

**Council on Enrollment and Student Progress (CESP)**  
**Meeting Minutes**  
**November 6, 2012**

Attending: Michael Bowman, Wayne Carlson, Sheila Craft-Morgan, Joanne DeGroat, Dolan Evanovich, Anne Fields, David Graham, Vern Granger, Rebecca Harvey, Courtney Kasuboski, Linda Katunich, Anna Leach, Ann Morrison, Brad Myers, Elaine Pritchard, Diane Stemper, Gail Stephenoff, David Stetson, Leo Volakis, John Wanzer, Kristina Wong-Davis, and Carl Zulauf

**Approval of October 2, 2012 Minutes / Dave Stetson**

- It was moved and seconded to approve the minutes.
- The minutes were approved unanimously.

**Attainment / Wayne Carlson**

- Background
  - A few years ago, the Lumina Foundation issued the Big Goal 2025: To increase the proportion of Americans with high-quality degrees and credentials to 60 percent by the year 2025 (see [http://www.luminafoundation.org/goal\\_2025.html](http://www.luminafoundation.org/goal_2025.html))
  - Recommended outcomes for achievement of the Big Goal
    - Students are prepared for success in post-secondary education
    - Higher education completion rates increase
    - Higher education productivity increases
  - This goal has prompted a number of responses from constituencies
- Issues
  - Affordability
  - Transferability
  - Recognition of life experiences for credit
  - Engagement of nontraditional students such as veterans
- In 2010, 35.8% of Ohio residents had degrees. We must increase those numbers by 3% per year to reach the goal in 2025.
- Barriers
  - Reduced local and state budgets
  - Observations, often unjust, about rising tuition
  - Restricted credit status
  - Capacity: How do we increase when we are at capacity?
  - Lower college readiness in some areas
- Mandates from the State of Ohio that impact Ohio State
  - The State modified the subsidy based upon course and degree completion.
  - Participation in “Credit When It’s Due” program [http://www.luminafoundation.org/grants/credit\\_when\\_due.html](http://www.luminafoundation.org/grants/credit_when_due.html)

- Ohio four-year institutions will track the progress of transfer students who complete the requirements for an Associate's Degree. Once those requirements are met, Ohio State will be required to contact the community college previously attended so that an Associate's Degree can be awarded.
    - ❖ Cynthia Feidler will be leading Ohio State's efforts.
    - ❖ The University, rather than the student, will prompt this process.
- There is a renewed focus on awarding credit for life experiences
  - College Level Examination Program (CLEP)
  - Military experience as transcriptable credits
- The three year pathway to a baccalaureate was embedded in Governor Kasich's budget plan
  - By 2012, a clear delineation of a pathway to complete a bachelors degree for 10% of our programs must be published on our website.
  - By the end of 2014, a clear delineation of a pathway to complete a bachelors degree for 60% of our programs must be published on our website.
  - John Wanzer is working on these plans, published on <http://ugeducation.osu.edu/3-yr-degree.shtml>
  - Accreditation is an issue for a number of programs.
- Universities are responding to mandates with regional initiatives such as Complete College Ohio, the Columbus Compact, and Cleveland Compact.
- The Complete College Ohio report makes twenty recommendations for options to advance college completion. (<https://www.ohiohighered.org/completion>)
  - Colleges are not required to adopt all recommendations.
  - One mandate will be that every college in Ohio will be required to have a completion plan.
- The State is talking about intrusive advising for retention, a proactive advising style in which the academic advisor closely monitors student activities and initiates contact with students.
- Legislators are examining incentives/disincentives for degree progress.
- Massive Open Online Courses (MOOCs) will have a significant impact on higher education. Coursera just announced that they would look at transcribing general education courses.

### **Retention and Graduation / Dolan Evanovich**

- First year retention has increased from 87.7% in 2002, to 91.6% in 2011.
- A change in the government's requirements for academic progress has impacted retention.
- For qualitative analysis, the University has been contacting students who have left the university to learn why they left.
- The four-year graduation rate has increased from 42.3% in 2002, to 61.4% in 2008.
- The six-year graduation rate has increased from 72.7% in 2002, to 82.4% in 2006.
- We need to reach 90% for the four-year graduation rate.

- We have made great progress in a short period of time.
- Our completion plan will address graduation rates.
- The majority of students who graduate from Ohio State and complete the Student Life survey, administered near graduation, give the University good marks.
- Financial Aid gives graduating students an exit survey, as well.
- What happens to students who cannot get into the nursing program? Often, they will leave to attend other institutions. There are discussions about creating new majors to keep these students at Ohio State.
- Advisors do a great job redirecting students to other programs to support the University's retention efforts.
- Does the University follow students for life? Some colleges track them, such as Arts and Sciences and Engineering. Small private colleges often do this well for the purpose of development.
- The new advancement model better engages our alumni.

### **Executive Coordinating Committee / Joanne DeGroat**

- This committee will continue to meet throughout the year to consider issues related to converting to semesters.
- The number of sections has increased on Mondays from 3021 to 3428 and on Fridays from 1712 to 3341.
- The 100+ size classrooms have seen the greatest increase in demand.
- The University has been able to accommodate the increased need for classrooms.
- A Commencement Subcommittee is forming to address issues such as the number of graduations each year and when they are held.
- Student issues with semesters conversions
  - In cases where students pointed to the conversion for delayed completion, semesters have not been the cause.
  - Students have been adjusting to taking more classes per term.
  - There have been concerns about students having enough time to get from one class to another. Traffic appears to be heavier on campus.
  - Some students have said that their instructors have not adjusted their teaching pace for semesters.
  - As students and instructors adjust to semesters, many of these concerns will resolve. We will continue to look at the pace of teaching from the student and faculty perspectives.

### **Future Agenda Items and Closing / Dave Stetson**

- Results from student exit surveys
- Please send agenda items to Dave Stetson and Elaine Pritchard.