ASCC 5/4/12

200 Bricker Hall 8:30-10:30am

Approved Minutes

Attendees: Beyerchen, Bitters,Collier, Fink, Fletcher, Hadad, Haddad, Hogle, Heysel, Jenkins, Krissek, Lam, Leasure, MacGilvray, Masters, Nelms, Sanders, Singer, Schwartz Vankeerbergen, von Frese, Wurster, Yerkes

AGENDA:

1. Approval of 4-20-12 minutes
	* Von frese, Schwartz, 1 abstention, Approved
2. Updates from Panel Chairs

**A&H**

* + Classics 3000: unanimously approved
	+ Linguistics 5703: approved with contingencies
	+ Linguistics 5700: unanimously approved
	+ Critical and Cultural Theory Minor (semester conversion): unanimously approved

**NMS**

* + Biochemistry 5694: unanimously approved

**SBS**

* + Speech and Hearing 4430: unanimously approved
	+ Economics 8893.03: unanimously approved with contingencies
	+ Economics 8894.03: unanimously approved

**Honors**

* + Have not met

**Assessment**

* + Made changes to the GE expected learning outcomes language to make it more assessable
	+ Discussed making a reflection paper mandatory for Service Learning and Education Abroad GE categories
		- This reflection paper will be used to see how well it works and then it may be used for the other GE categories
		- The panel will have to evaluate the reflection papers using a common scoring rubric which is being developed.
1. Semester GE sheets (& GEC sample sheets)
	* The first pages are degree requirements that used to be in the printed bulletin with the language that was approved by CCI.
	* The same format was followed just changed GEC-R to GE. The set up is based on the new curriculum.
	* There are still a couple of references to quarters that need to be changed.
	* The goals are stated under each GE category
		+ The assessment panel has revised the goals and expected learning outcomes. The language on the advising sheets will need to be adjusted once these changes are approved.
		+ Usually the expected learning outcomes are not stated on the advising sheets because it makes the sheets too long but they can be included if the committee thinks that it would be useful for students to receive the information here
			- Students probably do not use the expected learning outcomes from the advising sheets and that information will be included on the syllabus when they take these courses.
2. Revised GE language
	* The Assessment Panel took the goals and expected learning outcomes from the GEC and tried to make them match the new GE categories to make them as uniform and assessable as possible.
	* Need consent to take this new language to the next level
		+ This should go to ASC Senate after approved at ASCC
			- The Education Abroad and Service Learning goals and expected learning outcomes were not taken to the ASC Senate because the intention at the time was to have them reviewed by the Senate once all revisions to the GE language would be made.
	* Comment
		+ Level One Writing and Communication, point 2: Students “can” read. An active verb is needed (Deborah Haddad will send similar corrections to Bernadette)
	* In the Natural Science category a learning outcome has disappeared in the revised document: “Students learn key events in the history of science”
		+ Data from previous assessment reports and faculty focus groups showed that these courses are not addressing the historical expected learning outcome
			- This learning objective has been consistently ignored. With the assessment process, we have to address the issues raised when collecting data.
				* Should we retain a goal that will continue to be ignored when developing course curriculum?
				* Should it be retained and should faculty be required to address it?

There is pressure for these courses to relay science so that students can move on to other science courses. As a result, the history expected learning outcome is not a main focus of these GE courses.

If we think it’s important for students to know, then it would become a goal for faculty. The concern is that if it is not explicitly stated as a goal faculty will not address it.

Faculty may have to consider what they are going to sacrifice in order to teach this. What percentage of time should be spent on this expected learning outcome? It needs to be quantified based on prioritization among the expected learning outcomes.

For non-science majors especially, if there is no historical context they may leave the course with the same misconception of science as they had in high school, namely that science is a static body of knowledge.

If this expected learning outcome needs to be met then there could be a meeting with faculty to agree on what students need to learn. Then if courses aren’t meeting the expected learning outcomes they can change their course content to address them or their GE designation should be removed.

Courses should not stay GE forever if they are not meeting the expected learning outcomes

* + - Maybe assessment needs to be adjusted
			* Lectures may discuss the historical aspect but the assessment may not be addressing it.
			* Better communication is needed. For example, students take natural science courses, but when asked about natural science they do not understand what a “natural science” course is.
		- What we want students to understand from Natural Science GE courses: The dynamic process of scientific knowledge. If you change the language from “students learn key events” to “students learn key developments” you may be getting at the real goal of the discipline. Then we would need to make sure that these developments are identified and then assessed.
			* The “development” of science is already addressed in these courses and would not be an add-on for faculty.
			* “History of science” as stated in the original expected learning outcome is too narrow. This could be rewritten to address the development of science instead.
		- It would be better for the GE language to be determined by faculty from those departments rather than the Assessment Panel.
			* The NMS Panel along with Alan Beyerchen will review the goals and expected learning outcomes of the Natural Science GE category
			* All Panels will review the goals and expected learning outcomes of the GE categories with a focus on the categories that are addressed by their specific panel
			* All Panels will report back to the Assessment Panel