. Students will be excused from class for funeral leave in the event of the death of a member of the student’s immediate family or household, including: father, mother, husband, wife, son, daughter, grandfather, grandmother, grandchild, brother, sister, father-in-law, mother-in-law, daughter-in-law, son-in-law, stepfather, stepmother, stepson and stepdaughter. The number of excused absences allowed is determined by the distance of funeral services from Muncie, Indiana, as follows:

Three work days - Within 150 miles radius of Muncie

Four work days - Between 150-300 miles radius of Muncie

Five work days - Beyond 300 miles radius of Muncie

Seven work days - Outside of North America

If the student is unable to attend the funeral services, the student will be allowed three work days for bereavement.

b. In the event of the death of a student’s stepmother-in-law, stepfather-in-law, brother-in-law, sister-in-law, uncle, aunt, nephew, and niece, students will be allowed one work day.

c. A student may contact the Office of Student Rights and Community Standards to request that an informational notice (without verification) be sent to the student’s instructor(s). The student will provide documentation to each instructor. Given proper documentation, the instructor will excuse the student from class and provide the opportunity to earn equivalent credit for assignments missed. If the student is not satisfied with the outcome, he or she may appeal as outlined in the Ball State University’s Procedure for Student Bereavement Leave Appeals. (See below.)

Procedures for Student Funeral and Bereavement Leave Appeals

A. To initiate a Funeral and Bereavement Appeal, the student must request a review of funeral and bereavement conflict by contacting (in person, by phone, or by letter) the faculty member, or in his or her absence the department chairperson. Students are strongly encouraged to request the review as soon as the funeral and bereavement conflict becomes apparent, but must request the review no later than ten (10) school days after the start of the next academic (fall, spring, or summer) semester following the semester or summer session in which the funeral and
bereavement conflict occurred. The faculty member, or in his or her absence the department chairperson, must respond to the student’s request within ten (10) school days after receipt of the request.

B. If the matter cannot be resolved with the faculty member, the student must inform the department chairperson of the disagreement with the faculty member and present the student’s side of the dispute. The department chairperson will then attempt to resolve the dispute by consulting all affected parties.

C. If the department chairperson cannot resolve the dispute to the student’s satisfaction, the student may continue with the appeals process by contacting the Dean of the College in which the department resides. The Dean will then attempt to resolve the dispute by consulting all affected parties. If the Dean of the College cannot resolve the dispute to the student’s satisfaction, the student may appeal to the Provost and Vice President for Academic Affairs, who will consult all affected parties. The decision of the Provost and Vice President for Academic Affairs is final.

D. In the case that the faculty member involved in the appeal is the administrator next in the line of the appeal process, then the appeal will move directly to the next level.
The authors discuss lessons from a multifaceted research program focused on how individuals find meaning in the wake of loss experiences. These lessons offer guidance to help bereaved students make sense of bereavement and move beyond grief to growth.

Lessons of Loss: Meaning-Making in Bereaved College Students

Robert A. Neimeyer, Anna Laurie, Tara Mehta, Heather Hardison, Joseph M. Currier

Toward the end of the fall semester, Tom receives a call from home informing him that the car belonging to his depressed uncle has been found on a bridge near town with the keys still in the ignition. As Tom struggles to concentrate on final exams and as police dredge the river for his uncle’s body, Tom turns to trusted professors for reading materials to help him and his family make sense of this tragic death and grapple with their traumatic grief constructively.

Following the murder of a teammate, the eighteen members of a women’s athletic team accept the recommendation of their coach to attend a meeting with a male and a female counselor. The students’ responses are as diverse as their ethnicities and cultures—some eulogizing their friend, some voicing their pain and fear through tears and choking sobs, some expressing their guilt for allowing their friend to drift into “the wrong crowd,” some remaining stoic, and most expressing rage at the suspected killer. While helping students share these feelings and encouraging them to use the group to address their common concerns, the counselors answer the women’s questions regarding the nature of the death whenever possible and suggest strategies for managing their grief. They conclude by offering another meeting in one month for those who are interested.
Jill, a student in her early thirties, seeks services at the university counseling center nine months after the “horrendous” death of her mother as a consequence of lifelong alcohol abuse. Compounding her acute grief over the death is a powerful sense of guilt from her failure to respond to her mother’s attempts to draw closer as her life-threatening liver disease worsened and as Jill’s partner, Kendra, demanded that she distance herself from her “pathological family.” Jill’s mother died alone, and Jill is left feeling that much between them was left unsaid. With her grades slipping, her sense of isolation from friends and family growing, and her own reliance on alcohol increasing, Jill is desperate to break out of the cycle in which she feels trapped before she “repeats Mom’s life story.”

These scenarios represent only three of the countless ways death can enter the lives of college students of all ages, sometimes foreshadowed by grim anticipation, though often sudden. Indeed, the rates of college student bereavement indicated in our own research (Hardison, Neimeyer, and Lichstein, 2005) converges with that of others (Balk, 2001) to suggest that approximately 25 percent of college students have lost a significant family member or friend in the past year and nearly 50 percent have suffered a loss in the past two years. If only because the prevalence of such loss is matched by widespread inattention to this stressful life transition (Balk, 2001), bereavement might be regarded as a “silent epidemic” on campus, one that can have adverse consequences for how students engage the academic, social, and developmental challenges of college. In this chapter, we offer concrete suggestions, based on our extensive research on bereaved students, to support such students, with a special emphasis on students’ attempts to revise their understanding of the world now that their outlook has been shaken by tragic loss.

When Grief Is Complicated

Bereavement is a normal life transition and one that most survivors meet with resilience and constructive forms of coping (Bonanno, 2004). Although grief is never simple or easy, we must distinguish between the normative experience of most bereaved individuals and “complicated grief,” a specific psychological condition under consideration for inclusion in the next revision of the Diagnostic and Statistical Manual of Mental Disorders. Evidence suggests that for approximately 10 to 15 percent of bereaved persons, this debilitating and prolonged form of grieving can pose severe long-term risks to their psychological and physical health through its association with generalized anxiety, depression, and stress-related diseases of the cardiovascular and immune systems (Ott, 2003; Prigerson and Maciejewski, 2006). Some of the symptoms associated with complicated bereavement or grief include yearning and pining for the deceased at least daily for months on end, difficulty accepting the death, loss of purpose, impaired functioning in life roles, and feelings of unease about moving ahead with one’s life (see Zhang, El-Jawahri, and Prigerson, 2006, for complete criteria). Even in
milder forms, grief complications, such as preoccupation with the death of a friend or family member, can disrupt the emotional, social, and academic functioning of college students, posing significant challenges to their successful negotiation of normal tasks of college life (Janowiak, Mei-Tal, and Drapkin, 1995).

Loss experiences such as those of the students described at the start of the chapter can challenge seriously each of the domains of students’ psychosocial development (Chickering and Reisser, 1997). Bereaved students, regardless of age, seek cognitive understanding of sometimes senseless losses, struggle with the powerful emotions death engenders, confront the grief responses of others to the same loss, and seek to reestablish a sense of purpose and direction as they integrate the loss into their ongoing lives (see Chapter Two). Although most bereaved individuals surmount these hurdles (Bonanno, 2004), some will not. Therefore, college counselors, residential life staff, coaches, faculty, and administrators should be alert to symptoms of complicated grief that show little reduction across time (see Prigerson and Maciejewski, 2006).

In our research on bereaved students, we have studied a broad spectrum of concerns stemming from loss, ranging from worrisome behavioral patterns to subtle concerns about the meaning of life and spiritual issues. In one study, Hardison and her colleagues (2005) concentrated on sleep and grief-related symptoms in a cohort of more than five hundred bereaved college students. The bereaved students were more likely to meet criteria for insomnia diagnosis than a sample of three hundred nongrieving peers, a diagnosis to which those who were bereaved by the violent deaths of loved ones were particularly prone. The students who suffered violent loss were also at greater risk for complicated grief symptoms than those whose loved ones died from natural causes. Furthermore, closeness to the deceased (as assessed by the level of reported intimacy in the relationship) was associated with more symptoms of complicated grief, whereas whether or not the deceased was a family member was not. Therefore, emotionally close nonfamily losses (as of dating partners or classmates) can be as distressing to college students as the loss of kin and deserve attention by college counseling services. In addition, insomniacs in the bereaved group reported more complicated grief symptoms than the noninsomniacs, which may indicate that insomnia and complicated grief can become mutually reinforcing. Moreover, students with complicated grief symptoms and insomnia reported troubling behavior patterns, including impaired daytime functioning and reliance on alcohol and medication to induce sleep.

Because of the link between insomnia and problematic grief responses, counselors working with bereaved students should assess each client’s sleep patterns. From a practical standpoint, both pharmacological and behavioral sleep interventions with bereaved students could mitigate the intensity of grief symptoms following a loss or prevent a course of normal grief from becoming protracted and complicated. In addition to using such familiar methods as relaxation training to help troubled students prepare for bedtime, a host of techniques focused on sleep enhancement—such as using
bedtime only for sleep and avoiding daytime napping (Lichstein, 1994)—could prove useful in breaking the cycle of recurring processing of the loss and sleeplessness. When combined with counseling and educational strategies to address grief, such sleep-restorative interventions can help students regain control of disrupted behavioral routines and take initial steps toward healthy adaptation to bereavement.

Finding Meaning Following Loss

A central theme in most of our studies of bereaved students concerns the processes by which students reassess and revise their sense of how the world works after their worldviews have been challenged by loss (Neimeyer, 2002). This approach to the life transition occasioned by the death of a loved one reflects a broader constructivist perspective in psychology (Kelly, 1955; Neimeyer and Mahoney, 1995) that views people as beings who seek to find meaning in all experiences. According to this perspective, humans strive to organize life events according to personally significant ideas so that they can understand, anticipate, and to some extent control their world. Viewed in this light, human beings’ sense of self emerges from an ongoing effort to determine the meaning of life experiences in a way that is consistent with their ideas about who they were in the past and who they will be in the future. Anything that disrupts the coherence of one's self-narrative can challenge and erode not only the script by which one lives but also one’s very sense of self.

The death of a loved one ranks high on the list of potentially life- and identity-changing events. Bereaved individuals, including college students, often regard the story of their lives as being demarcated by their death loss experience. Consider the comments of a college student regarding death of her mother a few years before: “[My mother’s] death is the defining moment in my life. That is what defines me. . . . I am the girl whose mom died; that is me. I’d have to say that was the defining moment in all aspects. That’s what changed my life. . . . It just splits your life in half from before and then after” (Schultz, 2007, p. 25).

In the immediate aftermath of the death of a friend, mentor, or family member, bereaved students often draw on spiritual or philosophic beliefs, as well as familiar relationships and routines, to find a modicum of meaning and stability in a world that has been shaken (Balk, 1997). Those who succeed in integrating the loss into their existing structures may be characterized as resilient, bouncing back relatively quickly to resume their preloss patterns and to recover their familiar sense of self (Neimeyer, 2006). But for others, such losses can overturn their taken-for-granted assumptions that the world is predictable, that the universe is benign, that important attachment relationships can be counted on, and that they are competent to face life’s demands (Edmonds and Hooker, 1992). The consequence of the disruption of these assumptions (Janoff-Bulman, 1989) can be far-reaching, disorganizing not only one’s routines and relationships in the present but
also calling into question one's long-term plans and commitments. Under favorable circumstances, this shaking up of a stable sense of self can lead to significant growth (Calhoun and Tedeschi, 2006) as the bereaved person deepens his or her perspective on life; reviews and revises basic priorities; and grows in maturity, competence, and compassion (Neimeyer, 2004). When attempts at making sense of the loss, finding some form of silver lining in the dark cloud of bereavement, and rebuilding a sense of self without the loved one fail, however, exacerbation of distress and coping attempts marked by rigid and recurrent cycles of thought can result (Gillies and Neimeyer, 2006).

In the following sections, we discuss our research on bereaved college students with an emphasis on the practical implications of each study. We conclude with remarks on student diversity and bereavement and points to remember for counselors and other campus professionals.

**Violent Versus Natural Death.** Even the natural and anticipated death of a significant person can be fraught with difficulty for students, who return home in midsemester for the funeral of a beloved grandmother, witness a mother's slow demise from metastatic breast cancer, or learn of an uncle's death from emphysema. But when the loss is sudden and grotesque, as through mutilating automobile accidents, suicide, or homicide, the challenge to the student's capacity to make meaning of the tragic event can be even greater. After we established the general tendency of violent death to be associated with more intense and disorganizing grief for survivors (Currier, Holland, Coleman, and Neimeyer, 2006), we turned to testing whether a student's ability or inability to make sense of the death was related to the cause of death or to common reactions associated with certain causes of death. Establishing such an association could assist individuals working with bereaved college students. If making sense of the death is a particularly salient issue for those grieving violent death losses, encouraging grieving students in their efforts to make some sort of sense of the experience could be a first step in helping them integrate the tragedy and move forward with their lives.

More than one thousand bereaved college students, nearly three hundred of whom had lost loved ones to violent forms of dying, completed a measure of complicated grief symptoms and reported how much sense they had been able to make of the loss, in whatever terms mattered to them (spiritual, philosophical, practical, and so on) (Currier, Holland, and Neimeyer, 2006). These data were analyzed to see if the more intense and debilitating grief symptoms of the members of the violent bereavement group could be explained by their failure to find meaning in the loss. This was precisely what emerged: the more problematic grief of students whose loved ones died of suicide, homicide, or accidents was nearly perfectly accounted for by the failure of their search for meaning to lead to any sustaining answers for a senseless loss. Indeed, sense-making continued to account for the uniquely complicated adjustment of this group even when compared with sudden natural death causes, as through heart attack.
These results indicate that individuals working with college students who are grieving violent deaths must consider how they can assist these students in searching for significance and meaning in the loss. For example, we have found it helpful to begin by exploring the circumstances surrounding the death, encouraging students to relate the story of the loss and others’ reactions to it, in greater detail than they do in other contexts, perhaps closing their eyes to give them privacy in reliving its intensity. Such revisiting of the death, sometimes repeated across sessions, has been effective in working with students grieving traumatic deaths (Shear, Frank, Houch, and Reynolds, 2005). In addition to revisiting the experience, we recommend exploring students’ processes of finding meaning by prompting them with open-ended questions:

- How did you make sense of the death or loss at the time?
- How do you interpret the loss now?
- What philosophical or spiritual beliefs contributed to your adjustment to this loss? How were they affected by it?
- Are there ways in which this loss disrupted the continuity of your life story? How, over time, have you dealt with this?

Patricia, for example, recounts her father’s death by heart attack when he was helping her move into her college residence hall, focusing on his background of suspicious cardiac symptoms and the dramatic but futile attempts of the paramedics to revive him. Reflecting on the question concerning spirituality a year following his death, she noted:

> At the time of his death, I think I was much more aware of how my spiritual beliefs impacted the experience. It seemed as if my dad’s body was no longer him, and in a way, it seemed like his spirit had left. Maybe the sense I had of this made it easier to deal with the burial and his no longer physical presence. My spiritual beliefs grew stronger as a result of the experience, because I was affected greatly by seeing the moment when he no longer was alive or conscious. I have less fear of death now, because my father has gone before me.

College campuses are challenged to consider institutionally based strategies for facilitating sense-making when violent deaths affect the entire campus. Memorial services, tangible markers of remembrance (such as tree plantings), and opportunities to share stories regarding those who have died may be necessary when deaths are violent. Such community-based activities may allow members in the community to establish a shared sense of meaning. Deaths, particularly when they attract considerable media attent-
tion (as the 2007 shootings at Virginia Tech did), challenge the campus community’s sense of its collective identity as well as individuals’ sense of self.

**Sense-Making Versus Benefit-Finding.** As important as sense-making seems to be in bereavement adaptation, it is only one possible form of finding meaning in the wake of loss. Another is benefit-finding, in which bereaved people seek to grasp some positive implications of the loss. Consider, for example, the quest for some benefit in bereavement pursued by Kevin, a student whose uncle wasted away with cancer:

It took me by surprise, his death. I have to learn to accept it though. Finding out someone close to me [died] was hard for me to accept, but I am sure it was even harder for him to know he was going to die. . . . But I still have other good times in my future. I don’t think he would have wanted me to be as upset and depressed as I am. He would have wanted me to celebrate his life, not his death. . . . I just don’t think I understood why he had to die. Everyone grieves in their own way.

In a way, I [am] glad I realized this, so maybe I will not take life for granted all the time. It’s pretty bad someone has to die to make me realize that, but I think Terry would understand. He had cancer, and he couldn’t change that. The doctors couldn’t. . . . It was his time, and if he accepts it, why shouldn’t I? [Neimeyer and Anderson, 2002, p. 59].

This search for affirmative insights for his own life was difficult, articulated only after intensive and emotional journaling about the death some months after the loss. These insights also seemed to emerge against the backdrop of an ongoing attempt to make sense of the death and accept its finality.

Some investigators have found that benefit-finding plays a different—though complementary—role in bereavement adaptation than sense-making. Benefit-finding may in fact serve as a better predictor of adjustment in the second year of loss, when the role of sense-making has begun to diminish (Davis, Nolen-Hoeksema, and Larson, 1998). To investigate this possibility, we conducted a survey of a large number of bereaved students, aged eighteen to fifty-three, in the first two years of their grief. This project included an assessment of their ability not only to make sense of the loss but also to find some benefit in it for themselves (such as becoming a stronger person) or for others (such as ending their loved one’s suffering) (Holland, Currier, and Neimeyer, 2006). Results provided only partial support for the findings of Davis and his colleagues. Students who found neither meaning nor compensatory benefit in the loss experienced the most complicated grief symptoms. Students who were able to identify some benefit, in the presence or absence of sense-making, fared better than those who did not identify some benefit. However, the best adjustment was reported by students who reported high degrees of sense-making but only low benefits in the loss. Although this result was unexpected, it might suggest that being able to integrate the death into one’s life story in a way that makes it somehow understandable is more crucial than...
finding some benefit in the experience, which might be viewed as selfish by some students. If this result is replicated by further research, it could imply a secondary role for benefit-finding in softening the impact of loss when a deeper meaning for the loss cannot be found.

Techniques for fostering benefit-finding in the wake of loss include questioning and journaling methods (Neimeyer, 2002). Counselors working with bereaved students can use these methods to assist their clients in identifying positive impacts of their losses. Counselors also can counter client’s perceptions that such a search is selfish or inappropriate, perhaps by drawing attention to their greater capacity to reach out to others.

**Continuing Connections.** One of the more revolutionary changes in theories of grief during the past decade has been a widespread critique of the classical Freudian assumption that grieving involves a process of letting go of the one who had died to invest energy and commitment in new relationships (Klass, Silverman, and Nickman, 1996). Rather than breaking the bond with the deceased, the goal of grieving is viewed as redefining the relationship so that it can be sustained symbolically, spiritually, or in memory, through shared storytelling with family and friends, and in a host of ways that permit attachment to the deceased to remain a vital part of one’s life (Attig, 1996; Hedtke and Winslade, 2003).

To examine the concept of continuing connections for bereaved college students, we conducted a study to see if bonds with the dead interacted with meaning-making to predict levels of complicated grief symptoms (Neimeyer, Baldwin, and Gillies, 2006). More than five hundred bereaved college students, ranging in age from young adulthood to midlife, completed the measure of complicated grief, reported on their level of success in making sense of their loss, and indicated the extent to which their sense of identity had changed since the loss. They also indicated if this change in identity had been for the better (for example, by becoming more compassionate or reordering life priorities) or worse (becoming more fearful or more reluctant to get close to others for fear of losing them). They also completed a measure of their continuing connection with the deceased, rating the degree to which they sought the loved one’s belongings or things that reminded them of the person, had inner conversations with the individual, and so on. As one might expect, symptoms of complicated grief were greater for losses of family than nonfamily members, for those to whom students felt closer, and for students whose identity was most shaken and changed by the death. In contrast, both sense-making and benefit-finding were associated with more positive grief outcomes. Students who continued to feel attached strongly to their loved one but for whom the death made little sense experienced their loss as anguishing and intense. In contrast, even high levels of continuing connection could be managed more easily when the death could be understood within some broader framework.

Counselors seeking to explore the nature of the continuing connection with the dead loved one might make use of questions about the continuing
relationship, coupled with questions about practical coping methods, sense-making, and benefit-finding. Additional techniques for exploring or strengthening a meaningful and comforting bond with the deceased include the “life imprint” method and memory books (Neimeyer, 2002).

In much the same way, educators who advise student organizations, direct living units, or work with teams in which a member has died can help grieving survivors maintain a bond with their lost colleague. Creating a memory book together, for example, could be beneficial. Students might also create a meaningful legacy or memorial for their friend, such as posting messages on the Facebook and MySpace pages of the deceased.

A Note on Diversity. We should note that nearly all research on bereavement is conducted on Caucasian populations. To help rectify this imbalance in the literature, Rosenblatt and Wallace (2005) conducted a qualitative study with a small sample of African Americans, yielding some fascinating insights about unique dimensions of their responses to bereavement as a function of a history of racism, different family structures, a strong sense of connection to the deceased, and the impact of violent death on the community. To extend these promising preliminary understandings, we assembled what we believe is the largest database of bereaved African American students yet assembled and examined distinctive features of their grief (Laurie and Neimeyer, forthcoming).

More than 1,600 bereaved college students, nearly 650 of whom were African American, participated in the study. Respondents completed the meaning-oriented and continuing-connections measures described earlier, as well as questions regarding the circumstances surrounding their losses. Results indicated that African American students experienced more frequent bereavement by homicide (11 percent) than their white peers (2 percent) but lower levels of suicide and accidents. African American participants—in contrast to their white peers—also described higher levels of grief, stronger continuing connections with the deceased, greater distress over the loss of kin beyond the immediate family, and a stronger sense of support in their grief, although they were less likely to talk with others about the loss or seek professional support for it.

Among the implications of these results for bereavement support for African American students are that educators and counselors should perhaps expect that grief may be more acute for these students than they assert; in other words, a norm of “being strong through suffering” could lead some bereaved blacks to minimize their distress. A second factor to consider is the tendency of African American students to experience more grief for the loss of extended relationships beyond the nuclear family as a function of the supportive system of kinship that reaches beyond parents and siblings to include relationships with grandparents, aunts, uncles, cousins, friends, and members of the church community. From the standpoint of intervention, this implies not only that educators and counselors should respect the emotional significance of losses of seemingly “distant” kin, but they also
might seek to use such expanded systems in supporting bereaved students. They might, for example, conduct grief support within the campus religious community, black student groups, and other relevant organizations. The more frequent occurrence of homicide bereavement among African American students suggests the importance of tailoring interventions for this population, such as by drawing on the narrative and support group structures now being developed for groups affected by this tragic form of loss (Rynearson, 2006). As this research suggests, more attention should be given to the distinctive needs and resources of communities defined not only by ethnicity but also by sex, sex-role orientation, and other relevant dimensions.

Practical Points to Remember and Apply

Bereavement may be a silent epidemic on campuses. Although most students cope with death losses effectively, others experience protracted and debilitating symptoms. Campus professionals must be sensitive to the prevalence of grief on campuses and consider the implications as they interact with students, develop programs, and determine policy.

Many students troubled by grief may present counselors, academic advisors, faculty members, or other campus professionals with problems that are secondary to the loss, such as impaired ability to concentrate on their studies and reliance on alcohol or drugs. Insomnia, especially the kind that worsens over the first few months following loss, can be an important marker of complication and a focus for intervention. Campus professionals must be attuned to the behaviors that can indicate an internal struggle with bereavement and assess and intervene appropriately (including referring the student for mental health–related services).

Although all deaths can be challenging for bereaved students to integrate into their life stories, those arising from violent circumstances may be the hardest. Joining students in a quest to make sense of such losses is important, although counselors and educators should avoid offering easy answers to difficult questions. Efforts can be designed to assist students in the face of violent death losses; depending on the campus context, these efforts could be individual or institutionwide.

Finding some silver lining in the dark cloud of loss, such as affirming movement toward greater compassion, growth, and maturity, can be helpful to bereaved students. Counselors and others should not push students toward insights for which they are not ready, nor should anyone imply that they should let go of their pain and “look on the bright side.” When meeting with bereaved students on an individual basis, educators should be open to comments about benefit-finding while avoiding minimizing the student’s experience of loss.

For many students, maintaining a connection with their loved one beyond death (through such means as cultivating memories, recording or sharing stories, or continuing the person’s legacy in the student’s own life)
can be a constructive response to loss. Counselors should be aware, however, that a close connection in the absence of a sense of meaning in the loss can be associated with more, rather than less, distress. Therefore, counselors should be attuned to bereaved students who display evidence of connection while also being able to find little or no meaning in the loss. Students grieve differently as a function of who they are; there is no single “normal” way to adapt to the loss of a significant person in one’s life. Cultural and ethnic differences in experiences of death and practices related to death should be understood and respected and should be reflected in responses to the bereaved. Colleges and universities must therefore attend to both the unique needs and unique strengths of various groups in the services they provide and the outreach they offer.

**Conclusion**

Bereavement is among the most stressful life experiences and transitions experienced by college students, not only because of its prevalence but also because it can negatively affect developmental tasks associated with traditional-age students. Nevertheless, if integrated meaningfully into a student’s life story, loss can foster personal growth. Consider the following words from Patricia, the student whose father had a heart attack while helping her move into her residence hall, expressed as she was about to graduate:

> Overall, I try to live life fully now, and I am less ruled by fear. I think I take more risks in relationships and try to keep from just hiding behind my accomplishments. I do not want necessarily to be remembered for what I did but more for who I am.

> I have a greater understanding of the humanness of all people. I think that before, I might have not really understood how there is no “superhuman” person who can move through life forever. We are all affected by our human condition. Everyone has loss, and everyone dies. I think that awareness brings me into a more open stance with getting to know and connect with others . . . . Maybe my father taught me that love does not have to be an action. Love is a presence, a knowing, and a way of being.

We hope that our research makes a small contribution to such life-affirming outcomes, pointing not only to the possible pitfalls of bereavement but also to possibilities for growth as students negotiate the transition from mourning to meaning.

**References**


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HEATHER HARDISON is a psychologist in private practice in Tennessee.
The author offers evidence that 22 to 30 percent of college undergraduates are in the first year of bereavement, reviews the effects of their grieving, and addresses implications for colleges and universities.

Grieving: 22 to 30 Percent of All College Students

David E. Balk

At any given time, 22 to 30 percent of college undergraduates are in the first twelve months of grieving the death of a family member or friend. This conclusion, startling to some but accepted by others, comes from a variety of sources at academic sites in the United States and Europe. Information about the prevalence rate resulted from clinical observations and anecdotal reflections and from empirical studies using convenience samples. No carefully designed study using random sampling has examined bereavement’s prevalence among college students, but conviction that the 22 to 30 percent figure is correct is growing. Some researchers have begun examining the effects of college student bereavements, effects that unfold as bereavement extends from the first twelve months.

In this chapter, I examine the formal and informal bases for beliefs in the 22 to 30 percent prevalence rate and consider what empirical studies have uncovered about manifestations of bereavement in the lives of college students. I conclude by posing the question “What relevance, if any, does this information have for universities and colleges?” and offer some initial answers.

Data Sources for Prevalence Assertions

Anecdotal Evidence. In the late 1980s and early 1990s, most college administrators and faculty members I knew expressed skepticism that 22 to 30 percent of college undergraduates were in the first year of bereavement.
They considered the survey findings (officially reported in Balk, 1997, but informally discussed from the early 1990s) a fluke and, because the findings came from convenience rather than random sampling, doubted that the 22 to 30 percent assertion offered a true picture. Then, one day in 1993 in conversation with the president of Kansas State University, I mentioned my interest in college student bereavement and asked, “President Wefald, what percentage of undergraduates do you think are in the first year of bereavement?” He responded, without hesitation, “Oh, about 25 percent.” When in astonishment I confirmed this estimate and asked how he knew, he simply stated, “David, I’ve been intimately connected with higher education and college students for too many years not to know.” Since that conversation, a few other college administrators have indicated that it does not surprise them that empirical studies have uncovered a 22 to 30 percent prevalence rate. It has become clear to me, however, that many persons’ responses to learning there is such a high proportion of bereaved students is “So what?” These persons have experienced bereavement themselves, know that they worked through it, and consider it a human misfortune for which people do not need professional care. In this reaction, they agree with Freud ([1917] 1957), who maintained that normal bereavement is not a pathological disturbance requiring professional intervention.

**Clinical Observation.** Counselors and other mental health professionals at college counseling centers have remarked that issues of loss affect a significant percentage of the students who come to them for help. These counselors worked at four universities where I have taught: Kansas State University, Oklahoma State University, City University of New York at Brooklyn College, and the University of Arizona. Students did not see, however, that issues of loss were problems to bring to a counselor’s attention. Loss, often unresolved, simply formed the story of the students’ lives, and knowledge of the loss came out as the skilled helpers allowed the students to tell their stories. Counselors at all these institutions expressed confidence that bereavement was a defining issue in the lives of no less than 40 percent of the students on the campus but was not a matter needing professional help. They believed that only a small proportion of students, somehow stuck in their grief, would benefit from counseling.

**Empirical Study.** Mortality rates on college campuses provide one source of data from which to infer the prevalence of bereavement among college students. Wrenn (1991) noted that annual rates of death of students ranged from 4 to 15 per 10,000 students, and extrapolating from the total student population in the United States, he inferred that anywhere from 5,000 to 18,750 students die each year. Most of these deaths are due to vehicular accidents, but there is alarm over the rising incidence of college student suicides (Haas, 2004): 7.5 suicides for every 100,000 college students. Alcohol is thought to have a role in many of these deaths (Hingson and others, 2002), and alcohol-related deaths are likely to continue as a
result of binge drinking among college students (Hingson, Heeren, Winter, and Wechsler, 2005).

In addition to the family members who grieve the death of a college student, the lives of students who knew the deceased are likely to be affected; in cases of student deaths due to driving under the influence, approximately one million students might also be left with physical injuries (Hingson, Heeren, Winter, and Wechsler, 2005). Effects of deaths of students on others thus account for part of the 22 to 30 percent bereavement prevalence rate.

LaGrand (1985, 1986) was the first to publish comprehensive empirical data on college student bereavement. He conducted a survey of college students in the state of New York and identified a variety of losses in many of their lives, among them the deaths of family members and friends. The deaths of loved ones accounted for nearly 30 percent of all the losses reported. LaGrand (1986) asserted that the public in general and the college community in particular dismiss the serious and continuing impacts that unresolved bereavement impose on young adults.

A study done over five semesters (1988 to 1991) at Kansas State University produced further empirical support that college student bereavement is more widespread than many persons had realized (Balk, 1997). Students enrolled in a human development course were invited to participate in a survey that included questions about bereavement; 994 students (68.8 percent of those enrolled) agreed to participate in the survey.

Most of the students (81.8 percent) indicated that a family death (most were of grandparents or great-grandparents) had occurred. Nearly 20 percent reported multiple family deaths. For example, one twenty-two-year-old undergraduate reported that her father, sister, brother, and grandparent had all died. Although the average time since a family member’s death was 4.4 years, 29.4 percent of participants reported that a family member had died within the previous twelve months, and 47.2 percent said one or more family members had died within the previous twenty-four months. Most of the deaths (83 percent) had been due to illness.

About three-fifths of the survey respondents (59.8 percent) indicated that a friend had died, and many of these students (46.6 percent) said they had been close or very close to the person who had died. On average, it had been 2.5 years since the friend’s death, and 27 percent of the students surveyed (268 of the 994 respondents) said the death had been within the past twelve months. Over 38 percent (549 students) said that a friend had died within the past twenty-four months. Most of the deaths (62.4 percent) had been due to vehicular accidents, 18 percent to illness (primarily cancer), 11.3 percent to suicide, and 6.2 percent to homicide.

Eighteen students in the survey volunteered to participate in an in-depth follow-up interview. Most of these students were in the first year of bereavement following the death of a family member or of a friend. All of the students acknowledged that students unaffected by the death underestimated
the intensity and duration of their grief reactions; they also reported that prior to their own bereavement, they would not have thought grief could be so intense or last so long.

This study’s limitations—it was conducted at one midwestern land grant university; used cross-sectional, convenience sampling techniques; included few in-depth follow-up interviews; and had an ethnically homogeneous sample (94 percent white)—have not deterred faculty and counselors at other universities from acknowledging that the findings about the prevalence of student bereavement mirror their experiences.

**Manifestations of Bereavement in the Lives of College Students**

Scholarly examination of college student bereavement has been scanty but is increasing. To this small body of literature we can add information gathered from clinical and other interventions with bereaved students. Most of what we know about the phenomenon of college student bereavement is framed in terms of psychological reactions. We know that the cascading effects of bereavement present difficulties for eighteen- to twenty-three-year-old college students and enduring obstacles for those whose mourning is complicated. We know some bereaved students seek help at student mental health centers, but the overall ratio of student enrollment at the university to caseloads at counseling centers indicates that seeking help is the exception rather than the rule.

A holistic template about bereavement’s effects describes the multifaceted impacts that irreparable loss can have in the life of the grieving student. This holistic template identifies six areas affected by grief: the physical, behavioral, interpersonal, cognitive, emotional, and spiritual. This template is formed from frameworks including Lindemann’s acute grief syndrome (1944), Attig’s existential phenomenological analysis of grief (1996), Bowlby’s use of attachment theory (1980), the emerging import given to meaning-making (Jordan and Neimeyer, 2003; Neimeyer, Prigerson, and Davies, 2002), and the surge of attention toward continuing bonds in the life of the bereaved (Klass, Silverman, and Nickman, 1996).

**Physical Effects of Bereavement.** Bereavement often has physical effects on college students (Balk and Vesta, 1998; Hardison, Neimeyer, and Lichstein, 2005; King, 1998; Oltjenbruns, 1996). One of these involves sleep problems. Insomnia has been identified as a significant somatic symptom of college students in the first and second year of bereavement; insomnia has been found to be particularly characteristic of the experience of college students with higher scores on a standardized inventory measuring complicated grief (Hardison, Neimeyer, and Lichstein, 2005). It is not surprising that bereaved college students, exhausted from lack of sleep, talk about how much effort and energy were required for what used to be normal activities such as climbing three flights of stairs to a classroom (see Balk and Vesta, 1998).
Behavioral Effects of Bereavement. Lindemann (1944) noted that a major behavioral effect of bereavement is loss of patterns of conduct. In line with this finding, bereaved college students have difficulty staying organized, managing their time, and meeting deadlines (Balk, Tyson-Rawson, and Colletti-Wetzel, 1993; Balk and Vesta, 1998). Some bereaved students engage in religious practices, such as praying and reading scriptures, behavior that could be seen to spill over into interpersonal aspects (Bible study and prayer with others) and cognitive effects (searching for meaning via religious frameworks) (Park, 2005).

Interpersonal Effects of Bereavement. What is known about effects of bereavement on college students’ interpersonal relationships? Unanticipated negative outcomes of bereavement for college students include secondary losses and incremental grief as unaffected friends dismiss the intensity and duration of grief, find a person’s ongoing grief both disquieting and wearisome, and shun the griever (Balk and Vesta, 1998; Oltjenbruns, 1996).

Cognitive Effects of Bereavement. Problems concentrating, studying, and remembering, with subsequent effects on grades and even college persistence, are the most obvious manifestations of cognitive effects of bereavement in the lives of college students (Balk, 2001; Balk and Vesta, 1998). Servaty-Seib and Hamilton (2006) noted that bereaved students’ grades dropped significantly in the first semester of bereavement. Given the immediacy of the impact of poor grades on the bereaved student and given the impact of poor academic performance on student completion of degree programs and pursuit of professional careers, timely institutional responses to meet these academic needs seem warranted and consistent with the university’s mission to facilitate student development.

Emotional Effects of Bereavement. An anecdote from a twenty-year-old woman whose fiancé had died vividly illustrates the emotional effects. One evening a few weeks after her fiancé’s death in a high-speed car crash, Karen was sitting on her bed and burst suddenly and violently into tears. She didn’t want to be crying but couldn’t stop herself and gasped for breath as she sobbed and wept. The intensity and duration of this first crying spell frightened her, and similar spells occurred numerous times thereafter. As with nearly all bereaved college students I have met, Karen reported that her friends did not appreciate how intensely painful her emotional reactions were and did not understand why these reactions continued for months following her loss.

Spiritual Effects of Bereavement. People suffering the spiritual effects of bereavement are looking for answers to the existential question “Why?” This questioning reveals that the bereaved person is reassessing assumptions about reality. Questions about goodness, purpose, fairness, and meaning emerge, as well as questions about interrelatedness and isolation (see Attig, 1996).

Clinical Interventions and Other Responses. Loss occurs as both background information and as a presenting problem when students seek help at student counseling centers (Floerchinger, 1991), and results from pilot studies with support group interventions and counseling groups indicate,
albeit tentatively, positive effects in the lives of bereaved students (Balk, Tyson-Rawson, and Colletti-Wetzel, 1993; Berson, 1988; Dodd, 1988; Janowiak, Mei-Tal, and Drapkin, 1995). These interventions need to be studied with randomized clinical trials and must respond to the concern in some circles that interventions to assist the normally bereaved are in reality unpredictable: beneficial for some persons, negligible for some, and potentially harmful for others (Jordan and Neimeyer, 2003). Questions about the effectiveness of grief counseling with the normally bereaved are based on inadequate analytical techniques and on faulty data, and clinical experience in a variety of settings supports the value of grief counseling with the normally bereaved (Larson and Hoyt, 2007a, 2007b).

**Recommendations**

I have four recommendations for addressing the legitimate question “So what?” when university faculty and administrators learn the prevalence rate of bereavement among college students. My recommendations focus on (1) research programs; (2) a center for bereavement research, intervention, and education; (3) review of bereavement response efforts on campuses; and (4) assessment of bereaved students’ needs.

**Research Programs.** I recommend studies using carefully designed stratified random sampling to examine the assertions that have come mostly from convenience sampling. Will the 22 to 30 percent prevalence rate hold up to better research design? We need longitudinal research to follow the trajectory of bereavement among college students; we need to overcome the reliance on cross-sectional studies. We could test, for instance, whether student bereavement trajectories form the three distinct patterns Bonanno (2006) has reported: resilience for most, recovery for a large plurality, and extended distress for a small minority. Research is one of the core values of the university, and rigorous research on college student bereavement speaks directly to what matters at a university.

**Campus-Based Bereavement Center.** A campus center devoted to bereavement research, intervention, and education should be established with links to college students, alumni, faculty, administrators, and the wider community. The center’s mission would be threefold: to discover knowledge about bereavement; to design, implement, and evaluate the effectiveness of interventions to assist the bereaved; and to educate about bereavement. The center would address major university goals: producing substantive scholarship, gaining notable extramural funding for sponsored programs, developing efficacious interventions and taking them to multiple sites, and engaging in partnerships with diverse stakeholders in the communities both on and beyond the campus.

One crucial task such a center can accomplish (in consort with university administrators) is to develop guidelines that require that campus counseling staff be trained in the treatment of grief, with professional workshops
offered at the center. Although making referrals to counseling center staff is frequently the first suggestion to address the needs of bereaved students, skepticism among grief counseling practitioners whom I know are skeptical that most counseling center staff members are sufficiently and appropriately prepared to understand and deal with the issues presented in bereavement.

Part of preparing counseling center staff to deal with students’ bereavement can consist of helping staff develop techniques for collecting loss histories from students. As mentioned earlier, experiences with loss—including divorce, breakups, and other nondeath losses—form the backstory of many students’ lives. Tamina Toray informed me that in her experience, “Although the student’s presenting problem may not focus on a current or past loss, such losses may have important ties or clues to the current issue facing the student, and thus it is worth the effort of ascertaining such connections.”

Conversations with students have taught me that even if they would never consider going to a counseling center for help, they are willing to talk informally with an interested and informed peer. The center can develop a curriculum to train students to become peer counselors who would be given certificates upon completing the curriculum. The university can advertise the peer counseling program and make available a list of peer counselors for students to contact informally.

The bereavement center can examine its offerings by commissioning evaluations to examine the full range of programs the center offers (Stake, 2004). It can then use the findings to make appropriate adjustments to these programs. In addition, as Jeffrey Kauffman pointed out to me, by including a clear action plan examining intervention efforts, the center will not need to do the research first as to what is the best intervention strategy, because service delivery will have a research component, making the practical services the centerpiece.

**Review of Bereavement Assistance Efforts on Campuses.** Two examples of university responses that readily come to mind are Georgetown University’s student-led efforts to provide assistance to bereaved students and the efforts at the University of Western Sydney to put in place a planned, responsive, structured approach when a student dies.

Georgetown University’s efforts are called the National Students of Ailing Mothers and Fathers (AMF) Support Network. The organization’s Web site (http://www.StudentsofAMF.org) states that its “mission is to support all grieving college students, empower all college students to get involved in service, and raise awareness about the needs of grieving college students.” The organization has obtained wide institutional and even national support. What is impressive is both that the organization has maintained systemwide involvement and that it began as a grassroots movement inspired by the desire of bereaved students to make a difference. It has been addressing head-on the “So what?” response by interacting with college administrators and bereavement professionals across the country (Fajgenbaum and Chesson, 2007).
The University of Western Sydney (UWS) developed its Student Death Response Plan (SDRP) to provide a structured protocol detailing what the university needs to do after a student dies (Cusick, 2007). The SDRP acknowledges the efforts at such places as the University of Minnesota (Rickgarn, 1987, 1996) in which selected teams of individuals sensitive to the needs of the bereaved are mobilized on campus when a student dies, but UWS counters that an institutionwide, coordinated response is needed because “the student is a member of a complex, highly regulated, strategically driven organization” and therefore a student's death “needs a multifaceted, coordinated and targeted institutional response that may go well beyond the scope of a dedicated team” (Cusick, 2007, p. 4). Wrenn’s pioneering work (1991) at the University of Arizona is credited for its seminal influence on the plans devised by the UWS.

Both the efforts at Georgetown and the efforts at UWS exemplify significant responses to the organizational mission and goals of the higher education institution. Somehow these specific responses to death and bereavement on a university campus have found ways that speak to the core of each institution. Involving these universities systemwide addresses directly the “So what?” question not by arguing that university engagement is the altruistic or sensitive thing to do but rather by framing the university’s involvement within the central mission of an institution of higher education: to reach out compassionately when life crises obstruct individuals and groups from engaging in the academic and scholarly raison d’être for the university (Balk, 2001; Pelikan, 1993).

**Needs Assessment.** What has not been discussed in this chapter but is a logical next step is determining what bereaved college students need and asking whether colleges should play a central role in meeting the needs of bereaved students. Needs assessments should take into account the empirical findings calling into question whether interventions assist the normally bereaved (Jordan and Neimeyer, 2003, 2007).

1. Rather than deciding that bereaved college students are on their own and merely wishing them good luck, we should make the effort to determine whether appropriate institutional responses can be put in place to help students get beyond a life event that can obstruct their best academic performance and may ultimately affect a school’s retention and graduation rates (Balk, 2001; Servaty-Seib and Hamilton, 2006). As Tamina Toray told me, “Referral to appropriate student services offices can provide grieving students much needed information to help them cope with their grief. Making academic changes such as dropping a course after deadlines have passed requires permission from the registrar or dean of student’s office. There are times when a complete yet temporary break from the rigor of academia (medical withdrawal) is needed by bereaved students, yet these students are often so overwhelmed by their loss that they simply walk away from their classes, leaving a record of failing grades to contend with upon return. Often bereaved students are unaware of such policies that can lighten their load or are too overwhelmed to take the necessary steps to implement them.”
2. Rather than bemoaning the lack of coordinated institutional responses to help bereaved students, we should determine what efforts, if any, will be of help.

3. We should ground needs assessment of bereaved students in the overall context of the university’s mission and assess how such university engagement will benefit both the students and the university.

4. We should establish regular means to identify bereaved students. Jeffrey Kauffman suggested to me administering brief questionnaires during orientation, including the question “Have you experienced the death of anyone close to you in the past year (or two years)?” Combining such assessment with an educational component about mourning could help remove the stigma associated with bereavement and normalize the grief process so that students feel more comfortable seeking services.

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**Student Section:** To be completed by Student after declaring the pursuit of the Credential or Certificate

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I have been admitted as a Non-Degree Seeking student at OSU: Yes ______ No ______

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I am seeking a SUBSEQUENT CREDENTIAL/CERTIFICATE:

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STUDENT SIGNATURE ___________________________ Date _______________

Head Advisor Approval ________________________ Date _______________

From College offering Credential or Certificate

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**College Section:** To notify the Registrar's Office after completion of the Credential/Certificate requirements

**COLLEGE VERIFICATION of COMPLETION of SUBSEQUENT CREDENTIAL**

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Please submit entire form to Registrar's Office upon completion of the Credential or Certificate.
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AR 25 i: “The student’s deadline to file an application with the Registrar is the end of the second week of the term”...

- **Petitioning Office of the Registrar** - Students may petition the Registrar's Office for exception to Academic Regulation AR 25 i. Application for a Degree

- **Complying with Academic Regulations** - Students are responsible for knowing and complying with the Academic Regulations and deadlines as published in the Schedule of Classes. (oregonstate.edu/registrar) Students are responsible for their actions and the decisions

- **Financial consideration** – Students whose reason to seek an exception to a regulation is solely to alleviate a financial situation may wish to contact the OSU Business Affairs, 737-3775. Academic petitions are not approved to resolve financial concerns.

- **Expectations** - Petitions are requests for exceptions to university policy and approval is not guaranteed.

- **The role of the advisor comments/approvals** - Advisor’s comments and approvals are advisory and are not binding on the Registrar’s decision.

The Registrar’s Office offers a Statement of Degree which certifies that the degree requirements have been met and the degree will be awarded at the end of a specific term. If this can meet your needs without changing your graduation term, a request the Statement of Degree should be submitted by e-mail to graduation@oregonstate.edu

A Late Application to Graduate is granted only when there are documented reasons, such as family emergencies, active military service or illness, as to why a student could not apply to graduate by the deadline (end of the 2nd term week). Graduation applications are open for senior students a year in advance of the desired final term.

The following are NOT valid reasons for granting the petition to apply to graduate after the deadline:

1) Forgetting to apply prior to the end of the required graduation application deadline

2) Not being aware of the graduation application deadline: 2nd week of the term (AR 25 i)

3) Forgetting to reapply within the 2 week grace period after a previous cancellation

4) Having been accepted into a graduate program that is beginning before your current graduation term ends

5) For employment reasons
   a. Having been hired or the prospect of being hired into a job
   b. To enhance your rank or economic circumstances within your current employment
   c. For professional licensure or certification

6) For personal convenience
   a. To change your commencement year
   b. Because your friend, family member, classmates are graduating this term

Please be sure that you have sufficient documentation to support your reasons for being granted this petition.

11/8/2011
Guidelines for completing the petition for Late Application to Graduate

Requirements that must be met before submitting this Late Application Petition

The deadline for submitting a petition is September 1st for prior academic year. No changes to your application will be considered for the prior academic year after September 1st of the current year.

An active graduation application for the next available term must be on file. If not, your application is to be submitted by using the automated graduation application found in your Student Online Services.

Your MyDegrees audit must reflect 100% completion of your degree requirements are met by the end of the term you are requesting. No degree requirements may be taken after the end of the term you are requesting.

Completing the Petition for Late Application form

Step 1) Complete the student information box on the front page of the form
   - Name, Student ID number, Address, etc.
   - Sign and date the form in this box

Step 2) On the reverse side, under Graduation Requirements, complete the Student Request section
   - Explain why a Statement of Degree will not meet your needs
   - Express in detail why this exception should be granted for you
   - Explain why the term graduation application deadline was not met
   - Print out and attach a copy of your MyDegrees audit

Step 3) Take the form to the Head Advisor of your college not your major advisor
   Honors College candidates: Head Advisor of University Honors College must also be included in this step. Attach another page for each college advisor
   - The Advisor will complete the Head Advisor Comment section
     - We need the advisor to specifically state why he or she supports your petition
   - The Advisor will Approve or Disapprove your petition
   - The Advisor must sign and date the petition

Step 4) Return the petition to the Registrar's Office for consideration and a decision.

I have read and understand both pages of these guidelines.

Signature_________________________________________ Date___________________

11/8/2011
Registrar’s Office steps for processing of the petition for Late Application to Graduate

1. Give the student the Guidelines with Petition form, to be complete and returned to Registrar's Office
   a. Give the student a brief explanation of the process when the form is picked up

2. Upon return of the petition
   a. Date stamp the Petition form
   b. Give the form to Assistant or Associate Registrar for a decision

3. The Assist. or Assoc. Registrar will make a determination to approve or deny the request

4. If the determination is approved,
   a. The graduation application will be changed to the term requested
   b. If the petition is granted beyond the award of the requested term degrees, the degree should be awarded
   c. The petition will be scanned into Nolij

5. If the request is denied
   a. The petition will be scanned into Nolij

6. There is no fee charged for processing this petition.

Registrar’s Office Guidelines for Approval of the Petition for Late Application to Graduate

1. The student must have an active graduation application for the a future term

2. The deadline for petitions is September 1st for the prior academic year.

3. The student’s MyDegrees audit must reflect 100% completed, with no degree requirements taken in the subsequent terms

4. The petition must be approved and signed by the Head Advisor of the major college

5. The student must give a reasonable explanation and compelling reason for the late application
   a. The reason for cancelation of a previous application was due to a University error
   b. The advisor’s comments must confirm this claim
   c. Military deployment causing unavailability to apply on time, the petition must be accompanied by official validation of this reason

The following are NOT valid reasons for granting the petition to apply to graduate after the deadline:

1) Forgetting to apply prior to the end of the 2nd week deadline
2) Not being aware of the graduation application deadline (AR 25 i)
3) Forgetting to reapply within the 2 week grace period after a previous cancellation
4) Having been accepted into a graduate program that is beginning before your current graduation term ends
5) For employment reasons
   a. Having been hired or the prospect of being hired into a job
   b. To enhance your rank or economic circumstances within your current employment
   c. For professional licensure or certification

6) For personal convenience
   a. To change the Commencement year or diploma year
   b. For financial consideration to solely to alleviate a financial situation (Student may wish to contact Business Affairs)
Executive Engagement Plan

- Plan robustly contributes to the University’s overall strategy to attract and retain the best and brightest students and faculty and contributes to OSU being recognized among the nation’s top 10 land grant institutions.
- Success of this plan is based upon the engagement and ownership of this plan by all facets of the University, including Oregon State’s executive leadership, deans, faculty & staff, and the Alumni Association and OSU Foundation.
- Success will be determined by assigning priority to this overall plan and its accomplishment.
- Individual accountability will determine the plan’s success.
- Success will also be defined by sustained financial and staff resources; on-going reporting and communication.
Examples of College, Departmental engagement

- High touch, personalized contacts, are very effective in recruiting highly sought-after students
  - Phone calls from faculty and/or Dean in academic area of interest to prospective students, families
  - Personalized correspondence from faculty and/or Dean in academic area of interest welcoming the student to the OSU community, to their department
  - Availability of faculty for unscheduled and scheduled college visits, tours that include meetings with faculty or administrators in academic area(s) of interest
  - Scholarship ‘packages’ combining central and college awards listed in the same letter – signed by the Dean, Provost or President
<table>
<thead>
<tr>
<th>University</th>
<th>1st Year Retention Rate</th>
<th>Six Year Graduation Rate</th>
<th>High Achieving Population 3.75+</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorado State University</td>
<td>84.0%</td>
<td>64.0%</td>
<td>35.5%</td>
<td>29,932</td>
</tr>
<tr>
<td>Cornell University</td>
<td>96.0%</td>
<td>93.0%</td>
<td>N/A</td>
<td>20,939</td>
</tr>
<tr>
<td>Iowa State University</td>
<td>84.0%</td>
<td>69.3%</td>
<td>36.0%</td>
<td>27,945</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>91.0%</td>
<td>77.0%</td>
<td>37.0%</td>
<td>47,278</td>
</tr>
<tr>
<td>North Carolina State</td>
<td>90.0%</td>
<td>73.0%</td>
<td>93.0%</td>
<td>34,376</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>92.5%</td>
<td>74.9%</td>
<td>N/A</td>
<td>55,014</td>
</tr>
<tr>
<td>Oregon State University</td>
<td>83.0%</td>
<td>60.0%</td>
<td>34.5%</td>
<td>23,761</td>
</tr>
<tr>
<td>Penn State University</td>
<td>92.5%</td>
<td>85.3%</td>
<td>30.2%</td>
<td>45,233</td>
</tr>
<tr>
<td>Purdue University</td>
<td>88.0%</td>
<td>68.8%</td>
<td>83.7%</td>
<td>39,726</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>91.0%</td>
<td>79.0%</td>
<td>N/A</td>
<td>49,129</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>77.4%</td>
<td>60.0%</td>
<td>22.9%</td>
<td>39,086</td>
</tr>
<tr>
<td>University of California, Davis</td>
<td>92.0%</td>
<td>82.0%</td>
<td>67.8%</td>
<td>31,392</td>
</tr>
<tr>
<td>University of Illinois</td>
<td>94.0%</td>
<td>84.0%</td>
<td>N/A</td>
<td>43,862</td>
</tr>
<tr>
<td>University of Wisconsin</td>
<td>94.8%</td>
<td>83.9%</td>
<td>52.7%</td>
<td>42,595</td>
</tr>
</tbody>
</table>
and explore the goals of the Higher Education Student Strategy.

and explore the goals of the Higher Education Student Strategy.

Successful and healthy growth and stable higher education students is crucial for the future success of our society. This is why higher education institutions must be supported with the necessary resources and strategies.

Financial support, innovative teaching methods, and effective assistance are crucial for the success of both students and the institution.

Strategic Imperative 5:

Strategic Imperative 5:

Strategic Imperative 6:

Strategic Imperative 6:

Strategic Imperative 7:

Strategic Imperative 7:

Strategic Imperative 8:

Strategic Imperative 8:

Strategic Imperative 9:

Strategic Imperative 9:

High Achieving Student Strategy

High Achieving Student Strategy

High Achieving Student Strategy
## Materials distributed at the May 12, 2010 Academic Advising Council meeting.

### Academic Performance Summary for Student Athletes

<table>
<thead>
<tr>
<th>Summary for Term: Winter 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Student Athletes on Active Rosters</td>
</tr>
<tr>
<td>Number of Student Athletes on the OSU Honor Roll</td>
</tr>
<tr>
<td>Number of Student Athletes in the Honors College</td>
</tr>
<tr>
<td>Number of Student Athletes with a 3.0 or better term GPA</td>
</tr>
<tr>
<td>Number of Student Athletes with a 3.0 or better OSU GPA</td>
</tr>
<tr>
<td>Number of Student Athletes with a 4.0 term GPA</td>
</tr>
<tr>
<td>Number of Student Athletes with a 4.0 OSU GPA</td>
</tr>
<tr>
<td>Number of Student Athletes on Academic Warning</td>
</tr>
<tr>
<td>Number of Student Athletes on Academic Probation</td>
</tr>
<tr>
<td>Number of Student Athletes Suspended</td>
</tr>
<tr>
<td>Number of Student Athletes Re-instated</td>
</tr>
</tbody>
</table>

### Academic Performance

<table>
<thead>
<tr>
<th>Student Athlete Academic Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Student Athletes on Active Rosters</td>
</tr>
<tr>
<td>Number of Student Athletes on the OSU Honor Roll</td>
</tr>
<tr>
<td>Number of Student Athletes in the Honors College</td>
</tr>
<tr>
<td>Number of Student Athletes with a 3.0 or better term GPA</td>
</tr>
<tr>
<td>Number of Student Athletes with a 3.0 or better OSU GPA</td>
</tr>
<tr>
<td>Number of Student Athletes with a 4.0 term GPA</td>
</tr>
<tr>
<td>Number of Student Athletes with a 4.0 OSU GPA</td>
</tr>
<tr>
<td>Number of Student Athletes on Academic Warning</td>
</tr>
<tr>
<td>Number of Student Athletes on Academic Probation</td>
</tr>
<tr>
<td>Number of Student Athletes Suspended</td>
</tr>
<tr>
<td>Number of Student Athletes Re-instated</td>
</tr>
</tbody>
</table>

### Demographics

<table>
<thead>
<tr>
<th>Student Athlete Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Ethnic Minorities (of 422 respondents)</td>
</tr>
<tr>
<td>In-State</td>
</tr>
<tr>
<td>Out-of-State</td>
</tr>
<tr>
<td>International</td>
</tr>
</tbody>
</table>

### College In each College

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Student Athletes</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Agricultural Sciences &amp; College of Forestry</td>
<td>13</td>
</tr>
<tr>
<td>College of Business (including Pre-Business)</td>
<td>84</td>
</tr>
<tr>
<td>College of Engineering (including Pre-Engineering)</td>
<td>46</td>
</tr>
<tr>
<td>Graduate College</td>
<td>0</td>
</tr>
<tr>
<td>College of Health &amp; Human Sciences</td>
<td>108</td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td>127</td>
</tr>
<tr>
<td>College of Science</td>
<td>49</td>
</tr>
<tr>
<td>University Exploratory Studies Program</td>
<td>58</td>
</tr>
</tbody>
</table>

### Beaver Teams Ranked by GPA

<table>
<thead>
<tr>
<th>Beaver Teams Ranked by GPA</th>
<th>Term</th>
<th>OSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>WVB - Volleyball (Women)</td>
<td>3.34</td>
<td>3.37</td>
</tr>
<tr>
<td>WSO - Soccer (Women)</td>
<td>3.32</td>
<td>3.24</td>
</tr>
<tr>
<td>WGO - Golf (Women)</td>
<td>3.29</td>
<td>3.18</td>
</tr>
<tr>
<td>WCC - Cross Country (Women)</td>
<td>3.25</td>
<td>3.38</td>
</tr>
<tr>
<td>WCW - Crew (Women)</td>
<td>3.25</td>
<td>3.27</td>
</tr>
<tr>
<td>WGY - Gymnastics (Women)</td>
<td>3.25</td>
<td>3.16</td>
</tr>
<tr>
<td>WCR - Novice Crew (Women)</td>
<td>3.23</td>
<td>3.33</td>
</tr>
<tr>
<td>WSW - Swimming (Women)</td>
<td>3.17</td>
<td>3.14</td>
</tr>
<tr>
<td>WSB - Softball (Women)</td>
<td>3.14</td>
<td>3.13</td>
</tr>
<tr>
<td>MCR - Novice Crew (Men)</td>
<td>3.09</td>
<td>3.19</td>
</tr>
<tr>
<td>WBB - Basketball (Women)</td>
<td>2.97</td>
<td>3.20</td>
</tr>
<tr>
<td>MGO - Golf (Men)</td>
<td>2.94</td>
<td>3.03</td>
</tr>
<tr>
<td>MSO - Soccer (Men)</td>
<td>2.93</td>
<td>3.08</td>
</tr>
<tr>
<td>MBA - Baseball (Men)</td>
<td>2.76</td>
<td>2.64</td>
</tr>
<tr>
<td>MCW - Crew (Men)</td>
<td>2.72</td>
<td>2.84</td>
</tr>
<tr>
<td>MBB - Basketball (Men)</td>
<td>2.52</td>
<td>2.57</td>
</tr>
<tr>
<td>MFB - Football (Men)</td>
<td>2.39</td>
<td>2.61</td>
</tr>
<tr>
<td>MWR - Wrestling (Men)</td>
<td>2.32</td>
<td>2.57</td>
</tr>
<tr>
<td>MEN</td>
<td>2.60</td>
<td>2.70</td>
</tr>
<tr>
<td>WOMEN</td>
<td>3.22</td>
<td>3.25</td>
</tr>
<tr>
<td>ALL</td>
<td>2.89</td>
<td>2.95</td>
</tr>
<tr>
<td>Number of Teams with a 3.0 or better term GPA</td>
<td>9 of 17 Teams</td>
<td></td>
</tr>
<tr>
<td>Number of Teams with a 3.0 or better OSU GPA</td>
<td>12 of 17 Teams</td>
<td></td>
</tr>
</tbody>
</table>
Jeri, Rich, May 2009

Here’s my two cents...

Although the intent of the NCAA may be to have a statement that is broad and all-encompassing, it is not realistic to hold a campus academic advisor accountable for any non-academic NCAA transgression. The expectation to notify someone, however, of a potential NCAA issue is legitimate, and I believe should be incorporated.

So, the language below hopefully reflects a definition just broad enough to handle the scope of the duties that would realistically fall within an advisor’s realm of NCAA accountability (e.g., minimum full-time enrollment, accurate documentation related to degree completion %, etc.) and also incorporate a line where a duty to report any suspected NCAA problems to the appropriate official is indicated.

So, I’ve obviously changed a few items from the original version (see below). Please contact me should you have any questions.

Thanks.

AP

“Associated duties of the incumbent for this position will be to work with the Department of Intercollegiate Athletics, most notably with the Associate AD – Academics and the Associate AD – Compliance, to assure that OSU student-athletes enrolled in the College’s programs are, in addition to adhering to all University-related academic standards, progressing towards meeting satisfying NCAA academic requirements pertaining to, but not limited to:

1) for minimum full-time academic course enrollments loads;
2) NCAA continuing academic eligibility standards; and
3) satisfactory progress toward their chosen degree.

In addition, an expectation of the incumbent will be to notify the appropriate Department of Athletics official of any possible NCAA-related issue/concern that he/she may have.”

Jeri,

Attached is draft language to float by Jacque and Meg. Also, I am copying Alex Parker, the Associate Athletic Director for Compliance for his input. I have sort of a double edged concern about this language. On one hand, the language is very narrow and specific, which might or might not be consistent with the NCAA intent – their desire being that these folks are held accountable for student athletes staying in compliance will all NCAA and PAC-10 rules (which, in my opinion, is way too broad to reasonably levy as an expectation for academic advisors.) On the other hand, the items listed are consistent with what academic advisors are currently doing, but if we try to broaden it out to an undefined mandate (as implicated by NCAA language), we could have a revolt on our hands. So, Alex, are you comfortable with this balance, and if not, do you have a suggestion or two that could put us on a track with which you would be comfortable?
December 29, 2009

NAME
POSITION
ADDRESS
OSU
CORVALLIS, OR  97331

Re:  Addendum to Notice of Appointment

Dear _________________:

This addendum is to inform you of changes to your Notice of Appointment that applies to your fiscal year 2010 employment.

Your position of ___________ has been identified as one that requires updating based on the National Collegiate Athletic Association (NCAA) regulations for Division 1 (FBS) universities. NCAA regulations state that all employees working outside the Athletics Department who are involved or associated with student-athletes must be aware of the University’s unambiguous commitment to comply with all NCAA regulations. Personnel within the Department of Intercollegiate Athletics are available to assist you should you have questions.

The NCAA regulations are available for your review at:

Please accept my apologies for this oversight and any inconvenience this may have caused you. If you have any questions regarding this notification, you may contact Rich Holdren or Alex Parker, Associate Director NCAA for the Department of Intercollegiate Athletics.

Please sign one copy of this addendum and return it to me.

Sincerely,

_____________________

I accept the changes outlined in this letter

_____________________

CC:  Office of Human Resources
Beginning College Survey of Student Engagement

We are interested in your high school experiences and how often you expect to participate in certain activities during your first year of college. The information that you provide will help your institution improve teaching, learning and the quality of the student experience. Thanks for your help. Write or mark your answers in the boxes. Examples: ☐ or ☑

Please print your student ID number in the box below. Do not print your Social Security number.

Please print the first three letters of your last name:

You are taking this survey:
☐ Before attending orientation
☐ While attending orientation
☐ After attending orientation
☐ Not applicable, not attending orientation

Please write in the 5-digit ZIP code of your home during your last year of high school. (U.S. residents only)

High School Experiences

1. Please write in the year you graduated from high school. (For example, “2008”)  

2. From which type of high school did you graduate? (Select only one.)
☐ Public
☐ Private, religiously-affiliated
☐ Private, independent
☐ Home school
☐ Other (e.g., GED)

3. What were most of your high school grades? (Select only one.)
☐ A
☐ B
☐ C
☐ A-
☐ B-
☐ C-
☐ B+
☐ C+
☐ Grades not used

4. To date, in which of the following math classes did you earn a passing grade?

<table>
<thead>
<tr>
<th>Class</th>
<th>Did not take</th>
<th>Passed</th>
<th>Did not pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Algebra II</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>b. Pre-Calculus/Trigonometry</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>c. Calculus</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>d. Probability or Statistics</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
</tbody>
</table>

5. During high school, how many years of the following subjects did you complete?

<table>
<thead>
<tr>
<th>Subjects</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. English/Literature</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>b. Math</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>c. Science</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>d. History/Social Sciences</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>e. Foreign Language</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

6. During high school, how many of the following types of classes did you complete?

<table>
<thead>
<tr>
<th>Types of Classes</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Advanced Placement (AP) classes</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>b. Honors classes (not AP) taught at your high school</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>c. College courses for credit</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

7. During your last year of high school, about how much reading and writing did you do?

<table>
<thead>
<tr>
<th>Type of Reading or Writing</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Assigned reading (textbooks or other course materials)</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Books read on your own (not assigned) for personal enjoyment or academic enrichment</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Writing short papers or reports (5 or fewer pages)</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Writing longer papers or reports (more than 5 pages)</td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

8. During your last year of high school, about how many hours did you spend in a typical 7-day week doing each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Preparing for class (studying, doing homework, rehearsing, etc.)</td>
<td>0-15</td>
</tr>
<tr>
<td>b. Working for pay (before or after school, weekends)</td>
<td>0-15</td>
</tr>
<tr>
<td>c. Participating in co-curricular activities (arts, clubs, athletics, etc.)</td>
<td>0-15</td>
</tr>
<tr>
<td>d. Relaxing and socializing (watching TV, partying, etc.)</td>
<td>0-15</td>
</tr>
</tbody>
</table>
During your last year of high school, about how often did you do each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Asked questions in class or contributed to class discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Made a class presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Came to class without completing readings or assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Discussed grades or assignments with a teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Worked with other students on projects during class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Worked with classmates outside of class to prepare class assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Prepared two or more drafts of a paper or assignment before turning it in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Had serious conversations with students of a different race or ethnicity than your own</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Discussed ideas from your readings or classes with teachers outside of class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Discussed ideas from your readings or classes with others outside of class (students, family members, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Talked with a counselor, teacher, or other staff member about college or career plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Missed a day of school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Did you take the SAT and/or ACT?

☐ Yes ☐ No

If yes, please write your scores below (as best you remember):

<table>
<thead>
<tr>
<th>SAT (possible range=200-800)</th>
<th>ACT (possible range=1-36)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Reading</td>
<td></td>
</tr>
<tr>
<td>Mathematical Reasoning</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Composite</td>
</tr>
</tbody>
</table>

Overall, how academically challenging was your high school?

Not at all challenging 1 2 3 4 5 Extremely challenging 6

During the coming school year, about how many hours do you think you will spend in a typical 7-day week doing each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not involved</th>
<th>Highly involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Working for pay on- or off- campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Relaxing and socializing (watching TV, partying, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 14 During the coming school year, about how often do you expect to do each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Ask questions in class or contribute to class discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Make a class presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Work on a paper or project that requires integrating ideas or information from various sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Work with other students on projects <strong>during class</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Work with classmates <strong>outside of class</strong> to prepare class assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Put together ideas or concepts from different courses when completing assignments or during class discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Discuss grades or assignments with an instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Discuss ideas from your readings or classes with faculty members outside of class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Receive prompt feedback from faculty on your academic performance (written or oral)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Work with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Discuss ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Have serious conversations with students of a different race or ethnicity than your own</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Try to better understand someone else’s views by imagining how an issue looks from his or her perspective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. Learn something that changes the way you understand an issue or idea</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. Have serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 15 During the coming school year, how certain are you that you will do the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Certain</th>
<th>Very Certain</th>
<th>Very Certain</th>
<th>Very Certain</th>
<th>Very Certain</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Study when there are other interesting things to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Find additional information for course assignments when you don’t understand the material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Participate regularly in course discussions, even when you don’t feel like it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Ask instructors for help when you struggle with course assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Finish something you have started when you encounter challenges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Stay positive, even when you do poorly on a test or assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 16 During the coming school year, how difficult do you expect the following to be?

<table>
<thead>
<tr>
<th>Difficulty Level</th>
<th>Not at all difficult</th>
<th>Very difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Learning course material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Managing your time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Paying college expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Getting help with school work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Making new friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Interacting with faculty</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 17 How prepared are you to do the following in your academic work at this college?

<table>
<thead>
<tr>
<th>Preparedness Level</th>
<th>Not at all prepared</th>
<th>Very prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Write clearly and effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Speak clearly and effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Think critically and analytically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Analyze math or quantitative problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Use computing and information technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Work effectively with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Learn effectively on your own</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How important is it to you that your college or university provides each of the following?

<table>
<thead>
<tr>
<th>Not important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

a. A challenging academic experience
b. Support to help you succeed academically
c. Opportunities to interact with students from different economic, social, and racial or ethnic backgrounds
d. Assistance coping with your non-academic responsibilities (work, family, etc.)
e. Support to help you thrive socially
f. Opportunities to attend campus events and activities

About how much of your college expenses (tuition, fees, books, room & board) this year will be provided by each of the following sources?

<table>
<thead>
<tr>
<th>Less than half</th>
<th>Half or more</th>
<th>All or nearly all</th>
<th>Do not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Scholarships and grants
b. Student loans
c. Parents/family
d. Self (work on-campus or off-campus, savings)

Did you receive a Federal Pell Grant?

- Yes
- No
- Do not know

What do you expect most of your grades will be at this college during the coming year?

(Select only one.)

- A
- B
- C
- A-
- B-
- C- or lower
- B+
- C+
- Grades not used

Do you intend to graduate from this college?

- Yes
- No
- Uncertain

What is the highest academic degree that you intend to obtain at this or any college? (Select only one.)

- Associate’s degree (A.A., A.S., etc.)
- Bachelor’s degree (B.A., B.S., etc.)
- Master’s degree (M.A., M.S., etc.)
- Doctoral degree (Ph.D., M.D., J.D., etc.)
- Uncertain

Additional Information

What month are you completing this survey?

- Jan
- Feb
- Mar
- Apr
- May
- Jun
- Jul
- Aug
- Sep
- Oct
- Nov
- Dec

Do you know what your major will be?

- No
- Yes, specify:

Are you, or will you be, a full-time student this fall term?

- Yes
- No

How many of your close friends will attend this college during the coming year?

- None
- 1
- 2
- 3
- 4 or more

Your sex:

- Female
- Male

Are you an international student or foreign national?

- Yes
- No

What is your racial or ethnic identification?

(Select only one.)

- American Indian or other Native American
- Asian, Asian American, or Pacific Islander
- Black or African American
- White (non-Hispanic)
- Mexican or Mexican American
- Puerto Rican
- Other Hispanic or Latino
- Multiracial
- Other
- I prefer not to respond

Please indicate whether your parents completed a 4-year college degree.

<table>
<thead>
<tr>
<th>Completed 4-year degree</th>
<th>Did not complete 4-year degree</th>
<th>Do not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother (or guardian)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father (or guardian)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How far is your home from this college?

- 20 miles or less
- 21-50 miles
- 51-100 miles
- 101-200 miles
- 201-400 miles
- More than 400 miles

THANKS FOR SHARING YOUR RESPONSES!

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### Student Background

<table>
<thead>
<tr>
<th>Name</th>
<th>John Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td>12345678</td>
</tr>
<tr>
<td>Last name (first 3 letters)</td>
<td>Stu</td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
</tr>
<tr>
<td>Home zip code</td>
<td>012345</td>
</tr>
<tr>
<td>Survey taken</td>
<td>Before attending orientation</td>
</tr>
<tr>
<td>First generation student?</td>
<td>No</td>
</tr>
</tbody>
</table>

### High School Experiences

<table>
<thead>
<tr>
<th>High school grades</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school type</td>
<td>Private, independent</td>
</tr>
</tbody>
</table>

**About how many hours did you spend in a typical 7-day week doing each of the following?**

- Preparing for class: 21-25 hrs
- Working for pay: 1-5 hrs
- Participating in co-curricular activities: 16-20 hrs
- Relaxing and socializing: 16-20 hrs

**About how much reading and writing did you do in high school?**

- Assigned reading: 4
- Writing short papers or reports: 5
- Writing longer papers or reports: 3

### Expected College Experiences

<table>
<thead>
<tr>
<th>Expected college grades</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intends to graduate from institution</td>
<td>Yes</td>
</tr>
<tr>
<td>Highest degree anticipated</td>
<td>Masters</td>
</tr>
</tbody>
</table>

**About how many hours do you expect to spend in a typical 7-day week doing each of the following?**

- Preparing for class: 26-30 hrs
- Working for pay on- or off-campus: 1-5 hrs
- Participating in co-curricular activities: 16-20 hrs
- Relaxing or socializing: 11-15 hrs

### How difficult do you expect the following to be?

*1 = Not at all difficult to 6 = Very Difficult*

- Learning course material: 6
- Managing your time: 5
- Paying for college expenses: 3
- Getting help with school work: 3
- Making new friends: 4
- Interacting with faculty: 3

### How certain are you that you will do the following?

*1 = Not at all certain to 6 = Very certain*

- Study when there are other interesting things to do: 6
- Find additional information for assignments when you don’t understand the material: 5
- Participate regularly in course discussions, even when you don’t feel like it: 5
- Ask instructors for help when you struggle with course assignments: 6
- Finish something you have started when you encounter challenges: 5
- Stay positive, even when you do poorly on a test or assignment: 4

### How prepared for academic work at this college?

*1 = Not at all prepared to 6 = Very prepared*

- Write clearly and effectively: 3
- Speak clearly and effectively: 4
- Think critically and analytically: 4
- Analyze math or quantitative problems: 4
- Use computing and information technology: 2
- Work effectively with others: 3
- Learn effectively on your own: 2

### How important is it to you that your college/university provides each of the following?

*1 = Not important to 6 = Very important*

- A challenging academic experience: 5
- Support to help you succeed academically: 6
- Opportunities to interact with students from different economic, social, racial/ethnic backgrounds: 4
- Assistance coping with non-academic responsibilities: 2
- Support to help you thrive socially: 4
- Opportunities to attend campus events and activities: 5
Using your BCSSE Student Advising Report

What is the BCSSE Student Advising Report?
The *Beginning College Survey of Student Engagement* Student Advising Report is an individualized report designed to help you understand how your students’ expectations about college activities and learning might affect their actual first-year experiences. This report uses information from the recently completed BCSSE survey.

How can the BCSSE Student Advising Report Help?
The BCSSE is not an achievement test, but rather a survey that can help you to better advise your students so they can get the most out of their college experience. The BCSSE Student Advising Report communicates the activities and experiences each student expects from their college experience. Please review these results with students to learn more about activities that can help further enhance the students’ experience at your institution.

How is the BCSSE Student Advising Report Scored?
The BCSSE contains a variety of questions related to student expectations and attitudes of what college will be like during their first-year of college. These questions are clustered around different types of activities they might encounter in college related to academic engagement, learning, and academic success. As you review each student’s responses, keep in mind that this information is meant as additional information to help guide your discussion with students.

- **Expected academic difficulty during the first year of college.** A high level of expected difficulty is an indicator that a student is more likely to struggle their first year. Discuss with the student why he or she feels these areas will be difficult and where to get the help they may need.

- **Engagement in educationally relevant behaviors during high school.** In this section pay particular attention to students who indicated that they did not spend many hours preparing for class or did low amounts of reading. Make sure the student understands the academic rigor that will be required of them during their first year of college.

- **Student certainty that they will persist in the face of academic adversity.** Each student deals with adversity in different ways. Discuss with students what strategies they use to cope with difficult academic circumstances.

- **Student perception of their academic preparation.** Student academic success is related to their confidence that they can do the work. Talk with students about their academic preparation and their confidence they have to be successful.

- **Student-rated importance that the institution provides a challenging and supportive environment.** Your campus provides many resources to help a student be successful. However, if the student does not value these opportunities, they are not as likely to seek help when needed. Discuss with students the importance of seeking help and where to find it.

- **Expectations related to academic success.** Look for students with potentially unrealistic expectations. For instance, a student who expects to earn A’s in college, but earned B’s in high school and expects to only spend 6-10 hours per week preparing for class.
How the Recession affects our students Career Development and Job Search

The Economy and Academia
OVERVIEW

- Setting the stage
- Career Development Plan
- So what now?
OVERVIEW

- Setting the stage
Economy

- Uncertainty – inability to forecast
  - Global interconnected economy
  - New president
- Longest recession since WWII
- Unemployment expected to peak in 2010 (The Blue Chip Economic Indicators poll of 52 economists from top financial firms)
- Obama’s plan projects up to 4 million U.S. jobs could be saved or created by 2010– need 7 mil (Phil Gardner)
Effect on students

- 1.5 mil students are expected to graduate this year
- 1.1 will seek employment
- Unemployment increasing every day
- Unemployment lower for college grads
## Change in Hiring by Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Change in Total Hiring</th>
<th>Change in BA Hiring</th>
<th>Average # BA Hires per Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>International</td>
<td>-6</td>
<td>-6</td>
<td>169</td>
</tr>
<tr>
<td>USA: Entire</td>
<td>-7</td>
<td>-7</td>
<td>106</td>
</tr>
<tr>
<td>Northwest</td>
<td>-10</td>
<td>-10</td>
<td>34</td>
</tr>
</tbody>
</table>

Phil Gardner, Recruiting Trends
Who’s Hiring

- Large global companies – global talent wars – looking for specific technical skills
  - Look in fall for spring grads
- Large companies expecting boomer retirement
  - Waiting until winter & spring to see what happens
- Small, fast-growing companies committed to growth
  - Not recruiting on campus and not synchronous with academic cycle

(Phil Gardner, 2008-2009 Recruiting Trends)
Sectors Hiring

- Food production – Agriculture
- Health – esp. nursing
- Defense/homeland security
  - FBI hiring 8,000
- Oil, Gas, Utilities
  - Look at energy systems, alternative energy
- Insurance Companies
- Consulting
  - Prof. science, technical, accounting, environmental, advertising, PR
- Locations – Boston (insurance), Virginia (government)
Technical – engineering, IT
Business – accounting, some finance, logistics

Used to be 50% sales/marketing, now 30%
  - cutting “fluff”
  - The late job seekers traditionally fall into those jobs
On Campus Recruiting

- NACE: Companies still increasing hiring from last year, but less than years before
  - From 16% increase to 6.1%

- Focusing on marketing themselves on campus
  - branding, building relationships, social networking
Laid-off experienced workforce
  • Some communities give incentives for hiring laid-off vs. recent grads
Boomers can’t afford to retire – gaps not opening up
No room for salary negotiations
Also competing with students from schools that have prestige, 3-5 times bigger career services, great alumni relations, and proximity to industry
Companies are coming to OSU

- Still coming to Career Fair, signing up slower
- More to keep the relationship than to hire
- Why do companies come to OSU – great service, connection to campus, like our students
- Focusing on Internships – pipeline for future hires (Phil Gardner, Recruiting Trends, 2008)
- Some are starting recent grads as interns
OVERVIEW

- Setting the stage
- Career Development plan
Career Path?

- The idea of Career Path doesn’t really apply anymore. Sounds too linear and prescribed. More like stepping stones or adventure.

- Expecting a degree alone (bachelor or master’s) to be the key to a career or a job is an outdated notion. A degree is one aspect.

- Focus on developing strengths and professional skills: Employers need/expectations are shifting and they want students who are ready.
Shift in what employers are seeking

1. INITIATIVE
2. Building relationships
3. Analyzing, evaluating data, interpreting, quantitative literacy
4. Engaging in continuous learning
5. Communication skills
6. Planning and managing projects W/O DIRECTION – no road maps
7. Creating new knowledge
8. Seeking global understanding (emerging)
Ways to build a resume/career:

- Leadership on campus/community
- Internships
- Summer and part-time jobs
- Professional organizations
- Networking through people we know or informational interviewing
  - For connections and for real information on their field
Suggestions on building skills

- Take advantage of every opportunity to engage with professionals, faculty, advisors, Career Services to learn and explore
  - Students can be very literal/linear
- Join student and professional organizations
- Volunteer for an organization you care about
- Don’t wait until everything is perfect and ready – dive in and make mistakes.
Strategy vs. skills

- Finding smaller companies
- Networking
- Knowing self and job market to find right fit
- Emphasize all areas of job search as important to take advantage of opportunities

Proactive methods needed to find work and develop a career. Not blame and shame

- Need wide range of experience – employers need them to be ready
- Need to be very eager and creative, yet patient and persistent
- Not a time to be passive or timid
OVERVIEW

- Setting the stage
- Career Development plan
- So what now?
Call to Urgency

- Students at OSU seem late to react compared to some other schools
  - Insulated?  Denial?
- Need to communicate urgency w/o being discouraging or judgmental
  - “This is the toughest environment in a long time, so here are some suggestions”
- TAKE ACTION – BE PROACTIVE
- Career development and job search is about taking responsibility
- We need to have a unified message and language for students
Positives

- Learning skills for life –
  - Most students will change jobs 2-3 times in next 5 years
- An extraordinary time with many opportunities
- Sustainability/environment growing field.
  - Fits OSU students well
- Students technically adaptable
- Students/recent grads “cheap labor”
What are we doing differently

- Moving from Placement to Comprehensive Services
  - Educating about career development and strategic planning
- Provide a multi-faceted system to connect multiple constituencies:
  - Students, Alumni, Employers, Parents, Campus Partners, Faculty
  - 40% of employers would like to get direct referrals from faculty, who are limited by FERPA, favoritism, lack of ability to distinguish good student from good employee
- Improving our online resources
- Preparing to see more anxiety/stress and depression
- Reaching out to students who feel discouraged or disenfranchised
How Can OSU Grow

- **Stronger Alumni relations**
  - The KEY to creating opportunities for students
    - Jobs
    - Career Exploration
    - Networking
- **Build a Career Community**
  - See Students’ Career Development as a campus goal
  - Small step is encouraging students to attend career fairs or CS workshops
- **See employer relations as everyone’s issue**
  - employers are choosing schools that provide most bang for buck
  - How can we build structures that connect us more?
Extraordinary times

- Old system is going out
  - Auto Industry - gold standard – not working anymore
- Will see new solutions and new types of careers
- Our students will be the leaders
- How are we preparing them to take on this role?
Why Should OSU Move to Holistic Admissions?

Flexibility in admissions decisions

- IR in combination with high school GPA and test scores is effective predictor of student success
- Responsive to high school grade inflation
- Cultural sensitivity – mitigates test bias by considering variables that reflect race, culture, gender and other aspects of non-traditionality (Sedlacek)

Can consider more factors

- Give additional consideration to advanced curriculum with high IR scores
- Provides greater insight of personal strengths, needs and ability to succeed at OSU
- Allow for early intervention, referrals to services resulting in increased retention

Legal considerations

- Holistic, individual review of applicants upheld in court rulings on admissions and financial aid decisions
- John Fry, US Office of Civil Rights states that the holistic review, as practiced by OSU, is the right way to make admissions and aid decisions, it is a “best practice”.

Resources

- Automation has reduced workload and made the individual review possible without additional staff, or utilizing overtime pay.
- The IR has been a pilot program; data has been gathered over the past 5 years to inform proposals on reducing the scope of applications to be reviewed
- Adoption of the IR as an additional admissions factor will allow the admissions office to reduce workload, freeing up resources for other activities

Accountability

- Will continue to gather data on impact and effectiveness of the IR and other admissions criteria, review in four years.
- The Sedlacek methodology requires continual review and fine-tuning recognizing that student populations and their preparation shift over time, as do the needs of the institution.
Academic Performance Summary for Student Athletes

<table>
<thead>
<tr>
<th>Summary for Term:</th>
<th>Winter 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Student Athletes</td>
<td>458</td>
</tr>
<tr>
<td>Number of Student Athletes on the OSU Honor Roll</td>
<td>69</td>
</tr>
<tr>
<td>Number of Student Athletes with a 3.0 or better term GPA</td>
<td>209</td>
</tr>
<tr>
<td>Number of Student Athletes with a 3.0 or better cum GPA</td>
<td>196</td>
</tr>
<tr>
<td>Number of Student Athletes with a 4.0 term GPA</td>
<td>22</td>
</tr>
<tr>
<td>Number of Student Athletes with a 4.0 cum GPA</td>
<td>6</td>
</tr>
<tr>
<td>Number of Student Athletes on Academic Warning</td>
<td>43</td>
</tr>
<tr>
<td>Number of Student Athletes on Academic Probation</td>
<td>13</td>
</tr>
<tr>
<td>Number of Student Athletes Re-instated</td>
<td>1</td>
</tr>
<tr>
<td>Number of Teams with a 3.0 or better term GPA</td>
<td>8</td>
</tr>
<tr>
<td>Number of Teams with a 3.0 or better cum GPA</td>
<td>11</td>
</tr>
</tbody>
</table>

Female 40%
Male 60%
Ethnic Minorities (404 of the 458 included) 29.50%
In-State 47%
Out-of-State 47%
International 6%

**POINTS OF INTEREST**

Thirty percent of the Women’s Basketball team is studying fields related to health and exercise, while a similar percentage of the Men’s Basketball team is pursuing careers in Business.

Both teams are young: more than 50% are underclassmen on the Men’s Basketball team while more than 60% are first-or-second-year students on the Women’s team.

For Football, the most popular fields of study are Business (including Pre-Business) 21%; Communication (including Pre-Communication) 14%; Engineering (including Pre-Engineering) 10%; and Exercise and Sport Science 9%. And while these fields capture the majority of the team, other wide-ranging majors such as Philosophy, Fisheries and Wildlife Science, and Biochemistry are also represented by members of the team.

Football passed 93% of their courses during Winter term—an all-time best.
Error 404 Page Not Found

Please go to http://oregonstate.edu/dept/senate and navigate to the page you are looking for.

Contact the Faculty Senate, faculty.senate@oregonstate.edu, if problems persist.
Advisors' Guide for Working with Student-Athletes

WHO WE ARE: The Athletic Department at OSU, like other NCAA, Division I athletic departments has an Academic Support Services Unit. Staff members are responsible for helping students with time management, note-taking skills, obtaining tutors, and they make referrals as necessary around other life issues (eating disorders, learning disabilities, depression). The staff reports to coaches weekly on the academic progress of the students. Not all student-athletes receive the same support; the intensity of the support varies from individual to individual, depending upon many factors. The student athletes will sometimes refer to athletic staff as "academic advisors." We are trying to change the language in the Athletic Department as students get confused as to who their advisor is. You are the advisors, not us.

WHAT WE DO: Athletic Department staff does not advise regarding coursework as it relates to the major. They can assist, if you like, with choices within a grouping of classes in the BACC CORE only: (Example: If you tell a student to take a "Western Culture" our staff understands what this means and can assist the students). The staff will also assist with finding open times around schedule constraints like practice. We like the students to figure out how to articulate the BACC CORE and the MAJOR Requirements and we like them to figure out the registration system. We will take the time to teach them if you do not have enough time to sit with a student to figure out how all the pieces fit together.

We also send out "grade checks" to professors about half way through the term. This is a voluntary process on behalf of the professors to report back to our staff on absences, grades, and other observations. We do not send these checks out on everyone. First year students, transfer students, and students with lower GPAs are the target audience as these are the students who are involved in our study halls. If one of your advisees is on Academic Probation, we will keep the Head Advisor in the loop if we get feedback that would not be conducive to academic success.

All students may use tutors; they do not have to be in a study hall to work with one. Some students are assigned academic mentors and work with these people three to four times per week every night.

POINT PEOPLE IN ATHLETICS

<table>
<thead>
<tr>
<th>DIRECTOR</th>
<th>Marianne Vydra</th>
<th>737-7496</th>
<th>Any Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASST DIRECTOR</td>
<td>Trina Kudlacek</td>
<td>737-7870</td>
<td>Football</td>
</tr>
<tr>
<td>ASST DIRECTOR</td>
<td>Beth Wellik</td>
<td>737-2707</td>
<td>Women's Basketball, Women's Soccer, Volleyball, Baseball, Crew, Softball, Tutor Concerns</td>
</tr>
<tr>
<td>ASST DIRECTOR</td>
<td>Marci Ridpath</td>
<td>737-2819</td>
<td>Wrestling, Men's Basketball, Men's Soccer, Gymnastics, Both Golfs, Swimming, Learning Issues</td>
</tr>
<tr>
<td>ELIGIBILITY COORD</td>
<td>Mary Alice Stander</td>
<td>737-7495</td>
<td>NCAA Eligibility Issues; Admissions Issues</td>
</tr>
</tbody>
</table>

COACHES: Coaches are an interesting lot. There is a "culture" surrounding each coaching staff. When you are looking for quick results and the team is in town, below is a contact person for each sport (known as the "academic liaison"). Should you call a coach not on the list below and they don't return your call, what usually happens is they delegate the call to the academic liaison listed below. Ideally, if
you call an Academic Services staff member, you should get results quickly. The people listed below can also assist you, just be aware that they may be on the road recruiting or away at competitions sometimes. All are on e-mail (First.Last@orst.edu).

<table>
<thead>
<tr>
<th>SPORT</th>
<th>LIAISON</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>Gary Henderson</td>
<td>737-5738</td>
</tr>
<tr>
<td>Women's Basketball</td>
<td>Trisha Sears</td>
<td>737-7482</td>
</tr>
<tr>
<td>Men's Basketball</td>
<td>Rich Wold</td>
<td>737-7382</td>
</tr>
<tr>
<td>Men's Crew</td>
<td>Dave Reischman</td>
<td>737-7485</td>
</tr>
<tr>
<td>Women's Crew</td>
<td>Charlie Owen</td>
<td>737-2820</td>
</tr>
<tr>
<td>Football</td>
<td>Trina Kudlacek</td>
<td>737-7870</td>
</tr>
<tr>
<td>M/W Golf</td>
<td>Brian Watts</td>
<td>737-3900</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>Michael Chaplin</td>
<td>737-5486</td>
</tr>
<tr>
<td>Men's Soccer</td>
<td>Dana Taylor (Male)</td>
<td>737-7489</td>
</tr>
<tr>
<td>Women's Soccer</td>
<td>Steve Fennah</td>
<td>737-3081</td>
</tr>
<tr>
<td>Softball</td>
<td>Heather Chinn-Smith</td>
<td>737-2522</td>
</tr>
<tr>
<td>Swimming</td>
<td>Mariusz Podkosielny</td>
<td>737-1075</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Sabrina Hernandez</td>
<td>737-7490</td>
</tr>
<tr>
<td>Wrestling</td>
<td>Dan Hicks</td>
<td>737-3252</td>
</tr>
</tbody>
</table>

**CURRENT ENROLLMENT:** Students must remain in 12 credits throughout the term or they become ineligible immediately. This means no practice, no competition, forfeiture of scholarship check. If the student corrects the issue, the student is at once eligible again.

**TRAVELING SEASONS**

*NCAA Competition dates are listed. Please note that the team must qualify for this competition, it's not an automatic occurrence. These vary from year to year but not dramatically.

**FALL**
- M/W Soccer (Sept - Nov (NCAAs in Dec*))
- Volleyball (Sept - Nov (NCAAs in Dec*))
- Football (Sept - Nov (Bowl Game in Dec*))
- M/W Golf (Sept/Oct)
- Swimming (Nov/Dec)
- M/W Basketball (Nov/Dec)
- Wrestling (Nov/Dec)

**WINTER**
- M/W Basketball (Jan-Mar (NCAAs in Mar*))
- Wrestling (Jan-Mar (NCAAs in Mar*))
- Gymnastics (Jan-Mar)
- Swimming (Jan-Mar (NCAAs in Mar*))
- Baseball (Feb/Mar)
- Softball (Feb/Mar)

**SPRING**
- Gymnastics (NCAAs in April*)
- Softball (Apr-May (NCAAs in May*))
- Men's Golf (Apr-Jun (NCAAs in Jun*))
- Women's Golf (Apr-May (NCAAs in May*))
- Baseball (Apr-Jun (NCAAs in Jun*))
PRACTICE TIMES

These vary. Generally, if you can help students get done with classes before 1pm this will be helpful. In the fall, Volleyball, M/W Basketball have to share one court (Gill) so they rotate practices from year to year. Coaches will accommodate for major classes. If you can work the late labs in during the off-season this is helpful. If not, the students are able to get to practice late. It is a stressful situation and best if avoided but we all know that reality sometimes dictates otherwise. Note too that the students often require treatment in the training room before and after practices (30 minutes - 1 hour).

WINTER TERM PRACTICE TIMES

Men's Basketball    MWF      1:00pm - 3:00pm; TuTh: 3:30pm - 6:00pm
Women's Basketball MWF      3:30pm - 6:00pm; TuTh: 1:00pm - 3:00pm
Gymnastics        MTWRF    2:00pm - 6:00pm
Wrestling          MTWRF    3:00pm - 6:00pm
Baseball           MTWRF    1:00pm - 5:00pm
Softball           MTWRF    3:00pm - 6:00pm
Swimming           MTRF    6:00am - 8:00am; MTWRF 3:45pm - 5:45pm
Crew               MTWRF    3:00pm - 6:00pm (Coaches are very flexible)

SPRING TERM PRACTICE TIMES

Baseball           MTWRF    1:00pm - 5:00pm
Softball           MTWRF    2:00pm - 5:00pm
Crew               MWTRF    3:00pm - 6:00pm (Coaches are very flexible)
Golf               MTWRF    They like to be on the course by 1:00pm
                   (Coaches are flexible as long as student can get
                   18 holes = 4 hrs in).

Lastly, it is our intention to work with all advisors. We are open to feedback and change and want to assist you in making the advising process run smoothly. Please know, without your help, we cannot function as you are the key to helping us make sure the students stay on track with their degrees. Likewise, please feel free to call if you are uncertain about any issue. Again, we appreciate your help.

Thank you,
Marianne Vydra