Attendance:
Aero – Cliff Whitfield
AVN – Not present (Seth Young)
BME – Mark Ruegsegger - Chair
CHE – Not present (Jeff Chalmers)
CIV – Not present (Frank Croft)
CSE – Not present (Ken Supowit)
ECE – George Valco
EED – No member appointed
ENG PHY – Robert Perry
ENV – John Lenhart
FAB – Not present (Ann Christy)
ISE – Carolyn Sommerich (ASAP Rep)
MSE – Mike Sumption
ME – Rob Siston
WLD – Dave Farson
Graduate Student – Not present (Joey McEnery or Anas Abumunshar)
Undergraduate Student – Not present (Kareem Rasul & Stiphany Tieu)
Non Voting:
Associate Dean for Undergraduate Education – Dave Tomasko
KSA – Jane Murphy
Committee Secretary – Ed McCaul
Advisor – Nikki Strader
Guests – Jamie Paulson

1. The minutes from the 3 December 2015 meeting were approved as written.

2. Carolyn Sommerich presented the Course Proposal Subcommittee’s recommendations.
   2.1. Carolyn Sommerich made a motion that the new course request for MSE 6295, Superconducting Materials and Properties, be approved. Mike Sumption seconded the motion. The floor was opened for discussion.
   2.1.1. The committee was informed that the course has concurrence from Physics and that the course is an introductory course in that topic.
   2.1.2. The question was asked as to whether most of MSE graduate level courses are two hour courses. The response was that most of their graduate elective courses are as the program wants to offer a number of elective courses for their graduate students.
   2.1.3. The question was asked as to how many courses MSE’s graduate students take per semester. The response was that early in their career, when they are taking required courses, they take three to four.
   2.1.4. There being no further discussion a vote was taken: 9 approved, 0 opposed, and 0 abstentions. The motion passed.
2.2. Carolyn Sommerich made a motion that the course change requests for Aero 4999, Aerospace Engineering Thesis research, ME 7777, Risk and Reliability for Digital Instrumentation and Control Systems, NE 7777, Risk and Reliability for Digital Instrumentation and Control Systems, and WE 4201, Engineering Analysis for Design and Simulation, be approved. Robert Perry seconded the motion. The floor was opened for discussion.

2.2.1. The committee was informed that:
   2.2.1.1. for Aero 4999 the request is to change the grading from S/U to letter grade;
   2.2.1.2. for ME 7777 and NE 7777, which are cross listed, the request is to change their numbers to 8777 as the courses have evolved to become more advanced;
   2.2.1.3. and for WE 4201 the request is to add a MatLab course to the prerequisites.

2.2.2. The question was asked as to why Aero is changing a thesis research course to a letter graded course. The response was that the original request should have had the course as letter graded. The comment was made that for BME only letter graded courses can count as technical electives and that is the reason their research courses are letter graded. The comment was made that ME has the same rule for their technical elective courses. The comment was made that some programs have two variations of their research courses with one being letter graded and one being S/U.

2.2.3. There being no further discussion a vote was taken: 9 approved, 0 opposed, and 0 abstentions. The motion passed.

2.3. The committee was informed that the committee secretary had approved course change requests for ECE 2020 and ECE 4900H as both requests were within the parameters of the courses he can approve. The comment was made that the change to ECE 2020 was necessary as either OAA or the registrar’s office mistakenly change the prerequisites that were originally submitted.

3. George Valco informed the committee that there has been no activity on the minors. The Humanitarian Minor is still at EED as no decision has been made as to whether EED or the Core Committee will be responsible for it. George will contact EED and try to get the proposal to CCAA by the end of April. The question was asked as to whether the minor should be eliminated. The response was no as there is quite a bit of interest in it.

4. The committee discussed the proposed addition of a publication requirement to Welding’s graduate program.
   4.1. The committee was informed that Welding is considering adding a publication requirement for its graduate students and Welding has stated that the Graduate School informed them that their approval is not needed. However, the question is whether or not such a change should be brought before this committee.
   4.2. Dave Farson informed the committee that a search of the internet revealed that only a few graduate programs have such a requirement and that for the ones that do their requirement is very complicated with a lot of details.
   4.3. George Valco stated that ECE has such a requirement of its PhD students.
4.4. Mike Sumption stated that while MSE does not have a formal requirement it is unlikely that a student will pass their defense if they do not have at least one publication and another one in review.

4.5. The question was asked as to what would happen if the student was part of an industry sponsored project and the company stipulated that the results could not be published. The response was that in those cases if the student had written an article and showed it to their committee it should be acceptable. The comment was made that exceptions can always be made for any requirement.

4.6. The question was asked as to what comes before CCAA in regards to degrees. The response was that any changes to a degree need to be reviewed and approved by this committee. The comment was made that in that case Welding’s proposed change should be reviewed by CCAA.

4.7. The comment was made that there would not be any harm in having more eyes review the proposed requirement.

4.8. The comment was made that the committee will need to decide if it needs to go to OAA since the Graduate School has indicated that they do not need to see it.

4.9. The question was asked as to whether ECE’s publication requirement was approved by OAA. The response was that it has been in place for many years and it may have been approved by OAA years ago.

4.10. It was decided that the proposal will need to be reviewed and approved by CCAA. The committee secretary stated that he would let Antonio Ramirez know.

5. Carolyn Sommerich present some proposed changes from SAP.

5.1. Carolyn Sommerich made a motion that the proposed changes to ECE’, ME’s, and Aero’s SAP policies be approved (copies of the proposed changes are attached). George Valco seconded the motion. The floor was opened for discussion.

5.1.1. The committee was informed that ECE, ME, and Aero have proposed changes to their SAP policies. The changes are minor with ECE’s being made due to the new grade forgiveness policy. ME and Aero are changing the courses in their EPHR as well as making a change due to the new grade forgiveness policy.

5.1.2. The question was asked as to whether the new grade forgiveness policy was in effect. The response was yes, but that students can only use it three times and can only use it once for any one course.

5.1.3. The question was asked as to who is using the new grade forgiveness policy. The response was that mainly pre-majors are using it.

5.1.4. The committee was informed that a new student analytics software tool has been adopted by the university. The new tool will make it easier for us to help predict what the indicators are for a student to be successful in a program. The first reports from the new software will not be available until April.

5.1.5. The question was asked as to whether the new software will be able to separate out credit that a student has received from high school and transfer credit. The response was yes.

5.1.6. The comment was made that the new grade forgiveness rule has caused some confusion on whether or not AP or EM credit counts as the first time a student has taken a course. This means that if a student takes a course at OSU for which they have AP or EM credit they cannot use grade forgiveness for that course. This
problem has been caused by an interpretation of the policy as such a rule is not written in the policy.

5.1.7. There being no further discussion a vote was taken: 9 approved, 0 opposed, and 0 abstentions. The motion passed.

5.2. Carolyn Sommerich made a motion that the proposed Summer Term Probation Policy be approved. Mike Sumption seconded the motion. The floor was opened for discussion. (A copy of the proposal is attached.)

5.2.1. The committee was informed that the proposed Summer Term Probation Policy has been created due to the lack of time between spring graduation and the start of summer term. The issue is that a few students who should be dismissed after spring semester take summer term courses and once the term begins they cannot be dismissed. The problem is that most of them are dismissed at the end of summer term and lower their GPA even more as well as having spent money and taken courses that they can no longer use. The committee that would be making the decisions will consist of the ASAP Committee Chair, the Associate Dean for Undergraduate Education and Student Services, and the Director of Advising. In addition, the committee would closely coordinate with each student’s program.

5.2.2. The comment was made that this will expedite the process.

5.2.3. The comment was made that the policy will only work if spring semester grades have been posted on time. The question was asked as to whether the problem was with Engineering courses or courses outside of Engineering. The response was that it is a problem across the board.

5.2.4. There being no further discussion a vote was taken: 9 approved, 0 opposed, and 0 abstentions. The motion passed.

6. Dave Tomasko updated the committee on various academic issues.

6.1. Members were given a copy of a revised report on the IBE program (revised report is attached). The committee was informed that the only difference between this report and the report the committee was given last month was that data on which programs the students are in and which programs the students who are no longer in IBE are in. If anyone needs additional information they should contact Amanda Crall who is the academic advisor to the program.

6.2. Members were given a copy of a report summarizing the retention rate of our transfer and campus change students from Columbus State.

6.2.1. The report shows that the students we get from Columbus State are more diverse than our campus change students. Although these students are difficult to track, about 3/4ths of our campus change students and 2/3rds of our Columbus State students persist in their respective programs. There is a lot of room for improvement in our retention of these students.

6.2.2. The question was asked as to whether the data includes students in KSA. The response was no.

6.2.3. The question was asked as to whether KSA had a large transfer population. The response was that previously there was a large number, but not now.

6.2.4. The report shows that these students do not do as well academically as our new first year students.
6.2.5. The question was asked as to how many of these students live on campus and how that factor impacts retention. No one knew the answer to the question.

6.2.6. The question was asked as to what the impact would be if these students were given priority in campus housing. No one knew the answer to the question.

6.2.7. The report shows that it takes about five years for the students directly enrolled in engineering to earn a degree versus six years for Columbus State and campus change students.

6.2.8. The question was asked as to how much course quality control do we have on Columbus State students. The response was that Columbus State offers an Introduction to Engineering sequence that is identical to ours. The comment was made that there are a lot of stories that Columbus State students are not well prepared. Dave Tomasko requested that anyone who had any anecdotal information about this to send it to John Merrill.

6.2.9. The question was asked as to whether Columbus State students learn MatLab while they are there. No one knew, but Dave Tomasko stated that he would find out.

6.2.10. Dave Tomasko commented that we train the instructors who teach Introduction to Engineering at the regional campuses and at the high schools that offer it and that he thought the instructors at Columbus State also received the training.

6.2.11. The comment was made that one issue tracking campus change students is that they are not designated as such in the university’s data base.

6.2.12. The comment was made that the Mansfield campus is starting to offer more Mechanical Engineering courses and that the possibility of them offering a Mechanical Engineering degree is being discussed. There is also a strong interest at the Newark campus to offer an Electrical Engineering degree.

6.2.13. The comment was made that before that happens we need to determine how this will impact our ABET accreditation. The comment was made that if an accredited Engineering degree is offered at one of the regional campus that the evaluator would visit that campus in addition to visiting the Columbus campus.

6.2.14. The question was asked as whether the reason Columbus State and campus transfer students are taking six years to graduate is because they are repeating courses or spreading their course load out. While no one knew the answer to the question the comment was made that they may need to start with lower level math courses as they may not be as prepared as our direct enrolled students. In addition, they may be the last to enroll and may not be getting into desired classes.

6.2.15. The comment was made that it may be good to find out the average number of credit hours they are taking each semester to help determine if they are taking a slower pace than our direct enrolled students.

6.2.16. The comment was made that some of them are older and more focused than our directly enrolled students, but not as well prepared.

6.2.17. The comment was made that in Engineering Physics the campus transfer students do not talk to their academic advisor and many of them end up on SAP.

6.2.18. The comment was made that generally speaking advisors do not know about the campus transfer students as it is not indicated in the data base.
6.3. The committee was told about some university advising initiatives.

6.3.1. A university advising summit is going to be held and it would be good if a faculty member attend with their program’s advisor. The comment was made that the summit is by invitation only. Dave Tomasko stated that he would try to find out who is doing the invitations and see if faculty can also be invited.

6.3.2. Faculty need to show that they are supporting their advisors as most of them are advising 600-700 students, which is more than they should be.

6.3.3. A career ladder needs to be created for our advisors so that they can be considered professionals and not just another staff member.

6.4. The university’s assessment conference is coming up and members of the Outcomes Committee will be attending it. Alexis Collier, who was overseeing the university’s assessment program, has left the university, but no one has been hired in her place.

7. The meeting was adjourned at 12:21.
Standards of Academic Performance
For Undergraduate Electrical and Computer Engineering Students

The following point-hour ratios are used to monitor the academic standing of Electrical and Computer Engineering (ECE) majors and pre-majors.

<table>
<thead>
<tr>
<th>CPHR</th>
<th>A cumulative point-hour ratio over all courses taken at The Ohio State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGPA</td>
<td>An eligibility grade-point average over all pre-major courses taken at The Ohio State University. *</td>
</tr>
<tr>
<td>MGPA</td>
<td>A major grade-point average over all major courses taken at The Ohio State University. †</td>
</tr>
<tr>
<td>SGPA</td>
<td>A semester/summer grade-point average over all courses taken during a semester or during summer term at The Ohio State University.</td>
</tr>
</tbody>
</table>

* Electrical and Computer Engineering EGPA courses: Engineering 1181 and 1182; Math 1151 and 1172; Chemistry 1250; Physics 1250 and 1251; CSE 1222 (or equivalents). The EGPA is based on the best grade earned in a given course. Therefore if a course is taken multiple times, only the highest grade earned will be used in the EGPA calculation, with the exception of courses repeated under the Grade Forgiveness Rule (University Rule 2335-8-27.1) for which the original grade is excluded. A similar exclusion applies for courses repeated under the old Freshman Forgiveness rule, which was replaced by the Grade Forgiveness rule in autumn semester 2015. Note that in some cases different courses may be counted as equivalent for meeting a particular curricular requirement, but a better grade in one of those courses does not replace a worse grade in a different one of those courses.

# If a student has credit for Chemistry 1210, which excludes them from taking Chemistry 1250, Chemistry 1220 will be required to complete the ECE chemistry requirement. Chemistry 1210 is not included in the EGPA calculation. If both Chemistry 1220 and 1250 are taken, both are included in the EGPA calculation.

§ If a student has credit for Math 1152 and is excluded from taking Math 1172, then Math 2153 will also be required to complete the calculus requirement prior to admission to major. Math 1152, 1172 and 2153 are all included in the EGPA calculation.

† Prior to summer term 2012, the MGPA was based on all grades earned in a given course. Beginning summer term 2012 the MGPA will be based on the best grade earned in a given semester catalog course, with the exception of courses repeated under the Grade Forgiveness Rule (University Rule 2335-8-27.1) for which the original grade is excluded. Therefore if a semester catalog course is taken multiple times, only the highest grade earned will be used in the MGPA calculation.

• For students in the Electrical Engineering program of study, major courses are all Electrical and Computer Engineering courses, excluding 2300.

• For students in the Computer Engineering program of study, major courses are the same as above plus these Computer Science and Engineering courses: CSE 2221, 2231, 2321, 2431, 2451, 3241, 3461, 5242, 5361, and 5441.

In order to graduate from one of the BSECE degree programs, a student must have:
1. a CPHR of 2.0 or above in all courses taken at The Ohio State University, and;
2. a MGPA of 2.0 or above in all major courses taken at The Ohio State University.
The following conditions must be met to be considered in good academic standing in the Electrical Engineering program of study or the Computer Engineering program of study.

1. A CPHR of 2.0 or above in all courses taken at The Ohio State University.
2. An EGPA of 2.0 or above in all EGPA courses taken at The Ohio State University.
3. A MGPA of 2.0 or above in all major courses taken at The Ohio State University.

This document also describes the ECE Quarters-to-Semesters (Q2S) transition academic standards and progress policies for students who started at the Ohio State University spring quarter 2012 or earlier, but are graduating summer 2012 or later.

**Student who started prior to summer term 2012**

For ECE major and pre-major students who started at the Ohio State University prior to summer term 2012 (referred to as transition students in this document), their academic standing at the end of spring quarter 2012 will be evaluated according to the quarter policies, however the letters describing the conditions of probation for their next semester, session or term of enrollment will be written so that they may be met under this policy.

For these students, if a course from the quarter catalog was taken multiple times, all grades earned in that course are included in the EGPA or MGPA. If a course from the semester catalog is taken multiple times, only the highest grade earned will be used in the MGPA calculation. The new policy on using best grade earned applies only to courses from the semester catalog.

These transition students are being given a choice of graduating meeting quarter-curriculum requirements or semester-curriculum requirements. The list of EGPA and MGPA courses differs depending on the requirements being met and the student's program of study.

- For transition students in either program of study meeting quarter-curriculum requirements the EGPA courses are: Engineering 181 (1181) and 183 (1182); Math 151, 152, 153 and 254 (1151 and 1172); Chemistry 121 (1250); Physics 131, 132 and 133 (1250 and 1251); and EnGraph 167 (CSE 1222). CSE 221 is included in the EGPA only if EnGraph 167 or any of its equivalents are not taken. All courses equivalent to said courses and any quarter-to-semester transition courses used to complete these sequences will also be included.

- For transition students in either program of study meeting semester-curriculum requirements the EGPA courses are: Engineering 1181 (181) and 1182 (183); Math 1151 and 1172 (151, 152, 153 and 254); Chemistry 1250 (121); Physics 1250 and 1251 (131, 132 and 133); and CSE 1222 (EnGraph 167). All courses equivalent to said courses and any quarter-to-semester transition courses used to complete these sequences will also be included.

- For transition students in the Electrical Engineering program of study meeting either quarter-curriculum or semester-curriculum requirements the MGPA courses are: all Electrical and Computer Engineering courses, excluding 300, 309, 320, 2300, 2300.01 and 2300.02.

- For transition students in the Computer Engineering program of study meeting either quarter-curriculum or semester-curriculum requirements the MGPA course are: all Electrical and Computer Engineering courses, excluding 300, 309, 320, 2300, 2300.01 and 2300.02; plus these Computer Science and Engineering courses: CSE 222, 321, all other 500-level and above courses from the quarter catalog (excluding 548, 675.01, 675.02, and 676), CSE 2221, 2231, 2321, 2431, 2451, 3241, 3461, 5242, 5361, and 5441. Any quarter-to-semester transition courses used to complete the CSE 2221-2231 sequence will also be included.
Academic Sanctions

The University has established two forms of academic sanctions for students not performing to minimum academic standards or who are not making progress toward their degree.

1. **Academic probation.** Any student who has accumulated fifteen or more deficiency points shall be placed on academic probation (see University Rule 3335-9-25A). If the student’s college or school considers a student’s progress as unsatisfactory in meeting the conditions placed on his or her probation, the college or school shall be empowered to dismiss him or her from the University (see University Rule 3335-9-26).

2. **Probation by Special Action.** If at any time the preparation, progress or success of a student in his or her academic program is determined to be unsatisfactory, the college or school in which the student is registered shall be empowered to place him or her on academic probation (see University Rule 3335-9-25B). A student on special action probation is subject to dismissal from the department or college if he or she fails to meet the conditions placed on his or her probation.

Status for Special Action Probation (SAP) is determined at the end of each semester and at the end of summer term. The evaluation conducted at the end of each semester will consider the student’s performance in both sessions of that semester, as well as the full semester. The evaluation conducted at the end of summer term will consider the student’s performance in May term, summer session and summer term.

After being placed on SAP, the satisfaction of SAP terms, return to good academic standing, continuation of SAP, and departmental or college dismissals are determined at the end of the student’s next semester or summer term of enrollment. All exceptions to the SAP policies below and any SAP for Lack of Progress cases are brought before the Academic Standards and Progress subcommittee of the College of Engineering’s College Committee on Academic Affairs (CCAA).

At the end of each semester or summer term all students being placed on SAP, continued on SAP being taken off SAP, or being dismissed from the department will be sent a letter by email to their official OSU email address indicating the student’s academic status at that point and any terms of probation. Should this email not be received by the student before the first day of classes of the subsequent semester or summer term, it is the student’s responsibility to contact his or her academic advisor to learn of their academic standing. A copy of this letter will also be placed in the student’s record on Advising Connect.

Electrical and Computer Engineering has three forms of SAP: 1) SAP for Grades; 2) SAP for Lack of Progress; and 3) SAP After Reinstatement.

The remainder of the Special Action Probation policy for the Electrical and Computer Engineering undergraduate programs is described in three sections. The first section is the SAP policy for students in the ECE major, the second section is the SAP policy for pre-ECE students, and the third section covers additional points common to the major and pre-major policies.
Special Action Probation (SAP) for Majors

SAP FOR GRADES

*Students can be placed on SAP for failure to meet the conditions to be considered in good academic standing.*

**Conditions for going on SAP for Grades (for major students):**

1. An ECE major student with CPHR < 2.0 is placed on SAP for Grades. This student will also be on University Academic Probation by Special Action, (see University Rule 3335-9-25B).

2. An ECE major student who has more than 4 hours in major classes on his or her transcript is placed on SAP for Grades if his or her MGPA is less than 2.0. ECE transfer credit is included in the sum for the 4 hour threshold, but only courses taken at OSU are included in the MGPA calculation.

3. An ECE major student with a CPHR of 2.0 or better but a MGPA below 2.0, and who has 4 or fewer hours in major classes on his or her transcript, will be issued a letter of warning, sent by email to the student’s official OSU email address.

**Conditions for Returning to Good Standing (for major students):** If the student achieves CPHR ≥ 2.0 and MGPA ≥ 2.0, without withdrawing from or receiving an incomplete for any course (no “W” or “I” marks), he or she will be returned to good standing.

If a student achieved CPHR ≥ 2.0 and MGPA ≥ 2.0 but also earned “W” or “I” marks, even with the permission of his or her academic advisor, he or she will be issued a letter of warning about the potential for future SAP for lack of progress, sent by email to the student’s official OSU email address.

**Conditions of Continuing on SAP for Grades (for major students):** Students placed on SAP for Grades will be given terms of probation. For major students the terms are typically:

1. If CPHR < 2.0, cumulative deficiency points must be reduced by 5 if the student is full time, and by 0.4 for each credit hour of letter graded courses taken if less than full time. If CPHR ≥ 2.0, must earn grades to keep it 2.0 or greater.

2. If MGPA < 2.0
   - The student must take at least one major course and improve the MGPA (change in MGPA must be positive).
   - If a student’s next enrollment is during summer term and a major course appropriate to the student’s program is not available, the student may be exempted from this requirement for that term, with permission of his or her academic advisor. In such a case the student must earn a SGPA ≥ 2.0.
   - If MGPA ≥ 2.0, must earn grades to keep it 2.0 or greater.

3. Must not withdraw from or receive an incomplete for a course (“W” or “I” marks) without permission of his or her ECE academic advisor.

4. Meet with his or her academic advisor by the end of the first week of classes and as additionally specified.

If the student has met the terms of probation but has not met the conditions for leaving SAP and returning to good standing, he or she will be continued on SAP.

**Conditions for Department Dismissal:** Students who do not meet the terms of probation will be dismissed from the Department of Electrical and Computer Engineering.

**Conditions for College Dismissal:** Major students who are dismissed from the Department of Electrical and Computer Engineering with a CPHR of less than 2.0 are also subject to dismissal from the College of Engineering.
SAP FOR LACK OF PROGRESS (for major students) Students can be put on SAP for failure to make progress towards a degree in Electrical and Computer Engineering.

Conditions for going on SAP for Lack of Progress (for major students):
1. Multiple “W” or “I” marks that prevent the student from making progress in the Electrical Engineering curriculum or Computer Engineering curriculum.
2. Not taking courses in his or her Electrical Engineering curriculum or Computer Engineering curriculum for two consecutive semesters or summer terms of enrollment.
3. Not having completed English 1110.
4. Remaining in a class for which they are not eligible due to earning a mark of “E”, “EN”, “W” or “I” in a prerequisite course.

Students placed on SAP for Lack of Progress will be given terms of probation. For major students the terms are typically:
1. Address specific problems cited, e.g. if not completed English 1110, must due so.
2. Enroll in and complete at least one course in their Electrical Engineering or Computer Engineering curriculum.
3. Earn grades to maintain CPHR and MGPA at 2.0 or better.
4. Must not withdraw from or receive an incomplete for a course (“W” or “I” marks).
5. Meet with their academic advisor by the end of the first week of classes and as additionally specified.

Conditions for Returning to Good Standing (for major students): Students will be removed from SAP for Lack of Progress and be in good academic standing if they:
• complete a semester or summer session that includes courses in their Electrical Engineering or Computer Engineering curriculum without receiving any “W” or “I” marks, and
• have at least a 2.0 CPHR and MGPA, and
• meet any specific terms cited in their letter of probation.

Conditions for continuing on SAP, for Grades (for major students): Students on SAP for Lack of Progress will be continued on SAP, for Grades, if they complete a semester or summer session that includes courses in their Electrical Engineering or Computer Engineering curriculum without receiving any W or I marks, but do not have at least a 2.0 CPHR and MGPA.

Conditions for Department Dismissal: Students on SAP for Lack of Progress will be dismissed from the Department of Electrical and Computer Engineering if they do not meet the terms required to continue on SAP, for Grades, or to return to good standing.

Conditions for College Dismissal: Major students on SAP for Lack of Progress who are dismissed from the Department of Electrical and Computer Engineering are also subject to dismissal from the College of Engineering if their CPHR is less than 2.0 or if they did not take technical courses applicable to other engineering majors.
SAP FOR REINSTATED STUDENTS (for major students) All students who are reinstated to the Department of Electrical and Computer Engineering are automatically placed on SAP for their next semester or summer term of enrollment.

Conditions for Returning to Good Standing (for major students): If the student achieves CPHR ≥ 2.0 and MGPA ≥ 2.0, without withdrawing from or receiving an incomplete for any course (no "W" or "I" marks), he or she will be returned to good standing.

If a student achieved CPHR ≥ 2.0 and MGPA ≥ 2.0 but also earned “W” or “I” marks, even with the permission of his or her academic advisor, he or she will be issued a letter of warning about the potential for future SAP for lack of progress, sent by email to the student’s official OSU email address.

Conditions for Continuing on SAP for Grades (for major students): Students placed on SAP after reinstatement will be given terms of probation. For major students the terms are typically:
1. A prescribed schedule of courses, and possibly restrictions on work hours.
2. If CPHR < 2.0, cumulative deficiency points must be reduced by 5 if the student is full time, and by 0.4 for each credit hour of letter graded course taken if less than full time. If CPHR ≥ 2.0, must earn grades to keep it 2.0 or greater.
3. If MGPA < 2.0
   - The student must take at least one major course and improve the MGPA (change in MGPA must be positive).
   - If a student’s next enrollment is during summer term and a major course appropriate to the student’s program is not available, the student may be exempted from this requirement for that term, with permission of his or her academic advisor. In such a case the student must earn a SGPA ≥ 2.0.
   If MGPA ≥ 2.0, must earn grades to keep it 2.0 or greater.
4. Must not withdraw from or receive an incomplete for a course ("W" or "I" marks) without permission of his or her ECE academic advisor.
5. Meet with his or her academic advisor by the end of the first week of classes and as additionally specified.

If the student has met the terms of probation but has not met the conditions for leaving SAP and returning to good standing, he or she will be continued on SAP for Grades.

Conditions for Department Dismissal: If the student does not meet the terms of probation he or she will be dismissed from the Department of Electrical and Computer Engineering.

Conditions for College Dismissal: Major students who are dismissed from the Department of Electrical and Computer Engineering with a CPHR of less than 2.0 are also subject to dismissal from the College of Engineering.
Special Action Probation for Pre-Majors (PRE-ECE SAP)

SAP FOR GRADES Students can be placed on SAP for failure to meet the conditions to be considered in good academic standing.

Conditions for going on SAP for Grades (for pre-major students):
1. ECE pre-major students are placed on SAP for Grades if either of their CPHR or EGPA is less than 2.0. A student with CPHR less than 2.0 will also be on University Academic Probation by Special Action. (see University Rule 3335-9-25B)
2. An ECE pre-major student who has more than 4 hours in major classes on his or her transcript is placed on SAP for Grades if his or her MGPA is less than 2.0.
   • New first semester freshmen with CPHR and EGPA 2.0 or better will not be placed on SAP due to MGPA less than 2.0 until they have completed two semesters or a semester and a summer term at OSU. They will be issued a letter of warning instead, sent by email to the student’s official OSU email address.
   • New transfer students may be placed on SAP due to MGPA less than 2.0 at the end of their first semester or summer term at OSU. ECE transfer credit is included in the sum for the 4 hour threshold, but only courses taken at OSU are included in the MGPA calculation.
3. If CPHR ≥ 2.0 and EGPA ≥ 2.0, an ECE pre-major student with a MGPA below 2.0 who has 4 or fewer hours in major classes on his or her transcript will be issued a letter of warning, sent by email to the student’s official OSU email address.

Conditions for Returning to Good Standing (for pre-major students): If the student achieves CPHR ≥ 2.0, EGPA ≥ 2.0, and MGPA ≥ 2.0, without withdrawing from or receiving an incomplete for any course (no “W” or “I” marks), he or she will be returned to good standing.

If a student achieved CPHR ≥ 2.0, EGPA ≥ 2.0, and MGPA ≥ 2.0 but also earned “W” or “I” marks, even with the permission of his or her academic advisor, he or she will be issued a letter of warning about the potential for future SAP for lack of progress, sent by email to the student’s official OSU email address.

Conditions of Continuing on SAP for Grades (for pre-major students): Students placed on SAP for Grades will be given terms of probation. For pre-major students the terms are typically:
1. If CPHR < 2.0, cumulative deficiency points must be reduced by 5 if the student is full time, and by 0.4 for each credit hour taken if less than full time. If CPHR ≥ 2.0, must earn grades to keep it 2.0 or greater.
2. If EGPA < 2.0
   • Take at least one EGPA course and improve the EGPA (change in EGPA must be non-zero and positive).
   • If a student’s next enrollment is during summer term and an EGPA course appropriate to the student’s program is not available, the student may be exempted from this requirement for that term, with permission of his or her academic advisor. In such a case the student must earn a SGPA ≥ 2.0.

If EGPA ≥ 2.0, must earn grades to keep it 2.0 or greater.
3. If MGPA < 2.0
   • If the student has fewer than 4 hours in major classes on his or her transcript and takes additional major classes, he or she should strive to improve his or her MGPA, but it is not yet a term of probation.
   • If the student has more than 4 hours in major classes on his or her transcript, any change in MGPA must be positive.
   If MGPA ≥ 2.0, must earn grades to keep it 2.0 or greater.
4. Must not withdraw from or receive an incomplete for a course ("W" or "I" marks) without permission of his or her ECE academic advisor.
5. Meet with his or her academic advisor by the end of the first week of classes and as additionally specified.
   If the student has met the terms of probation but has not met the conditions for leaving SAP and returning to good standing, he or she will be continued on SAP.

Conditions for Department Dismissal: If the student does not meet the terms of probation he or she will be dismissed from the Department of Electrical and Computer Engineering.

SAP FOR LACK OF PROGRESS (for pre-major students) Pre-major students can be put on SAP for failure to make progress towards entry into the Electrical and Computer Engineering major.

Conditions for going on SAP for Lack of Progress (for pre-major students):
1. Multiple "W" or "I" marks that prevent the student from making progress toward entering the ECE major.
2. Not taking any EGPA courses for two consecutive semesters or summer terms of enrollment.
3. Taking the same class more than three times or repeating too many classes.
4. Remaining in a class for which they are not eligible due to earning a mark of "E", "EN", "W" or "I" in a prerequisite course.

Students placed on SAP for Lack of Progress will be given terms of probation. For pre-major students the terms are typically:
1. Address specific problems cited.
2. Enroll in and complete at least one EGPA course.
3. Earn grades to maintain CPHR, SGPA and MGPA at 2.0 or better.
4. Must not withdraw from or receive an incomplete for a course ("W" or "I" marks).
5. Meet with their academic advisor by the end of the first week of classes and as additionally specified.

Conditions for Returning to Good Standing (for pre-major students): Students will be removed from SAP for Lack of Progress and be in good academic standing if they:
• complete a semester or summer session that includes EGPA courses without receiving any W or I marks, and
• have at least a 2.0 CPHR, EGPA and MGPA, and
• meet any specific terms cited in their letter of probation.

Conditions for continuing on SAP, for Grades (for pre-major students): Students on SAP for Lack of Progress will be continued on SAP, for Grades, if they complete a semester or summer session that includes an EGPA course without receiving any "W" or "I" marks, but do not have at least a 2.0 CPHR and EGPA. If MGPA is less than 2.0 they may be either continued on SAP for Grades or issued a letter of warning, as described in the pre-major SAP for grades section.
Conditions for Department Dismissal: Students on SAP for Lack of Progress will be dismissed from the Department of Electrical and Computer Engineering if they do not meet the terms to continue on SAP, for Grades, or to return to good standing.

Conditions for College Dismissal: Pre-major students on SAP for Lack of Progress who are dismissed from the Department of Electrical and Computer Engineering are also subject to dismissal from the College of Engineering if they did not take technical courses applicable to entry into other engineering majors.

SAP FOR REINSTATED STUDENTS (for pre-major students) All students who are reinstated to the Department of Electrical and Computer Engineering are automatically placed on SAP for their next semester or summer term of enrollment.

Conditions for Returning to Good Standing (for pre-major students): If the student achieves CPHR ≥ 2.0, EGPA ≥ 2.0, and MGPA ≥ 2.0, without withdrawing from or receiving an incomplete for any course (no “W” or “I” marks), he or she will be returned to good standing.

If a student achieved CPHR ≥ 2.0, EGPA ≥ 2.0, and MGPA ≥ 2.0 but also earned “W” or “I” marks, even with the permission of his or her academic advisor, he or she will be issued a letter of warning about the potential for future SAP for lack of progress, sent by email to the student’s official OSU email address.

Conditions for Continuing on SAP for Grades (for pre-major students): Students placed on SAP after reinstatement will be given terms of probation. For pre-major students the terms are typically:

1. A prescribed schedule of courses, and possibly restrictions on work hours.
2. If CPHR < 2.0, cumulative deficiency points must be reduced by 5 if the student is full time, and by 0.4 for each credit hour taken if less than full time. If CPHR ≥ 2.0, must earn grades to keep it 2.0 or greater.
3. If EGPA < 2.0
   a. Take at least one EGPA course and improve the EGPA (change in EGPA must be non-zero and positive).
   b. If a student’s next enrollment is during summer term and an EGPA course appropriate to the student’s program is not available, the student may be exempted from this requirement for that term, with permission of his or her academic advisor. In such a case the student must earn a SGPA ≥ 2.0.
   If EGPA ≥ 2.0, must earn grades to keep it 2.0 or greater.
4. If MGPA < 2.0
   a. If the student has fewer than 4 hours in major classes on his or her transcript and takes additional major classes, he or she should strive to improve his or her MGPA, but it is not yet a term of probation.
   b. If the students has more than 4 hours in major classes on his or her transcript, any change in MPG must be positive.
   If MGPA ≥ 2.0, must earn grades to keep it 2.0 or greater.
5. Must not withdraw from or receive an incomplete for a course (“W” or “I” marks) without permission of his or her ECE academic advisor.
6. Meet with his or her academic advisor by the end of the first week of classes and as additionally specified.

If the student has met the terms of probation but has not met the conditions for leaving SAP and returning to good standing, he or she will be continued on SAP for Grades.
Conditions for Department Dismissal: If the student does not meet the terms of probation he or she will be dismissed from the Department of Electrical and Computer Engineering.

**Issues Common to both Major and Pre-major SAP Policies**

**Appeal of ASAP Subcommittee Actions**

Students should first consult with their academic advisor to discuss the detailed basis for the ASAP Subcommittee’s action. The academic advisor in consultation with the chair of the ECE Undergraduate Studies Committee will determine if new information is available that would change the Department’s recommendation to the ASAP Subcommittee. If this is the case, the Undergraduate Studies Committee chair will make a new recommendation to the chair of the ASAP subcommittee. The chair of the ASAP subcommittee will then make a decision on behalf of the ASAP Subcommittee based on Article 8.13 of the ASAP Subcommittee’s Operating Procedures.

If the student finds this review unsatisfactory, the student may prepare a petition asking the ASAP Subcommittee to reconsider its decision. The petition should be submitted to the chair of the ASAP Subcommittee and should include at least the following:

a) A restatement of the part of the ECE ASAP policy on which the ASAP Subcommittee’s action was based.

b) If the student believes that the data or the interpretation of the available data is in error, the student should so indicate.

c) If the student believes the information originally supplied to the ASAP Subcommittee was substantially correct but that there are extenuating circumstances that the committee should consider, these circumstances should be explained.

d) The student should indicate what has changed in his or her circumstances to enable him or her to be successful in his or her program, should a favorable decision be made by the ASAP subcommittee.

The appeal will be evaluated according to the policies of the ASAP Subcommittee.

**Notification of Departmental Policy for Academic Standards to Students:**

The academic standards policy is published on the ECE web site. All incoming freshman and transfer students are instructed on the policy in the ECE introduction to engineering survey class. A link to the policy is included in all admission to major letters and all probation letters.

**Reinstatement to the Major or Pre-major**

A student dismissed once from the ECE programs may petition to be reinstated, typically after two semesters or one semester and a summer term have elapsed.

A reinstated student dismissed a second time from the ECE programs is not eligible to apply for reinstatement to the ECE programs, except under the University Fresh Start Rule, which requires a five year absence from the university.

Petitions for reinstatement must be submitted early in the semester or summer term preceding the semester or summer term you are eligible for reinstatement (e.g. early in autumn semester to be eligible for reinstatement in spring semester). Students intending to apply for reinstatement are advised to check with the College of Engineering at the beginning of the semester or summer term your petition is due for specific dates of deadlines.
Mechanical Engineering

Academic Standards: Probation, Dismissal and Reinstatement

DRAFT

The following conditions must be met to be considered in good academic standing in the Mechanical Engineering (MECHENG) degree program:

1. a semester point-hour ratio of 2.0 or above in all courses taken at The Ohio State University (TPHR);
2. a cumulative point-hour ratio of 2.0 or above in all courses taken at The Ohio State University (CHPR);
3. a point-hour ratio of 2.0 or above in all required pre-major courses taken at The Ohio State University (EPHR)*;
4. A point-hour ratio of 2.0 or above in all major courses taken at The Ohio State University (MPHR)†.

* Mechanical Engineering EPHR courses: 1172, and 2173 (or equivalents); Chemistry 1250 (or equivalents) Physics 1250 and 1251 (or equivalents); Engineering 1181 and 1182 (or equivalents); MECHENG 2010 (or equivalents); Statistics 3450 (or equivalents). If a course is taken multiple times, the most recent grade earned will be used in the EPHR calculation.

† Mechanical Engineering MPHPR courses: all Mechanical Engineering courses, excluding MECHENG 2010 (or equivalents). The MPHPR will be based on the best grade earned in a given course. Therefore, if a course is taken multiple times, only the highest grade earned will be used in the MPHPR calculation, with the exception of courses repeated under the Grade Forgiveness Rule (University Rule 2335-8-27.1) under which the original grade is excluded.

Academic Sanctions

The University has established two forms of academic sanctions for students not performing to minimum academic standards or who are not making progress toward their degree.

1) Academic Probation: Any student whose cumulative point-hour ratio has fallen below a 2.00 shall be placed on probation. (See University Rule 3335-9-25A.) If the student’s college or school considers a student’s progress as unsatisfactory in meeting the conditions placed on his or her probation, the college or school shall be empowered to dismiss him or her from the University. (See University Rule 3335-9-26.)
2) **Probation by Special Action**: If at any time the preparation, progress or success of a student in his or her academic program is determined to be unsatisfactory, the college or school in which the student is registered shall be empowered to place him or her on academic probation. (See University Rule 3335-9-25B.) A student on special action probation is subject to dismissal from the MECHENG program if he or she fails to meet the conditions placed on his or her probation.

**Special Action Probation (SAP)**

The Mechanical Engineering program has three forms of SAP: 1) SAP for grades; 2) SAP for lack of progress; and 3) SAP after reinstatement.

SAP eligibility is determined at the end of each semester. After being placed on SAP, the satisfaction of SAP terms, return to good academic standing, continuation of SAP, and departmental or college dismissals are determined at the end of the student’s next semester of enrollment. All exceptions to the SAP policies below are brought before the Academic Standards and Progress subcommittee of the College of Engineering CCAA.

1) **SAP FOR GRADES** Students can be put on SAP for failure to meet the conditions to be considered in good academic standing.

- Students are eligible for SAP for Grades if they fail to maintain a 2.00 TPHR, CPHR, and EPHR (pre-major students) or MPH (major students).

- Students on SAP for Grades will be required to earn at least a 2.00 TPHR during their next semester of enrollment.

- Students on SAP for Grades will be continued on SAP for Grades
  - if they achieve a 2.00 TPHR and achieve at least a 2.0 CPHR and EPHR (pre-major students) or MPH (major students);
  - if they withdrawal from or receive an incomplete for a course (“W” or “I” marks on transcript).

- Students on SAP for Grades will return to good academic standing when they achieve at least a 2.0 TPHR, CPHR, and EPHR (pre-major students) or MPH (major students) without receiving any “W” or “I” marks on their transcript.
• Students on SAP for Grades will be dismissed from the Department of Mechanical and Aerospace Engineering (DD) if they fail to earn at least a 2.00 TPHR at the end of their next semester of enrollment.

• Major students who are dismissed from the Department of Mechanical and Aerospace Engineering with less than a 2.0 CPHR are also subject to College Dismissal (CD).

2) SAP FOR LACK OF PROGRESS Students can be put on SAP for failure to make progress towards a degree in mechanical engineering.

• Students are eligible for SAP for Lack of Progress if they are in good academic standing but have:
  – multiple “W” or “I” marks that prevent them from making progress in the ME curriculum.
  – enrolled in consecutive semesters without taking courses in the MECHENG curriculum.

• Students on SAP for Lack of Progress, during their next semester of enrollment, will be required to:
  – enroll in at least one course in the MECHENG curriculum, earn at least a 2.0 TPHR, and complete all MECHENG curriculum courses in which they enroll (no “W” or “I” marks); or
  – transfer to another department or college by the first Friday of the semester.

• Students on SAP for Lack of Progress will be continued on SAP for Grades if they:
  – complete a semester that includes courses in the MECHENG curriculum without receiving any “W” or “I” marks on their transcript.
  – earn at least a 2.00 TPHR but do not have at least a 2.00 CPHR and EPHR (pre-major students) or MPH (major students).

• Students will be removed from SAP for Lack of Progress and will be in good academic standing if they:
  – complete a semester that includes courses in the MECHENG curriculum without receiving any “W” or “I” marks on their transcript.
  – achieve at least a 2.0 TPHR, CPHR, and EPHR (pre-major students) or MPH (major students).

• Students on SAP for Lack of Progress will be dismissed from the College of Engineering
(CD) if they fail to meet the terms to continue on SAP or return to good academic standing.

3) SAP FOR REINSTATED STUDENTS All students who are reinstated to the Department of Mechanical and Aerospace Engineering are automatically placed on SAP for their next semester of enrollment.

A student dismissed from the department may petition to be reinstated after two academic semesters. Students may apply during the second semester. The academic advisor will receive the petition and forward it to the Mechanical Engineering Undergraduate Studies Committee (UGSC). Students can be reinstated a maximum of two times.

- Students on SAP for Reinstated Students will be required to earn at least a 2.00 TPHR at the end their next semester of enrollment.

- Students on SAP for Reinstated Students will be continued on SAP for Grades:
  - until they achieve at least a 2.0 CPHR and EPHR (pre-major students) or MPHR (major students), as long as they continue to earn at least a 2.00 TPHR.
  - if they withdrawal from or receive an incomplete for a course ("W" or "I" marks on transcript).

- Students will be removed from SAP for Reinstated Students and will be in good academic standing if they achieve at least a 2.0 TPHR, CPHR, and EPHR (pre-major students) or MPHR (major students).

- Students on SAP for Reinstated Students will be dismissed from the Department of Mechanical and Aerospace Engineering (DD) if they fail to earn at least a 2.00 TPHR at the end of their next semester of enrollment.

- Major students who are dismissed from the Department of Mechanical Engineering and Aerospace Engineering with less than a 2.0 CPHR are also subject to College Dismissal (CD).

Appeal of Departmental Actions
A student who feels that their performance may have been affected by special circumstances may petition in writing to the Chair of the Mechanical Engineering Undergraduate Studies Committee. If a student finds this review unsatisfactory, an appeal may be made directly to the Academic Standards and Progress Committee (ASAP) through the college designee to this committee.
Notification of Departmental Policy for Academic Standards to Students:
SAP policies for new pre-MECHENG freshman and transfer students are covered in ENGR 1100.13 and reviewed again when students are admitted to the MECHENG major. These admitted students sign a copy of the academic standards policy, which is then placed in their file.
Aeronautical and Astronautical Engineering

Academic Standards: Probation, Dismissal and Reinstatement

DRAFT

The following conditions must be met to be considered in good academic standing in the Aeronautical and Astronautical Engineering (AEROENG) degree program:

1. a semester point-hour ratio of 2.0 or above in all courses taken at The Ohio State University (TPHR);
2. a cumulative point-hour ratio of 2.0 or above in all courses taken at The Ohio State University (CPHR);
3. a point-hour ratio of 2.0 or above in all required pre-major courses taken at The Ohio State University (EPhR)*;
4. a point-hour ratio of 2.0 or above in all major courses taken at The Ohio State University (MPHR)†.

*Aeronautical and Astronautical Engineering EPhR courses: Math 1172, and 2173 (or equivalents); Chemistry 1250 (or equivalents); Physics1250 and 1251 (or equivalents); Engineering 1181 and 1182 (or equivalents); ME2040 (or equivalents); AERO 2200. If a course is taken multiple times, the most recent grade will be used in the EPhR calculation.

† Aeronautical and Astronautical Engineering: all Aeronautical and Astronautical Engineering courses, excluding AEROENG 2200. The MPhR will be based on the best grade earned in a given course. Therefore, if a course is taken multiple times, only the highest grade earned will be used in the MPhR calculation, with the exception of courses repeated under the Grade Forgiveness Rule (University Rule 2335-8-27.1) under which the original grade is excluded.

Academic Sanctions

The University has established two forms of academic sanctions for students not performing to minimum academic standards or who are not making progress towards their degree.

1) **Academic Probation**: Any student whose cumulative point-hour ratio has fallen below a 2.00 shall be placed on probation. (See University Rule 3335-9-25A.) If the student’s college or school considers a student’s progress as unsatisfactory in meeting the conditions placed on his or her probation, the college or school shall be empowered to dismiss him or her from the University. (See University Rule 3335-9-26.)
2) **Probation by Special Action**: If at any time the preparation, progress or success of a student in his or her academic program is determined to be unsatisfactory, the college or school in which the student is registered shall be empowered to place him or her on academic probation. (See University Rule 3335-9-25B.) A student on special action probation is subject to dismissal from the AEROENG program if he or she fails to meet the conditions placed on his or her probation.

**Special Action Probation (SAP)**

The Aeronautical and Astronautical Engineering program has three forms of SAP: 1) SAP for grades; 2) SAP for lack of progress; and 3) SAP after reinstatement.

SAP eligibility is determined at the end of each semester. After being placed on SAP, the satisfaction of SAP terms, return to good academic standing, continuation of SAP, and departmental or college dismissals are determined at the end of the student's next semester of enrollment. All exceptions to the SAP policies below are brought before the Academic Standards and Progress subcommittee of the College of Engineering CCAA.

1) **SAP FOR GRADES** Students can be put on SAP for failure to meet the conditions to be considered in good academic standing.

- Students are eligible for SAP for Grades if they fail to maintain a 2.00 TPHR, CPHR, and EPHR (pre-major students) or MPHR (major students).

- Students on SAP for Grades will be required to earn at least a 2.00 TPHR during their next semester of enrollment.

- Students on SAP for Grades will be continued on SAP for Grades
  - if they achieve a 2.00 TPHR and achieve at least a 2.0 CPHR and EPHR (pre-major students) or MPHR (major students);
  - if they withdrawal from or receive an incomplete for a course (“W” or “I” marks on transcript).

- Students on SAP for Grades will return to good academic standing when they achieve at least a 2.0 TPHR, CPHR, and EPHR (pre-major students) or MPHR (major students) without receiving any “W” or “I” marks on their transcript.
• Students on SAP for Grades will be dismissed from the Department of Mechanical and Aerospace Engineering (DD) if they fail to earn at least a 2.00 TPHR at the end of their next semester of enrollment.

• Major students who are dismissed from the Department of Mechanical and Aerospace Engineering with less than a 2.0 CPHR are also subject to College Dismissal (CD)

2) SAP FOR LACK OF PROGRESS Students can be put on SAP for failure to make progress towards a degree in aeronautical and astronautical engineering.

• Students are eligible for SAP for Lack of Progress if they are in good academic standing but have:
  
  – multiple “W” or “I” marks that prevent them from making progress in the AEROENG curriculum.
  – enrolled in consecutive semesters without taking courses in the AEROENG curriculum.

• Students on SAP for Lack of Progress, during their next semester of enrollment, will be required to:
  
  – enroll in at least one course in the AEROENG curriculum, earn at least a 2.0 TPHR, and complete all AEROENG curriculum courses in which they enroll (no “W” or “I” marks); or
  – transfer to another department or college by the first Friday of the semester.

• Students on SAP for Lack of Progress will be continued on SAP for Grades if they:
  
  – complete a semester that includes courses in the AEROENG curriculum without receiving any “W” or “I” marks on their transcript.
  – earn at least a 2.00 TTPHR but do not have at least a 2.00 CPHR and EPHR (pre-major students) or MPH (major students).

• Students will be removed from SAP for Lack of Progress and will be in good academic standing if they:
  
  – complete a semester that includes courses in the AEROENG curriculum without receiving any “W” or “I” marks on their transcript.
  – achieve at least a 2.0 TPHR, CPHR, and EPHR (pre-major students) or MPH (major students).
- Students on SAP for Lack of Progress will be dismissed from the College of Engineering (CD) if they fail to meet the terms to continue on SAP or return to good academic standing.

3) SAP FOR REINSTATED STUDENTS All students who are reinstated to the Department of Mechanical and Aerospace Engineering are automatically placed on SAP for their next semester of enrollment.

A student dismissed from the department may petition to be reinstated after two academic semesters. Students may apply during the second semester. The academic advisor will receive the petition and forward it to the AEROENG Undergraduate Studies Committee. Students can be reinstated a maximum of two times.

- Students on SAP for Reinstated Students will be required to earn at least a 2.00 TPHR at the end of their next semester of enrollment.

- Students on SAP for Reinstated Students will be continued on SAP for Grades:
  - until they achieve at least a 2.0 CPHR and EPHR (pre-major students) or MPH (major students), as long as they continue to earn at least a 2.00 TPHR.
  - if they withdrawal from or receive an incomplete for a course ("W" or "I" marks on transcript).

- Students will be removed from SAP for Reinstated Students and will be in good academic standing if they achieve at least a 2.0 TPHR, CPHR, and EPHR (pre-major students) or MPH (major students).

- Students on SAP for Reinstated Students will be dismissed from the Department of Mechanical and Aerospace Engineering (DD) if they fail to earn at least a 2.00 TPHR at the end of their next semester of enrollment.

- Major students who are dismissed from the Department of Mechanical and Aerospace Engineering with less than a 2.0 CPHR are also subject to College Dismissal (CD).

Appeal of Departmental Actions
A student who feels that their performance may have been affected by special circumstances may petition in writing to the Chair of the Aeronautical and Astronautical Engineering Program
Undergraduate Studies Committee. If a student finds this review unsatisfactory, an appeal may be made directly to the Academic Standards and Progress Committee (ASAP) through the college designee to this committee.

Notification of Departmental Policy for Academic Standards to Students:
SAP policies for new pre-AEROENG freshman and transfer students are covered in ENGR 1100.01 and reviewed again when students are admitted to the AEROENG major. These admitted students sign a copy of the academic standards policy, which is then placed in their files.
Summer Term Academic Probation  
ASAP Meeting  
4 January 2016  
Proposal by Suzanne Dantuono, Director of Advising  
DRAFT

Issue: Since the conversion to the semester calendar (Autumn 2012), Summer Term has started on the Monday after Spring Commencement. With no “break” between the academic terms, the full ASAP committee has not had an opportunity to review university academic probation at the end of Spring Semesters before Summer Term started. This impacted university academic probation students who enrolled in full Summer Term or May Session classes. If the ASAP committee has not made an academic dismissal decision before the term has started, the student cannot be academically dismissed even if the student didn’t meet the terms of university academic probation.

This has led to a pattern of 2-3 students each year who:
1) were on university academic probation in Spring Semester,
2) did not meet the terms of university academic probation and should have been academically dismissed effective Summer Term, but
3) were defacto continued on university academic probation due to their enrollment in Summer Term or May Session classes.

75% of students who were continued on university academic probation due solely to this time conflict have been dismissed at the end of Summer Term, due to (again) not meeting terms of university academic probation.

This delay in dismissal is a negative impact for a significant majority of these students:
1) It adversely affects their GPA, as it adds another term of poor academic performance to their record.
2) It allows students to pay for another term of classes in which they are not successful.
3) It delays the timeline for their reinstatement by pushing back their dismissal by an additional semester.

The newly proposed Summer Term calendar allows for one day of “break between the deadline to post grades for Spring Semester and the start of Summer Term.

Proposal: In order to facilitate a thoughtful academic review of university academic probation students who are enrolled in Summer Term classes, a subgroup of the full ASAP committee can review these students for university academic actions, such as academic dismissal.

The process would be as follows:
1) The subgroup would include the ASAP Committee Chair, the Associate Dean for Undergraduate Education and Student Services, and the Director of Advising.
2) The academic advisor and faculty ASAP representative for each student’s department would be consulted for feedback, as they currently are now for academic dismissal decisions.
3) The subgroup would determine only the student’s university academic action (academic dismissal, college dismissal, continued academic probation).
4) Decisions regarding the student’s standing within the department would continue to be reviewed by the department and voted on by the whole ASAP committee at the regular meeting.

Considerations for this proposal are as follows:
1) The amount of students reviewed by this subgroup will be relatively small. Historically, only two to three students per review are in this situation.
2) Those most closely involved with the student –academic advisors -- would continue be consulted as part of the review, just as they are during other academic review periods.
3) This early review avoids the potential harm that a delay of a dismissal would cause to the student. Historically, the delay in the academic review harmed the student’s overall progress.
4) The current practice causes a de facto exception to the academic dismissal without review by the ASAP committee. This new process would allow a more thoughtful review by a subgroup without requiring the entire ASAP committee to convene twice.
5) Each department would continue to have the normal amount of time to review the academic standing of all other students.
Memo

October 1, 2015

To: Undergraduate Program Committee, Fisher College of Business
   College Committee on Academic Affairs, College of Engineering
   University Honors & Scholars Faculty Advisory Committee
   Council on Academic Affairs, Office of Academic Affairs

From: David Tomasko & Pat West

RE: IBE

Update

For completeness, a copy of the last summary report (August, 2014) is attached to the end of this report. The detail description of the freshmen engineering courses remains the same and is not repeated in this report which includes an update on Cohorts 1&2 and an introduction to Cohort 3 that begins their freshman year in AU2015.

Cohort 1 Update

Of the original 33 students, 22 are still in the program (15 engineers and 8 business students). Most of the losses are due to students unable to maintain honors status with a grade level of 3.5. During autumn semester of this past year, they participated in the pilot business seminar taught by Dr. Leiblein with a theme of Competitive Analysis.

We formed a leadership team of six students interested in practicing leadership skills. This group formulated and ran several professional development activities in the spring of their sophomore year (SP15). These extracurricular activities were developed at the request of the students in the first cohort to supplement their learning in areas of interest to them. They were allotted a small budget to cover expenses. This group is now expanding to include one or two students from each cohort to provide leadership continuity and to engage students from all cohorts.

Cohort 1 students will take ENGR 5901.02H and 5902.01H, a two-semester capstone course. This is an honors version of the standard multidisciplinary course with an emphasis on self-motivation and initiative and business model generation. Traditional lectures are replaced to some level with individual study prior to class and application of concepts during class time. Industry sponsors are encouraged to participate in class appropriate to various product development concepts. Each project is client sponsored with an open-ended problem definition and emphasizes the integration of business and technical elements, appropriate tradeoffs, and sound business decision making. Capstone clients are currently being recruited to provide projects that provide applicable areas of interest to each student.

Cohort 2 Update

Of the original 35 students, 26 are still in the program (16 engineers and 10 business students). Several students dropped out during the first week of ENGR 1281 taught in the autumn. Others have been unable to
maintain honors status (GPA = 3.5). Cohort 2 took ENGR 1281 which is taught by Dr. Freuler and is identical to the course all honors engineers take. The course includes 12 laboratory exercises representing a broad range of engineering disciplines and two labs run like workshops by P&G and Georgia Pacific both with business elements. The students recently completed ENGR 1282 taught by Dr. Rogers as the IBE version of freshman honors engineering. This course includes the standard 3D modelling that all honors students take. The design portion is modified to closely resemble our two-semester multidisciplinary capstone course. The course is co-taught by the Chair of Industrial Design from CCAD. Each team, consisting of business and engineering students, develop their own product and basic business model. They follow a similar curriculum to that of the senior design without an actual company sponsor. The course is taught by integrating the elements of design thinking, engineering, and business. Each team is given an area in which to focus and create an opportunity for a new product. They produce design results using creative methods followed by detailed design using solid modeling. The teams create models and prototypes on 3D printing equipment, validate and verify their products and market with their end users, and culminate with a formal business plan presentation to a panel of senior industry representatives.

**Summary of Cohort 3 (beginning AU2015)**

In February, 2015, we invited those business and engineering students accepted as honors to apply for the 36 seats in the program. We reviewed 21 business and 175 engineering applicants. We considered each applicant’s grades, high school rank, number of AP credits, and responses to essays. The characterization of the accepted students is shown in Table 3. These students will again take the two freshman engineering honors sequences ENGR 1281 and 1282 in their first year. While we continue to monitor student feedback and results, only small modifications have been made to the course structure for this year.

**Table 3: Profile of IBE Students**

<table>
<thead>
<tr>
<th></th>
<th>Cohort 3: 2015 - 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Business</td>
</tr>
<tr>
<td>ACT</td>
<td>31.4</td>
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<tr>
<td>HS Rank %tile</td>
<td>91.3</td>
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<td>HS GPA</td>
<td>4.1</td>
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<td>EM Credits Applied</td>
<td>22.5</td>
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<tr>
<td>Number</td>
<td>14</td>
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</table>
Summary Report From August, 2014

Cohort 1

Beginning in January 2014 the College of Engineering and the Fisher College of Business recruited a pilot class of 34 students to participate in a new Integrated Business & Engineering Honors program that was under review with University Honors & Scholars. Students were informed the program had been reviewed by both colleges and was under review with University Honors & Scholars at that time. Honors freshman from both colleges were invited to apply and selected based on merit and an interview process. All business students, who would be required to take the second semester of Fundamentals of Engineering Honors (FEH) program were informed that the program had not been formally approved, and that the FEH class would not apply to their major. This was not a problem for the engineering students, because it is required of all honors freshman.

Thirty-three students were admitted to the program (11 business and 22 engineering). The average ACT of the cohort was 32.6 (32.5 Engineering and 32.8 Business), and they represented the top 93.4% (92.5 Engineering and 95.2 Business) of their graduating high school class. This group had an average of 26.8 (23.4 Engineering and 33.2 Business) EM credit hours applied toward their program when they began their studies at OSU.

Table 1: Profile of IBE Students

<table>
<thead>
<tr>
<th></th>
<th>Cohort 1: 2013 - 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Business</td>
</tr>
<tr>
<td>ACT</td>
<td>32.8</td>
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<tr>
<td>HS Rank %tile</td>
<td>95.2</td>
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<tr>
<td>HS GPA</td>
<td>4.33</td>
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<td>EM Credits Applied</td>
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<tr>
<td>CPHR AU13</td>
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<td>CPHR SP14</td>
<td>3.7</td>
</tr>
<tr>
<td>Credit Hours AU13</td>
<td>15.1</td>
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<tr>
<td>Credit Hours SP14</td>
<td>15.7</td>
</tr>
<tr>
<td>Number</td>
<td>11</td>
</tr>
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</table>
In their first semester, SP14, the students took ENGR 1282H together. The instructor for the class was Peter Rogers, Professor of Practice in Biomedical Engineering. Peter received his B.S., M.S., and Ph.D. in Mechanical Engineering from the University of Massachusetts, has 35 years of industry experience, and has been with the College of Engineering for the past seven years. He co-directs the multidisciplinary capstone design program in the College of Engineering and leads college efforts in social innovation and commercialization.

ENGR 1282H is traditionally an autonomous robotic design, build, and test project supplemented with instruction in sketching and 3D solid modeling. In order to better achieve the learning objectives of IBE, the course was modified, replacing the robotic portion with a product development project following the design process used for senior multidisciplinary capstone. The IBE students formed teams with at least one business and one engineer on each team and selected their own problem to solve. Sketching and 3D modeling instruction was integrated with product development and business model creation processes. The course culminated with a design document including a prototype and a formal presentation judged by a panel of senior industry leaders representing engineering, manufacturing, sales, executive management, and finance. Georgia Pacific generously sponsored the projects and provided a financial award to the team judged the best in class.

At the end of the academic year all of the students' academic records were reviewed and a determination was made whether each remained in good standing, was put on probation, or dismissed from the program based on overall GPA. The same process and standards used by the College of Engineering and Fisher College of Business were applied to the IBE students. This resulted in four students being dismissed from the program for CUM GPA < 3.3. Another two students were put on probation for CUM GPA < 3.4.

This fall two students, one who had been put on probation and another who decided to pursue pre-med, notified us that they were dropping from the program, leaving us with 27 of our original cohort of students.

The IBE students are currently taking an IBE Competitive Analysis Seminar from Professor Michael Leiblein. Michael is an Associate Professor in the Fisher College of Business and an expert in the field of strategy management. Michael received his Ph.D. from Purdue University as well as an M.B.A. and a B.S. in Electrical Engineering from Rensselaer Polytechnic Institute. Prior to his doctoral studies, Michael worked as a consultant for Andersen Consulting (Accenture) and as an engineer for Johnson Controls.

In this one-credit seminar, students will be introduced to three of the basic analysis tools used by leading professional business practitioners, consultants, and entrepreneurs. The seminar is designed to help students bridge the divide between the conceptual frameworks emphasized in business coursework and the applied realities of the business environment. While customized to experiences in the IBE curriculum, the course is likely to be of particular interest to students interested in careers associated with general management, management consulting, new venture management, venture capital, and the mergers and acquisitions side of investment banking.

We are in the process of working with a group of the students to develop co-curricular and extra-curricular activities to keep them engaged and interacting in spring semester.

Cohort 2

Recruiting the second cohort of students for this program proved to be more of a challenge as we waited for CAA approval. We did not reach out to prospective students to let them know about the program until it had been approved by Honors & Scholars and forwarded to CAA. In the future, students will know about this program through the colleges' websites as well as the Honors & Scholars website.

The second challenge we faced was that Fisher had an inordinately small number of incoming honors students this fall. It is not clear why there was such a large drop off from previous years. Therefore, some business students were conditionally accepted to the program (those who did not receive University Honor's designation). These students were made aware that they are required to demonstrate a strong GPA in their first semester and apply for Honors designation in spring semester.
Despite these challenges we were able to recruit a strong group of 35 students who started the program this fall.

<table>
<thead>
<tr>
<th>Table 2: Profile of IBE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>ACT</td>
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<tr>
<td>HS Rank %tile</td>
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<td>HS GPA</td>
</tr>
<tr>
<td>EM Credits Applied</td>
</tr>
<tr>
<td>Number</td>
</tr>
</tbody>
</table>

Cohort 2 is currently taking ENGR 1281H together. This course is a part of the FEH program and the IBE section is being taught by Professor of Practice Rick Freuler with some team teaching by Peter Rogers. Dr. Freuler is a Professor of Practice in Mechanical and Aerospace Engineering and is strategically assigned full-time to the Engineering Education Innovation Center where he is the Director for the FEH program. The IBE section highlights engineering fundamentals with an emphasis on engineering problem solving, use of problem solving tools including MS Excel and MATLAB, and an introduction to computer programming for engineers and scientists in the c/c++ language. The IBE section of ENGR 1281H adds value and interest for business students by including a mock product launch exercise and a workshop on rapid product innovation. Both exercises are facilitated by engineering and business representatives from leading consumer products companies, Procter & Gamble and Georgia Pacific.
<table>
<thead>
<tr>
<th>Name</th>
<th>Admitted Pre-Major</th>
<th>Current Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back, Steven Richard</td>
<td>UENG - Chemical Engineering</td>
<td>UENG - Chemical Engineering</td>
</tr>
<tr>
<td>Barakat, Amara Zaki</td>
<td>UENG - Chemical Engineering</td>
<td>UBUS - Business</td>
</tr>
<tr>
<td>Barrett, Bryan Michael</td>
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<td>UENG - Chemical Engineering</td>
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<tr>
<td>Bloom, Ben</td>
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<td>UENG - Computer Science &amp; Engineering</td>
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<tr>
<td>Duncan, Laura Elizabeth</td>
<td>UBUS - Finance/Law</td>
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<tr>
<td>Gemler, Bryan Thomas</td>
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<tr>
<td>Hardin, Kyle William</td>
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<tr>
<td>Ikeda, Kevin Kiyoshi</td>
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<td>UENG - Chemical Engineering</td>
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<tr>
<td>Krajnak, Tom</td>
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<td>UENG - Aero and Astronautical Eng</td>
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<tr>
<td>Kramer, Brandon Dale</td>
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<td>Kulp, Brian Andrew</td>
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<td>UENG - Chemical Engineering/Economics</td>
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<tr>
<td>Leonard, Rachael Lynne</td>
<td>UBUS - International Business Admin</td>
<td>UBUS - Information Systems</td>
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<tr>
<td>Li, Michelle Natcha</td>
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<td>Liu, Melody Shiao-Haung</td>
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<td>UBUS - Finance/Medicine</td>
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<tr>
<td>Luck, Jordan Vince</td>
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<td>UENG - Chemical Engineering/Medicine</td>
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<td>Miller, Lucas Grant</td>
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<td>UENG - Computer Science &amp; Engineering</td>
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<td>Schroder, Jack</td>
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<td>Stipe, Collin Andrew</td>
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<td>UENG - Electrical and Computer Eng/Law</td>
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<tr>
<td>Topinka, Andrew Thomas</td>
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<td>UBUS - Finance/Philosophy</td>
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<tr>
<td>Vinson, Eric Michael</td>
<td>UBUS - Marketing</td>
<td>UBUS - Finance</td>
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<tr>
<td>d'Hyver de Las Deses de Juillac, Paul</td>
<td>UBUS - Finance/Law</td>
<td>UBUS - Finance/Law</td>
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<table>
<thead>
<tr>
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<th>Current Major</th>
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<tbody>
<tr>
<td>Altman, John</td>
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<td>Businger, Daniel</td>
<td>UENG - Chemical Engineering</td>
<td>UASC - Actuarial Science</td>
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<tr>
<td>Chen, Marshal</td>
<td>UBUS - Finance</td>
<td>UBUS - Finance (transferred AU15)</td>
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<tr>
<td>Duckworth, Declan</td>
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<td>UBUS - Logistics Management</td>
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<tr>
<td>Niemi, Seth</td>
<td>UENG - Chemical Engineering</td>
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<tr>
<td>Rader, Andrew</td>
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<td>UENG - Industrial and Systems Eng</td>
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<tr>
<td>Snyder, Ben</td>
<td>UENG - Biomedical Engineering</td>
<td>UENG - Mechanical Engineering</td>
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<tr>
<td>Stanislav, David</td>
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<tr>
<td>Guo, Meg</td>
<td>UBUS - Logistics Management</td>
<td>UBUS - Operations Management</td>
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<tr>
<td>Sester, Nick</td>
<td>UBUS - Business/Law</td>
<td>UBUS - Operations Management</td>
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<tr>
<td>Wang, Lei</td>
<td>UBUS - Accounting</td>
<td>UBUS - Operations Management /Econ-Bus</td>
</tr>
<tr>
<td>Name</td>
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<td>Current Pre-Major/Major</td>
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<td>Ahn, Bryan</td>
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<td>Chen, Devin Kai Meng</td>
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<td>UBUS - Finance/Economics - Business</td>
</tr>
<tr>
<td>Chiu, Amy</td>
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<td>Cowan, Zachary</td>
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<td>Davis, Grant William</td>
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<tr>
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<td>Park, Shyam</td>
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<td>Zhang, Tianyi</td>
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**No longer in program**

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<tbody>
<tr>
<td>Canepa, Peter James</td>
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<td>Dang, Annamarie</td>
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<td>UBUS - Accounting/Medicine</td>
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<td>Farmer, Grant Rutkowski</td>
<td>UBUS - Marketing</td>
<td>UASC - Film Studies</td>
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<tr>
<td>Fatzinger, Gabi</td>
<td>UENG - Industrial and Systems Eng</td>
<td>UBUS - Economics - Business</td>
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<td>Larger, Jake Gene</td>
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<td>Zhai, Jack</td>
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</table>
College of Engineering Executive Summary: 
Transfer & Campus Change Student Outcomes

This report summarizes selected findings from reports on three student populations: Engineering campus change students, Engineering transfer students from Columbus State Community College (CSCC), and STEM transfer students from CSCC.

1) Campus Change Outcomes Report: N=280 students who moved from a regional campus to Engineering (UENG) on the Columbus campus in AU12, AU13, & AU14. Written in April 2015; tracked students’ enrollment through SP15.

2) CSCC Transfer Students’ Engineering Outcomes Report: N=185 students who transferred from CSCC to OSU AU12—SP15, and enrolled in Engineering (UENG) at any time AU12—SP15. Written in July 2015; tracked students’ degrees through SP15 and expected enrollment for AU15.

3) CSCC Transfer Students’ STEM Outcomes Report: N=665 students who transferred from CSCC to OSU AU12—SP15, and enrolled in a STEM program for their first term at OSU. Written in December 2015; tracked students’ degrees through SU15 and enrollment through AU15.

Diversity: Compared to undergraduate Engineering students, campus change students were less diverse. Engineering and STEM CSCC transfer students were more diverse in race/ethnicity, but the Engineering transfer students included fewer women.

<table>
<thead>
<tr>
<th></th>
<th>Engineering Campus Change</th>
<th>Engineering CSCC Transfer</th>
<th>STEM CSCC Transfer</th>
<th>Undergraduate Engineering (Columbus), AU15</th>
<th>Total OSU (Columbus), AU15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under-Represented Minority*</td>
<td>14 (5.0%)</td>
<td>25 (13.5%)</td>
<td>113 (17.0%)</td>
<td>6.3%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Female</td>
<td>23 (8.2%)</td>
<td>24 (13.0%)</td>
<td>313 (47.1%)</td>
<td>20.9%</td>
<td>49.3%</td>
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<tr>
<td>First Generation</td>
<td>80 (28.6%)</td>
<td>13 (7.0%)</td>
<td>41 (6.2%)</td>
<td>Unknown</td>
<td>Unknown</td>
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<tr>
<td>Total Population</td>
<td>280</td>
<td>185</td>
<td>665</td>
<td>7,796</td>
<td>58,663</td>
</tr>
</tbody>
</table>

*Under-Represented Minority includes American Indian/Alaska Native, Black or African American, and Hispanic students.

Academic Performance: Campus change and CSCC transfer students generally earned lower GPAs than new first year students, despite having one or more years of academic preparation at a level sufficient to meet admission criteria. This is particularly concerning for students in Engineering given the competitiveness of admission to the majors.

Campus change students experienced decreases in term and cumulative GPAs, with average term GPAs of 2.1-2.5 after transitioning to Columbus. Engineering CSCC transfer students earned average cumulative GPAs of approximately 2.6-2.8, and STEM CSCC transfer students approximately 2.3-2.6. (The difference between the Engineering and STEM CSCC transfer students’ average GPAs may be partly a function of the competitive admission criteria for Engineering.) In comparison, new first year students (NFYS) in Engineering on the Columbus campus tend to earn an average cumulative GPA of 3.0 in the first year.

Persistence & Graduation: We know much less about the persistence and graduation of transfer and campus change students than we do about NFYS who enter Engineering on the Columbus campus. The transfer and campus change populations are more difficult to track in a consistent manner because there is more variability among the paths a student can take to enter as a transfer or campus change student.

NFYS enter in summer or autumn immediately after completing high school, and retention and graduation rates are based only on students who enroll full-time in their first semester. These students typically continue to enroll full-time and are likely to be about 18 years old, with few family or full-time work commitments. NFYS who are admitted to Engineering have also earned a competitive ACT or SAT math score, and so are likely to begin coursework at a level of math that aligns with the traditional 4-5 year curriculum.

Campus change students are typically NFYS who applied, but did not meet competitive admission criteria for, the Columbus Campus, although a small number of students may have chosen to begin at a regional campus for the smaller size, proximity to home, or lower tuition. The current criteria for a student to change to Engineering on the Columbus campus are completion of 30 semester hours, a cumulative GPA of 2.5, and successful completion of calculus (Math 1151) and a science (Chem 1210, Chem 1250, or Physics 1250). Students who are accepted to change to Engineering on the Columbus campus, therefore, have often completed 1-2 years of college to reach this level of math and science coursework.
CSCC transfer students, on the other hand, can be admitted to Ohio State at a variety of different points in their academic careers. Admitted transfer students have generally completed 30 credit hours with at least a cumulative GPA of 2.0, but admission criteria varies by program and so these students could be at very different math and science levels as they enter Ohio State. CSCC transfer students may also have completed 60 credit hours and an Associate Degree at CSCC before transferring. Finally, students who enroll at community colleges tend to be more diverse in terms of whether they attend part-time or full-time. CSCC transfer students should have completed at least the equivalent of one full-time year of credits, but may have taken several years to do so, and therefore it is difficult to determine at what point meaningful retention and completion rates should be measured for these students.

Given these complexities, the approach of the three reports was to evaluate the current status of students who were admitted to Engineering/STEM programs since AU12. Students who either earned an Engineering/STEM degree or who continued to enroll in Engineering/STEM were aggregated as ‘persisting’ in Engineering/STEM, rather than using ‘1 year later’ or ‘4 year later’ checkpoints. Although the timeframes of these three reports vary, and cannot be compared exactly to the ‘one year later’ or ‘four years later’ retention and graduation rates for NFYS, the reports do allow for some initial comparisons. Approximately three-quarters of campus change students and two-thirds of CSCC transfer students in both Engineering and STEM programs persisted in their respective programs at the time of the reports, which might be estimated at generally 2 to 4+ years after beginning college coursework.

<table>
<thead>
<tr>
<th>Outcome At Time of Report</th>
<th>Engineering Campus Change</th>
<th>Engineering CSCC Transfer</th>
<th>Outcome At Time of Report</th>
<th>STEM CSCC Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persisted in Engineering</td>
<td>Enrolled in Engineering</td>
<td>210 75.0%</td>
<td>Enrolled in STEM</td>
<td>367 55.2%</td>
</tr>
<tr>
<td></td>
<td>Earned Engineering Degree</td>
<td>N/A  N/A</td>
<td>Earned STEM Degree</td>
<td>84 12.6%</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>210 75.0%</td>
<td>Subtotal</td>
<td>451 67.8%</td>
</tr>
<tr>
<td>Did Not Persist in Engineering</td>
<td>Enrolled in a Different OSU Program</td>
<td>39 13.9%</td>
<td>Enrolled or Earned Degree in a Different OSU Program</td>
<td>67 10.1%</td>
</tr>
<tr>
<td></td>
<td>Academically Dismissed</td>
<td>8 2.9%</td>
<td>Academically Dismissed</td>
<td>54 8.1%</td>
</tr>
<tr>
<td></td>
<td>Not Enrolled at OSU*</td>
<td>23 8.2%</td>
<td>Not Enrolled at OSU</td>
<td>93 14.0%</td>
</tr>
<tr>
<td>Subtotal</td>
<td>70 25.0%</td>
<td>59 31.9%</td>
<td>Subtotal</td>
<td>214 32.2%</td>
</tr>
<tr>
<td>Total</td>
<td>280 100.0%</td>
<td>185 100.0%</td>
<td>Total</td>
<td>665 100.0%</td>
</tr>
</tbody>
</table>

*These students may have earned a different OSU degree.

In comparison, Engineering NFYS on the Columbus campus tend to be retained at rates of approximately 80% for the first year, 69% for the second year, 65% for the third year, and approximately 63% have either graduated or are still enrolled by the fifth year. While these retention and graduation rates may appear to compare favorably to the persistence rates above, it is important to consider that campus change and transfer students have already completed the equivalent of one or more years in which attrition has already occurred. In addition, many of the campus change and transfer students are still enrolled, and more attrition may occur in later years. A more appropriate basis for comparison is presented below, with populations set to 100 for comparison.

After first year attrition is taken into account, campus change and CSCC transfer students persist at rates lower than Engineering NFYS. While 78-86% of NFYS who complete the first year persist 2-4 years later, only 75% of Engineering campus change students and 68% of Engineering/STEM CSCC transfer students persist in similar timeframes.

<table>
<thead>
<tr>
<th>Population</th>
<th>First Year Students</th>
<th>1 Year Later</th>
<th>2 Years Later</th>
<th>3 Years Later</th>
<th>4 Years Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFYS (Engineering, Columbus)</td>
<td>100</td>
<td>80 persist</td>
<td>69 persist</td>
<td>65 persist</td>
<td>63 persist</td>
</tr>
<tr>
<td></td>
<td>69/80 = 86.2% of students who completed the first year persist</td>
<td>65/80 = 81.3% of students who completed the first year persist</td>
<td>63/80 = 78.8% of students who completed the first year persist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Population</th>
<th>First Year Students</th>
<th>1 Year Later</th>
<th>2 to 4+ Years Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering Campus Change</td>
<td>Unknown</td>
<td>100 persist</td>
<td>75 persist = 75% of students who completed the first year persist</td>
</tr>
<tr>
<td>Engineering CSCC Transfer / STEM CSCC Transfer</td>
<td>Unknown</td>
<td>100 persist</td>
<td>68 persist = 68% of students who completed the first year persist</td>
</tr>
</tbody>
</table>