

**Report to the University Senate  
Council on Enrollment and Student Progress: AY 2004-2005**

**Introduction: Role and Responsibilities (see Faculty Rule 3335-5-486)**

The Council on Enrollment and Student Progress (CESP) is a standing committee of the University Senate, and as such, addresses issues related to enrollment planning for the university and all of its students. Particularly for undergraduate students, the council considers initiatives that affect recruitment, admissions, financial aid, registration, and student retention. In addition, CESP considers proposals and situations related to the university calendar, student records, and graduation.

The Council is made up of fifteen voting members, including nine regular faculty and six students. It traditionally maintains close ties and serves as a conduit for regular communication with key personnel in the offices of Student Financial Aid, Undergraduate Admissions, First Year Experience, Undergraduate Studies, the University Registrar, Minority Affairs, and Institutional Planning and Research. Individuals from these offices attend meetings and contribute valuable data, counsel, and support. During the 2004-2005, council meetings were scheduled monthly except December with each of the two subcommittees also having an additional meeting each month. No official business was conducted at the February meeting due to lack of a faculty quorum.

**Key Initiatives in 2004-2005**

**1. Summer term calendar.**

Background: During the prior year's CESP deliberations (2003-2004) the Council decided to recommend a ten-week summer quarter beginning in 2005. This motion was passed on May 19, 2004. The recommendation that finished in second-place in the voting was for an eight-week summer term. This second option was also communicated to the Provost; its second-place finish was noted. On November 3, 2004, the Provost communicated to Hal Arkes that there would be a nine-week summer term in 2005. Arkes forwarded this message to CESP, whose members were surprised at this development. CESP decided to consider the summer calendar once again.

2004-2005 Discussion: Hal Arkes convened a subcommittee comprised of himself and new CESP members who had not participated in the prior year's discussion of the issue. This subcommittee examined the large number of documents pertaining to the issue, and they recommended the nine-week summer option, recognizing that every option had advantages and disadvantages. Two main disadvantages of the nine-week option were noted: 1. Due to vicissitudes in the calendar, there will be occasional summers in which the term will actually be less than a full nine weeks. 2. This plan does not accommodate very well either teachers or students transferring from semester schools. On April 19, 2005, CESP unanimously endorsed the nine-week summer calendar.

**2. Class start times.**

Registrar Brad Myers explained that the current class schedule, with classes beginning at 7:30, was adopted when students were relocated from West Campus to Main Campus. Now the classroom pool has expanded and patterns of instruction have changed so that it is possible to start classes later in the morning. CESP members recognized that some units might have different needs depending on their location and course patterns. Accordingly it was thought that a change in the start time would be desirable for much of the campus but perhaps not all units. Registrar Myers presented data indicating that the available classroom space and demand would be able to accommodate this change. Therefore the following motion was passed on May 17, 2005: CESP recommends that the standard class day start at 8:30 AM and end at 5:30 PM. Evening classes would continue to begin at 5:30 pm. No changes are recommended for classes currently offered on the west side of the Olentangy River. Departments wanting to begin classes at an earlier time will be allowed to do so. Allowances for an earlier start time should also be made if space considerations require it. This recommended change shall also include summer term. We recommend that this change begin with the winter term of 2005-2006.

### **3. Early Course Feedback to Freshmen**

It came to CESP's attention that in some courses in which there is substantial freshman enrollment, course feedback may not always be provided early enough in the course to allow the new college students to rectify their problems in the course. Subcommittee #6, chaired by Professor Kasten, was charged with examining this issue. The subcommittee opted not to recommend a rule by which faculty would be *required* to give such feedback in courses with substantial freshman enrollment. Instead, the subcommittee made the following recommendations:

- a. Request that this issue be on the program at the First Year Experience (FYE) campus wide conference every year.
- b. Request that the topic of course feedback be on the program at the new GTA and new faculty orientation and professional development activities to emphasize the importance of early and meaningful feedback especially for first quarter freshmen.
- c. Develop a letter/e-mail from FYE and OAA to the department chairpersons (and maybe the college deans) referencing the FYE conference discussion on grade feedback. This would be a two-pronged approach: (1) In mid/late May remind their faculty that as they prepare their syllabi and course materials over the summer for the autumn quarter to include the opportunity for adequate and timely grade feedback, and (2) A second reminder would be sent after Labor Day.
- d. Contact the organization of the academic counselors on campus to speak at one of their meetings.
- e. Request that a representative from CESP speak at a meeting of deans and department heads.
- f. Send a targeted letter/e-mail to the associate academic deans in early May.
- g. Within the normal autumn quarter first-year student telephone surveys include a few carefully worded questions to address the issue.

### **Other CESP Business**

1. On January 18, 2005 CESP approved of the proposed revision of Faculty Rule 3335-5-12 A & B pertaining to enrollment being conditional on the payment of fees.

2. On March 15, 2005 CESP approved of a request from the Fisher College of Business to institute a tuition deposit of \$250 for their Master of Business Logistics Engineering Program.

3. On March 15, 2005 CESP considered and approved of a change in the awarding of Latin Honors at commencement. When commencement moved to Sunday and senior finals were eliminated, end-of-the-quarter processes in colleges, departments, and the Registrar's Office changed. There was less time to verify the Latin Honors designation for graduating seniors. A modification had to be made in the prior practice that was in effect before the shift to Sunday commencement. Following the shift the decision pertaining to Latin Honors was made at the penultimate quarter. If the student's grades improve in their final quarter so that they move into a higher designation, the diploma is adjusted. If the student's grades drop below the requirement for a particular designation, the status is not changed. CESP approved of modifying the existent faculty rule to reflect this new procedure that is already in place.

4. Subcommittee #5 considered the issue of academic probation and dismissal. Linda Katunich presented the committee with data concerning this issue. Based on her survey of several of the colleges, it was determined that the various colleges do have a set probation and dismissal policies, but these policies vary somewhat between colleges. Many college representatives stated that their decisions were "a judgment call" and that the policies were interpreted according to the specifics within their college. One of the most revealing graphs was one that depicted the relationship between deficiency points and the probability of eventually graduating. Once a student accumulates 5 deficiency points, that student's probability of ever graduating falls below 50%. Once a student accumulates 30 deficiency points, that student's probability of ever graduating falls below 10%. The College of Human Ecology leads the campus with six students with 45 or more deficiency points. Some students would require a GPA of greater than 5.00 in order to graduate. Continuing such students on probation seems pointless.

Large gender and racial differences in academic actions (i.e., warning, probation, special probation, dismissal) were noted. Since 1999 academic actions were 10% more prevalent with males than females. Since 1999 academic actions have been more than twice as prevalent with African-Americans than whites. Academic action rates have been dropping in all demographic categories in recent years.

### **Reports to CESP**

1. Linda Katunich and Gail Stephenoff made several very informative reports to CESP concerning student enrollment and retention. Among the notable statistics were the following:

- a. The four-year graduation rate increased from 34.9% for students entering in autumn of 1999 to 39.1% for students entering in autumn of 2000.

- b. The average ACT score for new freshmen is 25.6.
  - c. The current first-year retention rate is 88%.
2. Tally Hart made a presentation to the January CESP meeting on “Credit Card Debt and Financial Literacy.” Among the points made by Ms. Hart were the following:
- a. Although OSU can regulate credit card salespersons in the dormitories and on campus generally, OSU has no control over credit card salespersons who set up their tables on the east side of High Street during the early portion of each term.
  - b. Most students who receive student loans are at student loan maximum amounts. (This is not credit card debt.)
  - c. A financial literacy course is part of the First Year Experience.
  - d. About 30% of OSU students say they want a financial literacy class. Attendance at financial literacy courses matches the 30% need.
  - e. A contract with our single credit card vendor provides partial funds for student credit card counseling.
3. Mabel Freeman kept CESP very well informed about the size and characteristics of the incoming freshman class.
4. The Faculty Committee on Admissions (FCA) made a report to CESP on May 17, 2005. Highlights of the report were as follows:
- a. As a result of a change in the admission processes motivated by the Michigan court cases, applicants in the last two years have been asked to write short essays. This year the number of essays was reduced from four to two.
  - b. FCA will begin a review of the minimum number of math and science courses required for admission.
  - c. The number of appeals brought to FCA increased again this year to 42, about 60% being from athletic recruits.
  - d. In this year there occurred a very large increase (42%) in the number of students on the “deferred” list. These are students for whom no admission decision had yet been made. The FCA selected the 487 strongest and most diverse students to complete the class.

Respectfully submitted,

Hal R. Arkes, Ph.D.  
CESP chairman, 2004-2005  
September 22, 2005