CCGB Meeting Agenda, September 19, 2008

1. Approval of minutes
2. Undergraduate announcements
3. Update on committee assignments and outstanding tasks (Fisher)
4. Discussion of revised proposal for revised requirements on number of credits in math courses, for use in decisions on transfer credit awards (Gries).
5. Report from liberal studies committee (Philpot)
6. Distribution of college rules for majors on substitutions allowed for math and science courses. (Gries)

CCGB Minutes, May 9, 2008

Ex-Officio: B. East, L. Schneider, F. Shumway, M. Spencer
Other: C. Pakkala

Approval of Minutes: The minutes of the 3/28/08 CCGB Meeting were approved with a minor correction.

Undergraduate Announcements: M. Spencer announced that May 1 is the deposit deadline for newly accepted students. We currently have 779 admitted student. Our yield has gone up. Our goal is 710 freshmen. There are currently about 34% female and 10% URM students in the entering class. It is a strong class academically. B. East said that we lose 25-30 of our admitted students during the summer because they choose to attend other schools. We are looking at 750 or fewer to come to Cornell. F. Shumway said that we have 41 freshman advisors so far, but Advising wants to have at least one more.

D. Gries said that R. Kline and P. Doing are thinking of having a college ethics bowl. He also mentioned that ORIE has changed their affiliation requirements: Students need a grade of C in ENGRD 270 and Math 294 and a GPA of 2.0 in their math, science and engineering courses. J. Bartsch said that BEE voted to change their affiliation requirements to a cumulative GPA of 2.5 and the expectation of having completed biology prior to their second year or taking it during their second year. He will email the change to D. Gries. The changes in affiliation requirements apply for the incoming freshmen.

B. East said that if departments continue to change their affiliation requirements without review or oversight of the CCGB, we could end up with students who are unable to affiliate even though they’re in good standing. D. Gries said that people need to let him know when they’ve made this type of change. Some departments lower their requirements as their student numbers decrease, and some raise them as the student numbers increase. R. Bland said that ORIE did a study of data going back 6 years, analyzed student performance in courses, carefully considered their affiliation requirements, and let D. Gries know the outcome weeks ago. E. Fisher said that changes in affiliation may cause more likelihood for grade inflation. E. Fisher said that the CCGB could decide that we should oversee this type of thing and have greater control over it.

D. Gries said the Dean is concerned with changes to affiliation requirements, and Gries informs him of changes.

F. Shumway said that as of Monday, 5/5 we had 118 second semester unaffiliated sophomores. Most are completing requirements this semester. They have been reminded to apply for affiliation prior to sum-
mer. Once we see which students are accepted to departments, we’ll talk to the rest (usually 20-25 students) and give them their options.

L. Schneider said that we have 2 final candidates for the position of Director of the Learning & Teaching Excellence Institute. She agreed to send an email about this to members of the CCGB.

**Update on Online Math Diagnostic Exam:** F. Shumway said that 36% of incoming students last year took the math exam; the percentage was higher this year, with 45% students taking the exam. There were two more students this year that failed the diagnostic exam but then got at least a C in Math 191, which is a good sign. The online math exam will go live on Wednesday, 5/14 and the link will be sent to students via email and hard copy. The Orientation packet will go out to students on 5/19. For most students it will be easy to capture their data early on.

E. Fisher asked what happened to the other students who scored low on the exam. F. Shumway replied that she can go back and look at the data for the students who didn’t do well and discern what happened to them. It seems to be more significant to see who didn’t do well on the exam but then did well in class. E. Fisher said that it would be best to have a more complete picture of what’s going on. J. Bartsch asked if it was correct that about 300 students go into Math 192. F. Shumway replied that the number is correct. The Advising Office tells students that if they have 3 or 4 on the BC OR a 5 on the AB OR completed the A levels, they are exempt from the math placement exam and would go into Math 191. Some students take the math placement exam during orientation.

**Update on Liberal Studies Approval Process:** E. Fisher said that the new liberal studies policy is that Engineering will review only courses not in CALS and ARTS. We assumed that CALS and ARTS had a process similar to ours and that students could petition those two colleges for courses, but they are less welcoming to petitions. Our students are told that the liberal studies process is faculty-initiated and that the colleges don’t accept petitions. D. Gries will talk to them about the process and see if it could be made friendlier for our students. It has been inconvenient for students to get courses approved.

B. Kusse said that it is hard to figure out which courses are acceptable. Some courses seem nearly identical, but one is acceptable and one isn’t. Advisors and students want a list. S. Baker said that a list would save most of the advisors some time. E. Fisher said that advisors can get a list from ARTS, although she feels that the ARTS College doesn’t keep their list up to date. There are a lot of courses out there that are available. Our Liberal Studies Committee didn’t like approving what courses are liberal studies. J. Bartsch said that the old list of courses (52 pages) was good. Having a list of allowable courses is essential to advising, even for juniors and seniors. B. Kusse said that we need to handle petitioning as a college. Where the list comes from isn’t important; we could get it from ARTS. It is likely that we won’t get ARTS to handle petitions. E. Fisher said that ARTS won’t necessarily have everything on their list that is reasonable. S. Baker said that if we stick with our policy, we will only deal with the ARTS list. We won’t accept petitions for ARTS courses anyway. There are enough courses available. R. Bland said that if the list in ARTS changes each year but a student took a course before the list changed, there needs to be good record-keeping to keep track of that.

B. East emphasized that it is important for us to be as flexible as we can be. She suggested that a link be created that looks like the old list. D. Gries said that he will make the information available to everyone.

**Report on ASPAC:** J. Bartsch stated that behind each number is a student, and the ASPAC committee is sensitive to this. Advising and Diversity do a lot of heavy lifting for these kids. There are many ASPAC letters written each year. B. East said that the trend seems to be that the total actions are increasing
per year. F. Shumway said that what happens at the end of each semester is that we get paper copies of grade slips for the unaffiliated engineering students. Advising looks at the grade slips and then determines whether the students need major or minor actions. Minor Actions would entail no leave and no withdrawal. For major actions, ASPAC decides what to do with the student; sometimes they are given a warning, sometimes a withdrawal or leave. Once ASPAC meets and makes their decisions, students get letters and emails telling them what the action was. ASPAC talks to the students about the appeals process (the students have one week to submit an appeal), they walk them through the appeals form, and a staff person who receives the appeal reports it to ASPAC. B. East said that it would be useful to know how many of the ASPAC students are freshmen and how many are sophomores. F. Shumway said that there are a lot more freshmen with transitional issues, i.e. too much freedom or not knowing how to study. S. Baker said that there must be some indication of whether the students are changing or we are changing. The actions are increasing.

B. East stated that we’ve changed the math curriculum and have different size classes. We expect students to have calculus. E. Fisher said that she looked at this data and it seems that there is some inconsistency as to whether unaffiliated students have problems. F. Shumway responded that the records for affiliated students go to departments. B. East said that we need to look at what the numbers represent in terms of the class year and determine if the larger number was for a larger class. M. Spencer stated that the trend is that acceptance rates have been declining, and the admit rate is declining. There are societal things that play into this. R. Bland said that his impression is that in large classes there is chronic absenteeism. It would behoove us to analyze the numbers. B. East said that we need to realize that the kids having trouble are not always those you imagine would have trouble. These kids were great in high school. F. Shumway said that there are a lot of social factors involved, so the data is difficult to quantify. It is hard to predict which students can’t get up early, how they handle schedules, etc. We have looked back at the student entry statistics and there is no trend as to how they end up at ASPAC. J. Bartsch added that the ASPAC Committee changes over time. We hear more about addictions to video gaming and online gambling.

**CCGB Committee assignments:** E. Fisher & D. Gries worked on the assignments. Faculty who do not participate on the CCGB can be on the committees.

D. Gries mentioned that a student petitioned to substitute CEE 304 for ENGRD 270. This is just a substitution for an ENGRD course and wouldn’t make CEE 304 a distribution course; it would just allow a student to take it. R. Bland said that he spoke with J. Stedinger, who teaches CEE 304, about teaching it both semesters. He thinks it is a successful course due to its homogeneous nature and is well-taught. D. Gries said that he would talk to J. Stedinger about whether he wants it as an ENGRD course.

D. Gries stated that during the fall semester he will be asking for course assessments for core courses. We need to update the syllabets, which could ideally be done during this summer. During the beginning of the fall semester he wants to meet with the instructors who teach courses requiring assessments and tell them what the assessments require. He agreed to send syllabets to the instructors via email.

The meeting adjourned at 9:00 a.m.