ASCC 4/15/16

385 Bricker Hall 8:30-10:30am

Approved Minutes

ATTENDEES: Aski, Bitters, Burry, Craigmile, Daly, Derr, Fink, Haddad, Hawkins, Heysel, Hogle, Jenkins, Krissek, Lam, Li, Oldroyd, Ruiz, Shuman, Taleghani-Nikazm, Vankeerbergen

AGENDA:

1. Approval of 4-1-16 minutes
	* Burry, Aski, approved (1 abstention)
2. Revision to Disability Studies Minor (guest: Professor Amy Shuman)
	* A&H Panel Chair, Janice Aski, presented the cover letter.
	* Professor Amy Shuman provided additional information
		+ This is one of the largest minors at OSU and these revisions should make it easier for advising.
		+ A few graduate level courses remain an option in the minor.
			- OSU has a leading scholar in Law and Disability.
			- Most students will not choose graduate level courses but these remain an option for those that want to have a rigorous minor.
		+ The minor is located in ASC but a lot of students come from the School of Health and Rehabilitation Sciences.
		+ The internship is offered every semester including summers. Due to capacity, a second site was added to accommodate students.
	* Panel Chair letter, Krissek, unanimously approved
3. Changes to GE Requirements for Art BA
	* A&H Panel Chair, Janice Aski, presented the cover letter.
	* Committee member: will this increase the workload of an advisor?
		+ Response: it is already required that BA students meet with their advisors.
	* Panel Chair letter, Craigmile, unanimously approved
4. Panel updates
	* A&H
		+ Design 3505 approved
		+ Film Studies 4881 approved with contingency
		+ History of Art 3901 approved with contingency
	* SBS
		+ Reviewed online GE course requests. Concerns have been raised by the Panel regarding delivery and content.
	* NMS
		+ Did not meet
	* Assessment
		+ Identified the next GE categories to review and selected courses by each category based on course enrollments.
			- GE Writing and Communication Level 1
				* Has multiple forms of delivery and offered at regional campuses.
			- GE Foreign Language
				* Selected courses at the 1103 level.
			- GE Cross-Disciplinary Seminar
				* Used for open option category and includes some courses from other colleges.
		+ Emails will be sent to departments at the end of the semester to inform them of the future request. Meetings with representatives will take place at the beginning of Autumn term and a report will be expected to be submitted by Summer 2017.
	* Honors
		+ Did not meet
5. Panel review of Distance Learning requests for GE courses from other Colleges
	* Four GE distance learning courses that have been taught several times were reviewed by the SBS Panel and were not approved. However, the courses continue to be offered.
		+ The classroom versions of the courses are approved for GE status but the distance learning offerings of the courses have not been approved for GE status.
		+ Two issues are content and delivery methods.
			- Content
				* For one of the courses the in-class syllabus is slightly different than the distance learning syllabus.
				* In the distance learning versions of these courses, the role of the instructor is not clear and concerns have not been addressed by the unit.
			- Delivery method
				* The Social Work 3597 proposal does not address the concerns of proctoring exams to account for cheating.
				* There are now websites students can pay to take online exams and quizzes. These types of concerns need to be considered and addressed.

Several universities have proctoring tools like ProctorU. Ohio State needs to invest in something similar if there is going to be a push to put more courses and programs online.

* + Requiring a distance learning checklist
		- Since ASC oversees the GE program, it seems as though we could require a GE distance learning checklist required for approval.
	+ Removing GE status
		- Even if the GE status is removed, it cannot be enforced since advisors in other colleges can choose to override it and count the course as a GE.
		- The registrar cannot differentiate modes of delivery. The GE status would have to be removed from the entire course, both online and in-person offerings.
			* Could let the unit know that by not addressing the concerns of the Panel they are jeopardizing the GE status of the course.
		- The distance learning approval process is new and, at times, not easily enforceable for existing courses.
	+ At semester conversion, units were suggested to check all boxes in curriculum.osu.edu including all modes of delivery.
	+ Committee member suggestion: create a committee/panel to review distance learning courses with ASC Tech representatives.
	+ The Institute for Teaching and Learning would be a good place for this discussion about quality control for online courses to take place.
1. GE reporting rubrics for all GE categories (Larry Krissek)
	* Attempting to get GE assessment rubrics developed for all GE categories.
	* First tried to get small working groups of faculty from several departments to develop rubrics but not all were completed. Now, requesting the ASCC Panels develop the rubrics.
	* Does not need to be a big effort and should be very simple.
	* Rubrics are designed to make the assessment of the GE expected learning outcomes standard which should make assessment reporting more straightforward for the units and for the Assessment Panel. In addition, when reporting on how the GE category as a whole is doing, this makes it much easier.
	* Expectations of Panels when developing rubrics
		+ For each GE category, develop GE assessment rubrics with general language that can be applied to a wide range of courses and departments. Keep them very general. Departments can modify the language to fit their course if necessary.
		+ The GE Service Learning rubric, which is currently being used by instructors, was provided as an example.
		+ Each Panel will receive draft rubrics developed by the Curriculum and Assessment office for each GE category based on AAC&U rubrics. The Panels are asked to review the drafts and make the necessary changes and submit the final version back to the Assessment Panel.
	* The methods used for assessment are left up to the instructor or department. Data collection methods are going to be different from course to course. The rubric is a simple way of reporting the data.
		+ Examples of direct and indirect assessment methods are provided in the curriculum manual.
	* When courses have different modes of delivery and offered on regional campuses, the Assessment Panel prefer the data to be provided separately.
	* Committee member: German used AAC&U rubrics to develop their own writing rubric in order to help faculty save time and help with the data collection process.
	* Provided another rubric example from Earth Sciences for evaluating senior thesis.
		+ Used AAC&U as a starting point for development and followed the same process being requested of the Panels in developing the GE rubrics.