

The Transformation of the University Division into the University College Executive  
Summary

(A Discussion Document for Faculty Senate, May 1999)  
Submitted by the University College Planning Committee

Created in 1970 to address a 75% freshman attrition rate, the University Division has grown unchecked since. For almost its entire enrollment has hovered around 40% of the total undergraduate enrollment, even though it offers no academic majors or degree programs. In Fall 1998, the fourteenth-day enrollment there was 4,615 students--41.2% of the undergraduate enrollment. Over the years, the population has shifted from primarily freshmen (99% ~ 1971) to a mixture that includes sophomores, juniors, seniors, and even a few high school students. Since 1990, only 65-68% of the students there have been freshmen. (A more detailed history of the University Division and a profile of the students enrolled there are outlined in the accompanying attachments.)

To address the above reality and in general to move students more quickly into appropriate majors and colleges, the *University Strategic Plan: 1998-2003* calls for replacing the University Division with a University College that will "address student academic needs during the freshman year ... and serve as a vital bridge between secondary school preparation and acceptance to a major program for most students" (p. 12, Strategic Goal 8j). To achieve this aim, the University College Planning Committee, created in February 1998 to implement the *Strategic Plan* directive, proposes the following three-part mission for the University College:

MISSION OF UNIVERSITY COLLEGE

- ? to serve as the academic home for most first-year students and provide direction, services, and opportunities to assist them in moving successfully into an appropriate major and college by the completion of 24-48 credit hours of college-level courses depending upon the requirements of the intended major;
- ? in collaboration with the other undergraduate colleges, Faculty Senate, and the Office of the Provost, to facilitate the timely transfer of continuing University College students into existing majors in the colleges or into degree programs;
- ? to develop appropriate bridges with secondary education, working through feeder high schools, to ensure that more students will enter the University "college ready" and to work with two-year institutions to ensure that transfer students will be able to move as seamlessly as possible into their desired majors.

REALIZING THE MISSION OF UNIVERSITY COLLEGE

To achieve the first of these goals, University College will

- ? create a freshman year learning experience focused on helping entering students achieve learning and developmental competencies consistent with those of the new general education program and with those expected of students who will succeed within the college and at the university (see Attachment 1);

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ensure that university orientation, first -year classes (e.g., UD 101, General Education, Introduction to Discipline/College courses), and other programs and units (e.g., University Honors Program, WrightMath, University Writing Center) facilitate the achievement of those outcomes;

- develop learning communities to foster students' academic and social growth;
- work with colleges to ensure the timely movement of students into the colleges; cultivate the active, ongoing involvement of senior faculty in the life of the University College;
- provide regular opportunities for professional development of University College staff and faculty.
- encourage colleges to recruit students directly from University College, focusing on students *eligible* to enter a particular college instead of only those who have declared a particular

To achieve the second goal, University College will

- major;
- determine why continuing students have not qualified for entry into a particular college/major (e.g., unavailability of required courses, lack of required GPA) and work with students and/or affected college to address those findings;
- require students not admitted into a college by the accumulation of 60 credit hours to choose another major or become nondegree students;
- dismiss students who repeatedly fail to make academic progress;
- explore the development of new degree programs that will meet students' educational goals (e.g., Bachelor's of Interdisciplinary Studies, Organizational Leadership, other "2+2" programs);
- determine University College's desired or optimal enrollment and work with the university to achieve that enrollment.

J.I.

To achieve the third goal, University College will

- develop a profile of students who meet college entrance requirements by the end of the first year and use that profile to recruit new students;
- initiate educational alliances with the top ten feeder high school to articulate expected learning outcomes for college-bound students;
- provide feedback to high schools about their graduates' performance at Wright State; encourage prospective students to complete the college prep curriculum so that they enter without high school deficiencies or need for developmental education courses;
- expand its summer bridge program to give as many entering students as possible a "head start" on meeting the learning competencies for the freshman year.
- maintain and enhance the existing articulation agreements with two-year institutions, continuing to make site visits for pre-admission advising.

engaging staff there fully in this process to prepare to implement the learning outcomes, develop learning communities, establish appropriate bridges with feeder high schools, and enhance articulation with two-year institutions --all by Fall 2000. In the colleges, too, conversations must become more deliberate to determine appropriate strategies for recruiting more University College students into appropriate majors. Simultaneously, the role faculty might play within the University College will become more clearly defined and a mechanism developed to facilitate their ongoing involvement; and a University College Advisory Council will be appointed to provide appropriate consultation and to oversee implementation of the plan as we move ahead.

Evaluation of the plan will be ongoing, but ultimately success will manifest itself in a reduction of students in the University College; in a reduction in the number of students placing into developmental education courses; in the achievement of the student learning and developmental outcomes; and in the level of faculty involvement in the day-to-day life of the University College.

**RESOURCE IMPLICATIONS**

No immediate, unavoidable costs should be incurred automatically as a result of the conversion of the University Division into the University College. As the transformation continues to evolve, it will be possible to determine more precisely what new resources may be needed within the University College and the other undergraduate colleges. There is no expectation that funds will be reallocated from existing colleges to support initiatives in the University College.

**NEXT STEPS**

The above plan is simply phase one of an ongoing planning process. Now that the framework for creating the University College is in place, planning must shift to the University College itself,

List of Attachments

1. Desired Learning and Developmental Outcomes/Competencies for Students Finishing the First Year at Wright State University
2. University Division Fact Sheet
3. Enrollment in University Division Since Establishment
4. Wright State University Undergraduate Enrollment by College, Fall 1998
5. University Division Students (Main Campus) Fall 1998
6. College Admission Requirements
7. College Admission Status of Fall 1997 Direct from High School Students Returning Fall 1998
8. Profiles of Fall 1997 Direct from High School Students Transferring into College and Remaining in University Division Fall 1998
9. Cumulative number of Students in Colleges by Quarter, Fall 1995 Full-Time Direct from High School Students
10. Continuing or Returning University Division Students Meeting College Entrance Requirements (Advising Center, Fall 1998)
11. Continuing or Returning University Division Students Meeting College Entrance Requirements (Adult and Transfer Services, Fall 1998)
12. Eligibility for Colleges by Intended College, Advising Center Students with 60 or more Hours Earned Through Fall 1998

Desired Learning and Developmental Outcomes/Competencies for Students Finishing the First Year at Wright State University

Learning Outcomes/Competencies

- ? Develop reading skills sufficient to be successful in college level work. Development of this competency will be enhanced by successful completion of a variety of courses in the major and in GE (including at least one natural science course).
- ? Develop writing skills sufficient to be successful in college level work. This competency may be achieved by completing ENG 101 and ENG 102 with a grade of "C" or better.
- ? Develop quantitative skills sufficient to be successful in college level work. This competency may be achieved by completing at least one college mathematics course (above the level of intermediate algebra, or Math Placement Level 3) with a grade of "C" or better.
- ? Develop critical thinking skills sufficient to be successful in college level work. Development of this competency will be enhanced by successful completion of a variety of courses in the major and in GE.
- ? Acknowledge all high-school deficiencies (e.g., foreign language or mathematics requirement), and develop a plan for removing deficiencies no later than the end of the Sophomore year (90 credit hours earned).
- ? Learn how to create and give an oral presentation.
- ? Begin to develop an understanding of cultures other than one's own and an understanding of the realities of global interdependence. This understanding may be enriched by successfully completing courses such as Comparative Studies and Regional Studies.
- ? Achieve introductory level of University library-research competency (UBNET, OhioLINK, WWW, Library services and resources, research process, retrieval and evaluation of information, etc.). This competency may be acquired by successfully completing the course EDT 110.
- ? Achieve introductory level of computer literacy (basic computer operations, Windows, WWW browser, e-mail, word processing program, spreadsheet, listserv use, etc.). This competency may be acquired by successfully completing the course CS 205.
- ? NOTE: The following are indicators of a student's success in achieving the competencies listed above: 1) Overall gpa of 2.0 or higher; 2) Completion of admission requirements to the chosen major or program.

Developmental Outcomes/Competencies

Academic Success

- ? Determine personal time-on-task needs; learn to anticipate how much time is needed to accomplish specific academic tasks (e.g., study for a quiz, finish problem set, write a paper, etc.); develop discipline needed to manage study time accordingly.
- ? Develop relationships with academic advisers and other individuals in the College and/or Department of chosen major; learn and understand curriculum requirements for General Education, Writing Across the Curriculum, and the major.
- ? Understand University regulations and policies such as drop dates, fee due-dates, and registration guidelines, etc.

Learn appropriate, courteous classroom behavior (e.g., focus on the lecture; avoid chatting; arrive promptly and stay to the end, etc.)

Learn strategies to maximize learning in a large lecture class (e.g., sit in front, confer with professor out of class, take advantage of study sessions and/or supplemental instruction, etc.).

Improve attention span and listening skills; learn to process large volume of information in lecture classes.

Improve reading comprehension skills to allow completion and understanding of lengthy reading assignments; learn to read faster.

Learn to organize large volume of written information (e.g., class notes, quizzes, exams, handouts, syllabi); keep information from different courses in separate notebooks or folders. Learn to establish and coordinate study groups that allow collaborative learning/ group study;

Employ study groups in all appropriate courses.

Learn to take tests successfully; develop skills to analyze various types of questions; use mistakes on tests as a learning tool.

Understand behaviors that constitute academic dishonesty and its consequences, and avoid those behaviors.

**Personal Growth**

Develop planning skills to assist in setting short-term and long-term personal, educational, and career goals.

Learn strategies for dealing with stress and for managing time effectively.

Develop an awareness and sensitivity about human diversity, especially in relation to the Wright State community.

Explore community service and service-learning opportunities at the University.

Learn about opportunities and resources that foster wellness and that address health issues and concerns.

Develop personal financial management skills as well as a clear understanding of Financial Aid options and services.

Develop interpersonal and group communication skills.

Pursue behaviors that promote civility and the development of sound personal values.

**Career Development**

Learn how to obtain interest assessment services and career information and counseling at the University.

Explore career options and opportunities for internships and cooperative education programs. Develop necessary skills and knowledge to make an informed decision about a career path.

**Attachment 2**

**UNIVERSITY DIVISION/COLLEGE FACT SHEET**

Total number of students: 4,615 as of 14th day, Fall 1998  
 Total staff (classified and unclassified): 23.6 (including 2 vacant positions)

**Subsidy Generated by University Division**

	All Dev. Ed. Classes	UD 100	UD 101	ED 101 sections)
1996-97	\$324,216.43	\$14,310.98	\$39,559.38	\$4,462.93
1997-98	\$334,039.21	\$14,891.64	\$65,703.24	\$3,513.33
1998-99 (est)	\$325,000.00	\$15,789.33	\$46,624.00	\$3,271.11

Estimates based on average earned subsidy.

The economic impact of the 4600+ students in the University Division/College on the generation of subsidy in the colleges, particularly through enrollment in general education and introduction to the major courses, is considerably higher, of course, than the above figures indicate. Add to this tuition income generated by the presence of these students at WSU, and we begin to see the significant impact of the University Division/College on the economic welfare of the University.

**UNITS COMPRISING UNIVERSITY DIVISION/COLLEGE**

Academic Advising Center (12.6 FTE total, including the director of the Division, 2 classified, and 1 vacant position)

The Academic Advising Center (AAC) advises approximately 4200 students, resulting in a student to adviser ratio of 540:1. It is also responsible for orientation and testing of entering students. AAC coordinates over 20 sections of UD 101 each academic year, and the staff regularly teach sections of UD 100, UD 101, and ED 101.

Adult and Transfer Services (4 FTE total, including 1 classified and 1 vacant position)

Working with admitted or previously admitted students with 75 or more hours, Adult and Transfer Services advises approximately 400 students, resulting in a student-adviser ratio of

200:1. A TS maintains articulation agreements with two-year institutions, making site visits for pre-admission advising with those students. In this capacity, A TS works with approximately 400 prospective students on a pre-admission basis. In addition to its regular advising load, A TS staff also teach sections of UD 100, UD 101, and ED 101.

Attachment 3: Enrollment in University Division Since Establishment

Developmental Education (7 FTE total, including 5 unclassified and 2 classified positions distributed between Developmental Ed and University Tutoring)

Forty per cent of entering students place into at least one developmental class. Each academic year, Developmental Ed offers 95 sections of the following courses:

DEV 071, 081, 091 (Reading)--Fall, 16 sections; Winter, 5 sections; Spring, 3 sections  
 DEV 072, 082, 092 (Writing)--Fall, 22 sections; Winter, 12 sections; Spring, 5 sections  
 DEV 073, 083, 093 (Math)--Fall, 13 sections; Winter, 12 sections; Spring, 7 sections

Four full-time unclassified staff serve as coordinators and instructors for these areas and for UD 100 (Supplemental Instruction and Tutoring). Reading, writing, and math coordinators teach 30 to 35 credit hours per academic year, the greatest porting during fall quarter. In addition, the reading area hires 5 adjuncts in the fall, 2 in the winter, 1 in the spring. Writing hires 8 adjuncts in fall, 6 in winter, and 1 in spring. Math hires 7 in the fall, 6 in the winter, and 3 in the spring. The UD 100 coordinator teaches 10 sections per year. University Tutoring Services, located within the Developmental Education unit, also locates tutors for any course offered at the University in which a student may be experiencing difficulty, and it coordinates the Supplemental Instruction Program in conjunction with specific General Education classes.

In addition to the responsibilities outlined above, all three units are involved in University Testing Services, which administers placement tests and national noemed tests (e.g., LSAT, MeAT, MAT, PPST, NTE, GMAT).

Fall Quarter (Year)	Undergraduate Enrollment	University Division Enrollment	% of Undergraduate Enrollment	University Division Freshmen	% of Division Enrollment
1971	9,255	2,230	24%	2,218	99%
1972	9,046	2,664	29%	2,206	83%
1973	9,121	2,905	32%	2,297	79%
1974	9,556	3,005	31%	2,287	76%
1975	10,464	3,469	33%	2,627	76%
1976	10,035	3,596	36%	3,032	84%
1977	10,443	3,680	35%	2,906	80%
1978	10,208	3,229	32%	2,656	82%
1979	10,487	2,336	22%	2,238	96%
1980	10,821	2,314	21%	2,248	97%
1981	10,810	2,576	24%	2,443	95%
1982	10,687	2,984	28%	2,577	86%
1983	11,203	3,278	29%	2,748	84%
1984	11,410	3,381	30%	2,750	81%
1985	11,869	3,572	30%	2,888	81%
1986	12,480	3,826	31%	3,161	83%
1987	12,512	4,185	33%	3,412	82%
1988	12,713	4,717	37%	3,706	79%
1989	13,122	5,295	40%	3,808	72%
1990	12,933	5,547	43%	3,797	68%
1991	13,036	5,356	41%	3,618	68%
1992	12,925	4,818	37%	3,288	68%
1993	12,727	4,806	38%	3,232	67%
1994	12,220	4,647	38%	3,049	66%
1995	11,670	4,555	39%	2,981	65%
1996	11,262	4,515	40%	2,973	66%
1997	11,218	4,541	40%	3,012	66%
1998	11,246	4,615	41%	3,044	66%

Source: Institutional Research (5/38/98, 4/21/99)

Wright State University Undergraduate Enrollment  
Students by College, Fall 1998

College	Enrollment (%)
Liberal Arts	13.3%
Science & Math	10.2%
Non-degree	5.8%
Associate Degree	0.1%
Education	8.6%
Engineering & CS	8.6%
Nursing	3.5%
University Division	41.1%

Source: Budget Planning and Resource Analysis

University Division Students (Main Campus) Fall  
1998

	Advisini Center	Adult and Transfer
Total	4,415	393
Freshmen	3,041	
Sophomores	1,034	79
Juniors	218	180
Seniors	35	128
High School Students	87	
Full Time	3,900	200
Part Time	515	193
New Freshmen	2,026	
Transfers	260	133
Continuing/Returning	2,129	260
<u>Intended College</u>		
Business	821	106
Education & Human Services	739	77
Liberal Arts	576	68
Science & Math	331	11
Engineering & Computer Science	594	75
Nursing	212	6
Undecided	1,142	50

Source: Institutional Research (9/23/98)

Attachment 6

College Entrance Requirements

College COB	Credit Hours Earned	Other
CEHS	24/24	2.5/2.35 Teacher Education: 45 credit hours; 2.5 cum GPA; minimum each section of the PPST; completed application packet, including self-assessment statement including career goals, 2 letters of recommendation, 250-500-word writing sample, interview <u>Rehabilitation: 24 credit hours; 2.35 cum GPA</u>
CECS	45	2.25 C or higher in ENG 101/102, MTH 229/230 <u>Computer science: C or higher in CS 240/241/242; 2.25 in CS and CEG courses</u> <u>Computer Engineering: C or higher in MTH 231, CS 240/241 and CHM 121 or PHY 240</u> <u>Biomedical Engineering: Electrical Engineering &amp; Human Factors Engineering: C or higher in MTH 231, CEG 220, and CHM 121 or PHY 240</u> <u>Physics: C or higher in MTH 231 and CEG 220 or EGR 153</u> <u>Mechanical Engineering &amp; Material Science Engineering: C or higher in MTH 231, EGR 153 and CHM 121 or PHY 240</u>
COLA	24	2.0/2.25/2.3/2.5 C or higher in ENG 101/102; have completed HST 101 and 2 additional GE courses <u>Communications: 2.5 cum GPA</u> <u>Modern Languages: 2.5 cum GPA or 3.0 in modern language courses</u> <u>Social Work: 2.25 cum GPA; C or higher in SW 270, 271; completion of BIO 107, COM 102, CST 240, EC 200, PLS 200, PSY 105, PSY 341, SOC 200; admission application</u> <u>Urban Affairs: 2.3 cum GPA</u>
COHN	48	2.5 C or higher and 2.5 GPA in ENG 101/102, PSY 105, CHM 102, ANT 201, M&I 220, SOC 200, HST 101, STT 160; admission application, 250-word written statement describing experiences brought to nursing
COSM	24/30	2.0/2.25 C or higher in 2 courses in chosen major <u>Mathematics: C or higher and 2.5 cum GPA in MTH 229/230</u> <u>Psychology: 2.25 cum GPA; 30 credit hours</u>

Attachment 7

College Admission Status of Fall 1997 Direct from High School Students Returning Fall 1998 (N = 1,378)

Intended Major (Fall 97)	Transferred to Intended College	Transferred to Another College	Remained in University Division
COBA (205,15%)	66 (32%)	7 (4%)	132 (64%)
CEHS (172,12%)	16(9%)	8 (5%)	148 (86%)
CECS (213,17%)	87 (38%)	12 (5%)	132 (57%)
COLA (208,15%)	116 (56%)	3 (1%)	89 (43%)
CONH	6 (10%)	4 (7%)	48 (83%)
COSM	148 (71%)	6 (3%)	53 (26%)
Undecided		37 (12%)	260 (88%)
TOTAL	439 (32%)	77 (5%)	862 (63%)

Source: Office of Budget Planning and Resource Analysis (1/27/99)

## Attachment 6

## College Entrance Requirements

College	Credit Hours Earned	GPA	Other
COB	~	2.5	C or higher in ENG 101/102 and MTH 128/129 or higher level math
CEHS	24/24	2.5/2.35	<u>Teacher Education:</u> 45 credit hours; 2.5 cum GPA; minimum each section of the PPST; completed application packet, including self-assessment statement including career goals, 2 letters of recommendation, 250-500-word writing sample, interview <u>Rehabilitation:</u> 24 credit hours; 2.35 cum GPA
CECS	45	2.25	C or higher in ENG 101/102, MTH 229/230 <u>Computer science:</u> C or higher in CS 240/241/242; 2.25 in CS and CEG courses <u>Computer Engineering</u> C or higher in MTH 231, CS 240/241 and CHM 121 or PHY 240 <u>Biomedical Engineering Electrical Engineering &amp; Human Factors Engineering</u> C or higher in MTH 231, CEG 220, and CHM 121 or PHY 240 <u>Engineering- Physics</u> C or higher in MTH 231 and CEG 220 or EGR 153 <u>Mechanical Engineering &amp; Material Science Engineering:</u> C or higher in MTH 231, EGR 153 and CHM 121 or PHY 240
COLA	24	2.0/2.25/2.3/2.5	C or higher in ENG 101/102; have completed HST 101 and 2 additional GE courses <u>Communications:</u> 2.5 cum GPA <u>Modern Languages:</u> 2.5 cum GPA or 3.0 in modern language courses <u>Social Work:</u> 2.25 cum GPA; C or higher in SW 270.271; completion of BIO 107, COM 102, CST 240, EC 200, PLS 200, PSY 105, PSY 341, SAC 200; admission application <u>Urban Affairs:</u> 2.3 cum GPA
COHN	48	2.5	C or higher and 2.5 GPA in ENG 101/102, PSY 105, CHM 102, ANT 201, M&I 220, SAC 200, HST 101, SIT 160; admission application, 250 word written statement describing experiences brought to nursing
COSM	24/30	2.0/2.25	C or higher in 2 courses in chosen major <u>Mathematics:</u> C or higher and 2.5 cum GPA in MTH 229/230 <u>Psychology:</u> 2.25 cum GPA; 30 credit hours

## Attachment 7

College Admission Status of Fall 1997 Direct from High School Students  
Returning Fall 1998 (N = 1,378)

Intended Major (Fall 97)	Transferred to Intended College	Transferred to Another College	Remained in University Division
COBA (205,15%)	66 (32%)	7 (4%)	132 (64%)
CEHS (172, 12%)	16(9%)	8 (5%)	148 (86%)
CECS (213,17%)	87 (38%)	12(5%)	132 (57%)
COLA (208,15%)	116 (56%)	3 (1%)	89 (43%)
CONH	6 (10%)	4 (7%)	48 (83%)
COSM	148(71%)	6 (3%)	53 (26%)
Undecided		37 (12%)	260 (88%)
TOTAL	439 (32%)	77 (5%)	862 (63%)

Source: Office of Budget Planning and Resource Analysis (1/27/99)

Continuing or Returning University Division Students  
Meeting College Entrance Requirements Advising  
Center, Fall 1998

Intended College	Total number of students	Credit hours required	Students with IUJ. hours	Students with hours but lacking req. OPA	Students with hours but lacking req. courses	Students lacking both req. OPA and req. courses	Students with 1-44 hoUIS above req. min.	Students with 45-89 hours above req. min.	SIU students with hoUIS above req. min.
COBA	459	45	229	48	52	114	191	37	<b>I</b>
CEHS	429	45/24	279 <sup>a</sup>				213	55	<b>II</b>
CJ:CS	305	45	188	4	118	57	141	36	11
COLA	228	24	193	9	113	67	122	58	13
CONH	96	48	41	3	20	18	38	3	
COSM	67	30/24	41	13	10	<b>II</b>	26	12	3
Undecided	392		<b>146<sup>b</sup></b>				125	19	2
Total	1,976		1,117	77	313	267	856	220	41

II

\*for intended education and rehabilitation majors

? 126 lack required GPA

? 152 have required GPA

<sup>a</sup>students with more than 45 credit hours

Source: Institutional Research (9/22/98)

Continuing or Returning University Division Students  
Meeting College Entrance Requirements  
Adult and Transfer Services, Fall 1998

Intended College	Total number of students	Credit hours IUJ. req.	Students with req. hoUIS	Students with hours but lacking req. OPA	SIU students with hours but lacking req. courses	Students lacking both req. OPA and req. courses	Students with 1-44 hours above IUJ. min.	Students with 45-89 hours above req. min.	Students with hoUIS above IUJ. min.
COBA	36	45	35	5	14	16	2	18	15
CEHS	29	45/24	27 <sup>a</sup>				2	15	10
CECS	31	45	31				3	<b>II</b>	17
COLA	33	24	33				<b>I</b>	9	23
CONH	4	48	4		<b>I</b>	3	<b>I</b>	2	<b>I</b>
COSM	3	30/24	3						3
Undecided	24		<b>24<sup>b</sup></b>				4	<b>II</b>	9
Total	160		157	5	15	19	13	66	78

Of or intended education and rehabilitation majors

? 14 lack required OPA

? 13 have required OPA

<sup>a</sup>students with more than 45 credit hours

Source: Institutional Research (9/22/98)

Attachllient 12

Eligibility for Colleges by Intended College  
 Advising Center Students with 60 or More Hours  
 Earned Through Fall 1998 (N=586)

Eligibility for at least one major  
 in college

Intended College (N)	COBA	CEHS*	CECS	COLA	CONH*	COS
COBA (117)	0	20	1	62	0	3
CEHS(173)	33	81	1	117	0	22
CECS(100)	34	48	0	52	0	32
COLA (76)	5	15	1	31	0	17
CONH (38)	3	23	1	27	9	29
COSM (14)	0	1	0	4	0	2
Undecided (68)	19	36	0	38	1	11

\* Eligibility for CEHS based only on hours earned and OPA; does not include additional requirements  
 \* Eligibility for CONH based only on course requirement, hours earned, and OPA; does not include additional requirements

Source: Office of Budget Planning and Resource Analysis (3/18/99)



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DATE: May 3, 1999

TO: Members, WSU Faculty Senate  
 FROM: Jim Sayer  
 RE: University College

On Friday, April 23, 1999, I received a document entitled "The Transformation of the University Division into the University College -- Executive Summary," a document designed to accommodate our discussion of University College at this meeting of the Faculty Senate.

Based upon my reading of that document, I find I have a number of concerns and questions that I would like to have addressed to flesh out many of the generalized statements that exist within the discussion document. However, before having those concerns/questions answered, I would appreciate a clearly delineated University College organizational chart that not only provides the proposed structure of the College in terms of titles/offices, but also provides the names of those individuals proposed to fill those slots. The discussion document before us offers no such structure, so it is impossible to imagine the actual operationalization of the goals and activities suggested by that document.

With the need for that organizational information seen as paramount, here, then, are my concerns and questions. I have organized my comments according to the pagination of the document.

PAGE ONE

(1) The document indicates that one of UC's goals will be "to move students more quickly into appropriate majors and colleges," but there is absolutely no indication how that is to be achieved. Assuming that there are too many students in University Division at present, an assumption clearly offered in the first paragraph on page one, it appears that the newly-created University College proposes to move a number of those students to the various academic colleges and schools. However, there is no mechanism offered for such movement.

(2) The document offers a "three-part mission for the University College," and I would like to have an explanation as to how the first mission statement differs from the second mission statement. It strikes me that both statements say the same thing; they are only worded differently.

(3) The proposed third mission statement says that UC will "develop appropriate bridges with secondary education, working through feeder high schools, to ensure that more students will enter the University 'college ready' and to work