

Quarters to Semesters Transition Team Meeting

March 4, 2009

Baker 230

Present: Adeyanju, Benton, Carpenter, Cheripko, Conrath, Cornell, Day, Descutner, Elliott, Esmond-Kiger, Flaherty, Giesey, Leinbaugh, Lombardi, Lopez-Permouth, Miles, Munhall, Noftz, Ruff, Scanlan, Sealoover, Thomas, Tuck, Webster, Wickman, Willan, Williford

Good of the Order:

Lilly Howard, Associate Provost for Curriculum and Instruction at Wright State University, informed us that their Board of Trustees has approved a transition from quarters to semesters for that institution.

Advising Statement: Revised according to suggestions

- Draft Statement for Endorsement:
 - #4 Regarding the 2 six week summer sessions, a statement has been added as follows: “Flexibly scheduled courses within either summer session would continue to be an option for departments and schools.”
- Quarters to Semester Advising Plans
 - College advising plans will include the following (additional point)
 - “Strategies through which each college will communicate with its students.”
- Draft Advising Plan Format Content:
 - All advising plans will ensure that advisors are familiar with the semesters curricula and competent to advise students; that all students will have an individual meeting with an advisor and be supplied with a document outlining the courses they should take to complete their degrees under the semester system; and that some portion of the advising funds will be dedicated to making improvements in academic advising that endure beyond the transition to semesters.
 - The second point, “*that all students will have an individual meeting with an advisor*” elicited the following comments:
 - Students often ask questions in one-on-one meetings that they might not broach in a group meeting.
 - Cohorts, graduate and undergraduate, may not need individual meetings as all students take the same courses in lock step fashion.
 - The three senate representatives, Adeyanju, Miles, and Wickman, all preferred individual meetings with students in part to ensure timely graduation.
 - We have been charged with making significant improvements to faculty advising, particularly during the transition. One on one meetings ensure that advising is meeting an improved standard.

- The team agreed to insert the words “an opportunity for” into the above statement to read: *“that all students will have **an opportunity for individual meetings with an advisor.**”*
- New paragraph: “The University Undergraduate Advising Council (UUAC) will assist the colleges and help to coordinate this initiative across the colleges. The UUAC will work with the Faculty Commons and the colleges to deliver advisor training to faculty and staff charged with executing the colleges’ advising plans. The Allen Student Help Center will serve as a central information point for all students seeking general advising related to the impact of the transition to semesters on their academic experience and graduation plans. Student Senate (undergraduate) will be sending forward a resolution on a four-week break.

Thoughts on the proposed 14 week calendar (OSU, WSU):

- Gieseey, Neiman, Day, and Descutner discussed the 14 week calendar that OSU is considering in a separate meeting. Carpenter added that a sequential course needs 30 weeks or two 15-week semesters to complete. A 14 week calendar will significantly shorten this instructional period. The team agreed that the 15 week calendar with 2 six-week summer sessions will serve our students better and meet the 75 instructional day per semester requirement.
- Benton provided copies of a 14 week calendar assumption document for review.

Draft Guidelines: Discussion led by Jeff Gieseey

- Page 14: Expedited review: When a semester course is created from selecting a subset of topics/outcomes from a two quarter course, stick with 25% rule.
 - Expedited Courses:The existing criteria for ICC review exemption will be used – as long as the course content, as defined by topics or outcomes, does not change by more than 25%, the course does not need to be changed.
- Page 14: New courses...comment on Program Thinning:
 - New courses entered in People Soft will replace quarter format coursework. All minors, certificates etc; currently in quarter format will not be deleted but may need to be transitioned. This is currently not addressed in the guidelines. Chairs and Directors received lists of minors, certificates, and other similar programs and they will let us know which of these will be retained for transition.
- Low Enrollment Coursework.
 - Departments and schools will make decisions on whether low enrollment courses will be included for transitioning or be abolished.
 - Course and Program Approval Process Feasibility. Gieseey reminded the team of the significant hours needed to convert courses and prepare binders. If each department/school works on their binder for each course, it takes 904 hours of time **university-wide** at a rate of 8 hours per binder, to prepare. An hour spent either preparing or reviewing every program, when added together for the whole university,

will take 113 eight-hour work days. Every minute spent preparing or reviewing every course will take almost five weeks of full time work when added together **university-wide.**

- 113 number of departments associated with a course
- 905 active programs
- 11,497.03 estimated number of semester courses to convert

Discussion of course review and binder preparation:

Time Commitments:

- The program committee will need to review binders and then courses. Leinbaugh affirmed that information coming to them is often not complete enough to determine the context for the required changes. Questions and follow-up are often needed.
- Scanlan mentioned that college curriculum committees are also expecting considerable time commitments even with the expedited approval process.
 - There are 5000 courses in A&S and the attention demanded by this curricular reconstruction reality will be difficult. He thinks it could take a considerable amount of time without buying out faculty to do this work.
- Tuck believes we do not need the depth of scrutiny that we are requiring. He says other institutions have not done this.
- While Giesey said we have four years to do this, Esmond-Kiger responded that her course conversion is due by the end of Fall 2009.
- Descutner suggested asking the College Curriculum Committees what they will need to do their review and what level of scrutiny they can provide.
 - Scanlan thought we could ask the curriculum committees what would be the best use of their time in completing the transition.
- Day said we need to trust the faculty in each program to do the best job they can for their own interest and that UCC will not have the expertise to question requirements that will be submitted.

Advising: 15,000 will be transition students requiring time for advising.

Conversion Spreadsheet:

- Giesey provided an example of a spreadsheet that lists each course in quarters, the course in semesters, the converted hours, and a short narrative on criteria for change.
 - He suggested hiring two people to create and fill in the spreadsheet to serve as a master list.
 - Day suggested giving program coordinators the spreadsheet as a mode, and let them complete the information.

Binders:

- Binders for each course and program will move through the College Curriculum by fall. Once binders are completed they will go to the registrar for data entry.
- Day suggested that departments/schools provide notifications of intent now so that we can set aside sufficient time to process coursework adequately. Courses with little or no modification can be fast-tracked.
 - A fast track process will need to be created and courses for fast track approval identified.

Digitization:

- Thomas noted that courses get held up (in UCC) because of insufficient information. The digitization process will trigger when information has been skipped or is insufficient before moving forward.
 - Expedited review can be done with a computerized system that identifies and kicks out courses that need further scrutiny.
 - Fast Track will be for courses that are only transitioned from quarters to semesters without changes.

Data Analysis:

- Giesey noted that the Data Analysis section is not well-developed. The goal is to perform feasibility analyses of the semester curriculum by answering these and other questions:
 - Are faculty resources and classroom space adequate?
 - What is the maximum time to graduate?
 - What is the effect on SCH production?

Descutner adjourned the meeting noting continuation of this discussion on March 11 and the need for the final March 18 meeting.