

COUNCIL ON ACADEMIC AFFAIRS

200 Bricker Hall

January 9, 2013

3:00 - 5:00 PM

MINUTES

Attendance

Faculty:

- ✓ Dr. Heather Allen (Chemistry)
- ✓ Dr. Mollie Blackburn (School of Teaching and Learning)
- ✓ Dr. Lisa Florman (History of Art)
- ✓ Dr. Ken Goings (African American and African Studies)
- Dr. Ashok Krishnamurthy (Engineering)
- ✓ Dr. Eric MacGilvray (Political Science)
- Dr. James Rathman (Engineering)
- ✓ Dr. Fernando Unzueta (Spanish and Portuguese)
- ✓ Dr. Kay Wolf (Health and Rehabilitation Sciences)
- ✓ Dr. Henry Zerby (Animal Sciences)

Students:

- ✓ Niraj Antani (USG, Political Science)
- ✓ Emily Chorey (Inter-Professional Council, Veterinary Medicine)
- ✓ Marnie Janson (USG, Pharmacy)
- Courtney Kasunoski (USG, Industrial and Systems Engineering)
- ✓ Sarah Lang (CGS, Education and Human Ecology)
- Ann Morrison (Optometry)
- ✓ Akshay Paropkari (Engineering)

Administrator:

- ✓ W. Randy Smith (Academic Affairs), Vice Chair

Guests:

- Dr. Steve Fink (Arts and Sciences)
- Mr. Michael Gable (Office of the University Registrar)
- Dr. Scott Herness (Graduate School)
- Mr. Bradley Myers (Office of the University Registrar)
- Ms. Sarah Odum (College of Education and Human Ecology)
- Ms. Melissa Soave (Office of Academic Affairs)
- Dr. Bernadette Vankeerbergen (Arts and Sciences)
- Dr. Melinda Wright (Undergraduate Education)
- Mr. Andy Zircher (Education and Human Ecology)

The meeting came to order at 3:00 PM.

APPROVAL OF THE MINUTES OF THE MEETINGS OF NOVEMBER 28, AND DECEMBER 5, 2012

Unzueta moved approval of the Minutes of the meetings of November 28 and December 5, 2012. The motion was seconded by Blackburn and carried with all in favor.

REPORT FROM THE CHAIR – PROFESSOR KAY N. WOLF

Wolf and Smith met with Dr. Kay Halasek (Chair of Faculty Council) and indicated that few proposals will be sent to that Council in the near future. Halasek indicated that a group of faculty working on energy, environment, and sustainability issues is interested in some form of programmatic development and will contact Smith. A plan for reviewing University academic centers is being developed and center Directors will be invited to attend a common meeting and decide what useful materials should be collected for the reviews.

REPORT FROM THE VICE-CHAIR – W. RANDY SMITH

Smith welcomed the new members of the council: Dr. Lisa Florman and Ms. Marnie Janson.

On behalf of the Ohio Board of Regents, on December 7, 2012, the University hosted a meeting with science faculty from Ohio public institutions, 2-year and 4-year, to discuss issues related to the transfer of science courses and their components, especially laboratories.

At the end of this month there will be Board of Trustees meeting. Council actions from the November Senate meeting will be on the agenda.

An update on clinical track faculty, outside the health sciences, will be presented at the next Council meeting from: Law, Engineering, Business, and Arts and Sciences.

The Office of Academic Affairs will host a conference on Student Learning Outcomes Assessment on March 8, 2013 at the Ohio Union. This conference is a part of the preparation process for re-accreditation in 2017.

Smith asked members of the Council to help in the creation of new templates to be used by units when submitting new courses that will have a distance/online component.

Dr. Krishnamurthy is leaving the University and this Council at the end of January 2013.

Ms. Sarah Lang, member of the Council, and PhD candidate in Human Development and Family Sciences, is the recipient of 2013 Patricia Cross Future Leaders Award. This national award is given every year to only seven graduate students who showed exemplary promise as future leaders of higher education. The awards will be presented during the national meeting of the Association of American Colleges and Universities on January 23-26, 2013 in Atlanta, GA. Smith will be at that meeting. Council members congratulated Sarah for her achievement.

SUBCOMMITTEE D – Professors Kay N. Wolf and W. Randy Smith

- **Name Change to the Center for Cognitive Science**

Dr. Lu, director of Center for Cognitive Science, proposed a name change for the Center for Cognitive Sciences as it links with the Center for Behavioral Brain Imaging. It will be named the Center for Cognitive and Brain Sciences (CCBS). Smith sought and received concurrence from the Dean of the College of Medicine. There were no concerns with this name change.

Zerby moved approval of this name change, the motion was seconded by Antani and carried with all in favor.

- **Update on Dual Enrollment, Guest: Melinda Wright, Assistant Provost**

High school students who earn college credit are considered double enrolled. In 2009 this Council approved establishing a faculty-led Committee on dual enrollment. A part of that proposal requires an annual update of the status of dual enrollment to be presented to the Council. This Committee was charged to report annually to CAA on the volume and quality of accelerated learning/dual enrollment projects at Ohio State; and to also organize and facilitate processes for partnerships, develop new structures, standards, and best practices as needed to better serve the needs of students.

At the national and state level, most of the conversation about college completion includes items of dual enrollment. The goals are to provide all prepared students with opportunities to earn college credit while in high school; to develop confidence in their abilities to be successful in college; and to gain paths to lower costs of college education for families. The results of a longitudinal study conducted in Texas confirmed that students who took dual enrollment courses were 2.2 times more likely to enroll in college and 1.7 times more likely to complete a degree.

New first year students will have a deeper preparation after completing dual degree courses. High school students wishing to enroll in dual degree courses will benefit from: the college access and completion goals set at national level; common core standards in mathematics and English; and MOOC's (Massive Open On-line Courses) and other online courses. New first year students will enter college with more credits and will take fewer General Education (GE) courses. The Ohio Board of Regents has set goals of increasing credit opportunities to high school students. Locally, many community colleges are participating in the Central Ohio Compact agreement; an agreement indicating a commitment to a regional strategy for education designed to improve college preparation. The goals of the Central Ohio Compact are to expand post-secondary credentials and create a highly skilled and adaptive workforce. The K-12 districts' goals are to provide more dual enrollment.

At the state level, the Ohio Board of Regents will release the new set of guidelines regarding dual enrollment. A few specifications of these guidelines are:

- Most dual enrollment courses are general education or TAG (Transfer Assurance Guideline) courses.
- High school teacher instructors are required to have Master's degrees or at least 18 hours in the content filed.

The Ohio Board of Regents (OBR) will release requests for proposals to offer Master's degrees in the content area to high school teachers. It is likely that the University will play an essential role in this last request, as it already offers many master's degrees programs. The OBR is also working to finalize details on the funding model for dual-enrollment courses. Currently most of the dual-enrollment courses are funded by the money that the K-12 district gets from the State. The school will transfer funds to the college where the student will take the dual-enrollment courses. This represents a controversial point of discussion, because the high schools are feeling that their budgets are being cut, while the colleges do not get enough funding for those courses.

Before enrolling at the University, students have multiple choices to earn college credits: via dual enrollment; early college programs; online options (MOOCs and courses taken at ilearnohio.org); AP, IN, CLEP courses; and/or benefiting from Career Technical Assurance Guidelines (CTAG). The TAG and CTAG courses act as introductory courses for some majors. Dual enrollment with this University also can be pursued via niche partnerships; Ohio State Academy, and Metro Early College High School. The average number of students that enter OSU with dual enrollment courses was about 500 in autumn 2012. There are no plans to expand this number in the future years.

Most of the dual enrolled students come from the Ohio State Academy and from the Metro Early College STEM high school. The Ohio State Academy is a program of the Post-Secondary Enrollment Options Program (PSEOP) created by the State of Ohio. Highly qualified students are admitted into this program under standards comparable to new first year student standards.

The following 2011-12 statistics were shared: 336 students attended the Academy on all campuses; 203 students attended the Columbus campus Academy; 197 were seniors; 149 applied to the Columbus campus and were admitted; and 74 are attending during the 2012-2013 academic year. These statistics are comparable to previous years.

The Metro Early College High School is a small public STEM school option open to students throughout Central Ohio. There have been three graduating classes so far. This educational option provides: year-long interdisciplinary, project-based integration of high school and college course work; first steps to early college work; and a partnership with other high school districts. Unlike the Academy, admission is different for the Metro Early College Learning Centers. Students will not be admitted based on test scores; they will need to demonstrate preparedness in mastery coursework. Teachers and principals need to provide

recommendations for the student conveying that they are prepared to take college-level courses. Students need to show independence and readiness to come to the campus and take college level courses.

At Metro, the longest college learning “center” is “Bodies”. It has been in existence since 2009. Students in this learning center take biomedical courses, biology and global health. They also complete rotations at the Wexner Medical Center and take field studies in China, Costa Rica and Virgin Islands. The partner high school for this year is Reynoldsburg.

“Design” is another college learning center. Students take robotics courses, Engineering, Mathematics, attend FIRST Robotics Competition. This is a partnership with Dublin City schools. Students are getting accepted via the OSU Academy.

The “Energy, Environment, and Economics” learning center has existed for two years. Students in this center take global studies, social studies, ENR 2100, SES 1121, and attend the Energy Summit. The partner high school is Reynoldsburg.

The “Growth” college learning center existed in 2010-11 and is planning to reopen its program for 2013. Students in this program will take botany, technical writing, HCS 2201, attend the Farmer’s Market and are admitted via Linden McKinley STEM Academy.

Dr. Wright presented statistics on the number of college credit hours these students are bringing into the University. In 2010, 37 of the 72 students who graduated from Metro attend Ohio State. They have about one full year of credit course hours when they are admitted. From the 2011 Metro graduating class, 47 out of 93 students came here, and in 2012, 29 out of 67 did so. The rest of the students in the graduating classes choose to go to other institutions.

Information is being collected about the students who choose to apply to institutions other than this University, and the GPA scores of the Metro students is being compared with regular first year students here.

Future plans include developing new partnership with Springfield High School and the College of Food, Agricultural, and Environmental Sciences. The Department of English obtained a Gates grant to develop MOOC courses for a second-year writing course. The plans are to monitor those students engaged in Metro and find out exactly what needs to be done to make them successful, not just to master the college courses but also in the college life experience. All Metro students take college courses from college instructors and have college students as partners in their classes. Students at Metro take a high intensity curriculum and can complete their high school classes during their ninth and tenth grades. Then, they start taking college courses. Teachers are highly prepared, have advanced degrees and are chosen based on the partnership between high school and university.

Statistical data collected from the Office of University Registrar (2002-2012) shows that more freshmen are entering the University with more credit hours completed. More than 4000 students entered with some credit in 2012. About 900 freshmen had more than one year of credit

when they entered in 2012, compared to 165 in 2002. Data from Office of the University Registrar also shows that overall the elapsed time spent here for students to get a degree had decreased from 5.05 years in 1999-2000 to 4.61 years in 2010-2011. Trends were generated to see which courses are being used by students to gain AP credit, dual enrollment credit or transfer credit before they enter college. Statistics show that a high number of students entering college carried AP credit in Mathematics 1150 and Mathematics 1151. Also, English 111.01, English 1110.02, History 1151, and Political Science 1100. From year to year, there has not been a dramatic change in these statistics.

A goal of dual enrollment is to expand opportunities to students to gain college credit. Not all high schools offer AP courses. For AP courses students will need to take a final exam and obtain a high score in order to get credit. For dual enrollment courses, students need to show preparedness and progress through the program. The dual enrollment programs are meant to provide a smooth transition between high school and college.

The dual enrollment courses will help overall students to shorten their time to degree. However, there are few drawbacks that some students might encounter:

- Course choices may conflict with degree requirements, and students might need to “retake” courses. For example students might take some general education course work in high school; after entering college they realize that they want to complete a certain degree which requires different general education courses.
- Highly sequential majors may require longer time/lower load and may affect financial aid ability. For example students enrolled in nursing programs will need to take some sequence of courses at a different pace over the length of the program.
- Some dual enrollment courses are taught by high school teachers and might not provide students with the full college experience they think they would have after completion. The level of content, the rigor and the pace of actual college courses might be different than the courses taken by students in high school as dual enrollment. In some cases students will not know where to ask for help or will feel reluctant to ask.
- There might also be some students completing dual enrollment courses poorly and might not have a GPA high enough to be accepted into selective colleges.

The Dual Enrollment Committee prepared a fact sheet to share with students and parents about the dual enrollment programs, and courses that could be used as credit coursework before entering the college. This fact sheet helps students and parents get prepared to know that there are benefits of dual enrollment but they might also encounter some drawbacks.

In response to Council members’ comments and questions the following responses were provided:

- The request for proposals to create Master's degree programs for high school teachers from the Ohio Board of Regents is not in its final format. The plans are to ask higher education institutions to adapt the delivery modules of their already existing Master's programs in order to meet the requirements for those high school teachers who want to get credentials in certain content areas. It is likely that those programs will offer online and weekend delivery of the already existing programs.
- The instructors teaching these courses would be different from the ones who are teaching AP courses. Dr. Shanda, Divisional Dean, Arts and Humanities, has already informed units inside the university that these changes are coming. Dr. Caroline Clark, Director, Department of Teaching and Learning, is also informed about these changes. The subject of high school teacher preparation raises numerous pedagogical questions: whether those teachers will need only preparation in the content of certain field, or will also need additional training similar to college level instructors.
- The Metro School started as a project between Battelle and the University. Currently, STEM schools are state funded as any other high school and there are others in Dayton, Cleveland, and Cincinnati. Early college centers are available across the country.
- Students completing the Academy are being individually advised by Michelle Brown. For a number of dual enrollment students, advising might become a little problematic. This is in part because some high schools will offer only certain dual enrollment courses, and in part because guidance counselors are not properly informed about all programs offered at most of the colleges, and will not be able to properly inform students about their college future choices.
- Some colleges and certain departments feel that students entering with dual credit might not have the full college experience in those particular courses. Currently, there is no external push for the University to accept more students with AP credits or with dual enrollment credits.
- The state is intending to create regulations for dual enrollment programs. The Board of Regents is setting up a model to track how students are performing in college after they complete TAG course work. Internally, progress is being tracked for students who enter with Mathematics 1151 credit (AP or dual enrollment). The project is tracking where the students are coming from, how they obtained the credit, and how they perform in the next courses. Mathematics 1151 was chosen for research because that discipline has a clear sequence of courses. The goal of this project is to be able to use this model as a pattern for other courses. Beside the Office of University Registrar who is working on this project, the Office of Institutional Research and Planning is also tracking various characteristics of transfer students. Overall, interest is in both access and success.

- It is important for Council members to know that the number of students who enter the University with dual enrollment credit is relatively small compared to the vast number of students entering with transfer credits in GE courses.
- At the State level, the two year post-secondary institutions are highly interested in dual enrollment. The state is not forcing any institutions to do more dual enrollment, but it is making regulations in the type of courses that can be taken as dual enrollment; they have to be GE courses that are part of the Ohio Transfer Module. Also the instructors teaching these courses need to have specific preparation. The University plans to offer some courses to prepare those instructors to meet the expected credentials.

The Meeting Adjourned at 4:15 PM.

Respectfully submitted,

W. Randy Smith

Liana Crisan-Vandeborne