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
  o 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.
  o 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.
  o Advanced Placement, College Level Exam Program, and International Baccalaureate Policies,
driven by the state, are impacting higher education
  o Career Technical Assurance Guidelines are being developed for technical classes taught at
high schools, adult centers, and regional campuses.
  o Over thirty faculty members are serving on career pathway committees.
  o 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.
  o 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.
  o 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
  o 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.
  o Students may not be prepared for the rigor or pace of college.
  o 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.
  o 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/)
  o Students are admitted with criteria similar to those for NFYS.
  o 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)
  o Metro students are taking courses taught by Ohio State instructors.
  o 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.
  o Many of the students who did not attend Ohio State went to other higher education institutions.
• Discussion
  o 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.
  o Ohio State has provided the OBOR with feedback on proposed policies and initiatives.
  o Tracking dual enrollment data will be helpful in future discussions about impact.
  o Dual enrollment is an exciting opportunity to provide classes for students who are prepared for them.
  o 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.