

Council on Enrollment and Student Progress (CESP)

Meeting Minutes

January 8, 2013

Attending: Wayne Carlson, Sheila Craft-Morgan, Joanne DeGroat, Anne Fields, Christiana Fote, John Gottardy, Vern Granger, Sam Holter, Linda Katunich, Chrissa Morris, Ann Morrison, Brad Myers, Elaine Pritchard, David Stetson, John Wanzer, Mindy Wright, and Carl Zulauf

Welcome / Dave Stetson

- Ohio State's Calculus 1 course offered through the Coursera MOOC (Massive Open Online Course) started yesterday.
 - This not-for-credit course is being taught by Jim Fowler. There are 24,000 participants in the course.
 - CESP members are encouraged to go to Coursera and sign up for the course to experience how Coursera works.
- Ohio State courses are not being offered for credit through Coursera. Most likely, credit will be assigned to OSU Online courses.
- We do not currently have a quorum to approve the minutes.

Changing Landscapes for Earning College Credit in High School / Mindy Wright

- Wright chaired a committee, charged by the Office of Academic Affairs, to track dual enrollment.
- National Context
 - Three primary goals for students
 - To earn college credit while in high school
 - To develop confidence in their abilities to be successful in college
 - To gain paths to lower costs of college education for families
 - A Texas longitudinal study found 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.
 - Factors
 - Common Core standards in math and English
 - MOOCs and other online courses
 - First year students have a deeper and narrower preparation and use more technology.
 - Expanding college access and completion goals
- State of Ohio Context
 - The Central Ohio Compact prepared a report focused on completion.
 - Community colleges are gearing up for dual enrollment.
 - K-12 districts are working to provide more dual enrollment options.
 - The Ohio Board of Regents (OBOR) aims to increase credit opportunities such as dual enrollment and online offerings.
 - The goal is for students to start college with more college credit, while enjoying decreased costs and greater completion.
 - The OBOR is developing a fiscal model for funding dual enrollment.
 - A potential model might allow for higher education and K-12 to share funding.
 - It is likely that more funding will go to the institution where more of the efforts are focused.
 - The funding model associated with Post Secondary Enrollment Options (PSEO) requires school districts to give a portion of their funding to the higher education institution providing the course. Some districts do not view this model favorably.

- Ohio State Context
 - Dual Enrollment / Early College
 - These courses can be taught by a diverse group of high school teachers with varying degrees of expertise.
 - The state is preparing guidelines for certification of these teachers.
 - Online Options
 - Ilearnohio.org is a clearinghouse for online courses housed in the College of Education and Human Ecology with oversight by the OBOR.
 - EHE faculty vet online high school courses including Advanced Placement.
 - The faculty establish standards and rigor for the courses.
 - Advanced Placement, College Level Exam Program, and International Baccalaureate Policies, driven by the state, are impacting higher education
 - Career Technical Assurance Guidelines are being developed for technical classes taught at high schools, adult centers, and regional campuses.
 - Over thirty faculty members are serving on career pathway committees.
 - The group discussed the chart illustrating Ohio State New First Year Students (NFYS) entering Ohio State with college credit, 2002-2012.
 - In Autumn 2002, 2.8% of incoming NFYS had one year of college credit.
 - In Autumn 2012, 12.6% of incoming NFYS had one year of college credit.
 - We anticipate that those numbers will continue to increase.
 - Zulauf asked for a 10-year trend line. Linda Katunich will prepare the chart.
 - The committee viewed an Ohio State Time to Degree chart for 1999-2011
 - In 2000, the average for degree completion was 5.5 years.
 - In, 2011, the average for degree completions was 4.61 years.
 - It is still too early to determine dual enrollment's impact upon completion.
 - The university is examining baseline data.
 - Trends in GE/TAG credits
 - Tracking of students entering with Math 1151 credit
 - What kind of credit?
 - Where did the students earn the credit?
 - How do the students perform in subsequent math courses?
 - Collecting this data is a complex task. Once it has been compiled, it will be shared.
 - There are more students entering the University with AP credit than with early college credit.
- Student challenges
 - Students expect a shorter time to degree.
 - They expect that the courses they took in high school can be applied to their degree, which is not always the case.
 - Sequential degrees may not allow for early completion.
 - Students may not be prepared for the rigor or pace of college.
 - If students perform poorly on dual enrollment course work in high school that will impact their GPA, and potentially affect their admission into selective programs.
 - Students are accustomed to deeper, narrower, inquiry-based teaching. They also expect a greater use of technology.

- The Ohio State Academy (<http://undergrad.osu.edu/academy/>)
 - Students are admitted with criteria similar to those for NFYS.
 - Statistics for 2011-2012
 - 336 students attended the OSU Academy on all campuses.
 - 149 applied to OSU Columbus and were admitted.
 - 74 are attending 2012-2013.
- Metro Early College STEM High School (<http://www.themetroschool.org>)
 - Metro students are taking courses taught by Ohio State instructors.
 - A large percentage of these students attend Ohio State for their undergraduate studies.
 - In 2010, out of 72 students, 37 attended Ohio State.
 - In 2011, 47 students of 93 attended OSU.
 - 29 students from a class of 67, went to Ohio State in 2012.
 - Many of the students who did not attend Ohio State went to other higher education institutions.
- Discussion
 - There is concern about the credentials of high school teachers who are teaching dual enrollment courses.
 - There are questions about competencies in subject areas.
 - High school teachers might not be aware of the pace and rigor of college.
 - The teachers might not understand the subtleties of the college culture – a different environment, new scenarios and interactions.
 - Ohio State has provided the OBOR with feedback on proposed policies and initiatives.
 - Tracking dual enrollment data will be helpful in future discussions about impact.
 - Dual enrollment is an exciting opportunity to provide classes for students who are prepared for them.
 - Wright welcomes questions and comments at wright.7@osu.edu.

Approval of December 4, 2012 Minutes / Dave Stetson

- The committee reached quorum during the meeting.
- It was moved and seconded to approve the minutes.
- The minutes were approved unanimously.
- Stetson asked Pritchard to send approved meeting minutes for posting on the Faculty Senate website.

Future Agenda Items and Closing / Dave Stetson

- No new agenda items were suggested.
- The next meeting will be February 5, 2013.