ASCC 11/4/2016

200 Bricker Hall 8:30-10:30am

Approved Minutes

ATTENDEES: Aski, Brown, Daly, Fink, Fletcher, Haddad, Jenkins, Hawkins, Heckler, Hogle, King, Kline, Krissek, Lam, Oldroyd, Ries, Roup, Savage, Smith, Taleghani-Nikazm, Vaessin, Valerio

AGENDA:

1. Approval of 10-21-16 minutes
	* Roup, Valerio, approved (one abstention)
2. Panel updates
	* A&H1
		+ AAAS 3260 approved with contingency
		+ ASC 1137.xx Freshman Seminar—Ludmila Isurin “We Remember What ‘They’ Want us to Remember” approved
		+ ASC 1137.xx Freshman Seminar—Joseph Fahey “Creating Art from Two Wars 100 Years Apart: Sharing Conflict and Its Consequences Through Student-Devised Art”  approved
		+ ASC 1137.xx Freshman Seminar—Jessica Prinz “The Short Story in the Twentieth-Century”  approved with contingency
		+ ASC 1138.xx Freshman Seminar—Christiane Buuck “Stories We Tell Ourselves” approved
		+ CSFST 2374 approved with contingency
	* A&H2
		+ History 2040 approved
		+ Theatre 3381 approved
	* Honors Committee
		+ Political Science 3780H approved with contingency
	* SBS Panel
		+ Communication 7851 approved
		+ Political Science 3225 approved with contingency
		+ Political Science 3596.01 approved with contingency
	* NMS
		+ Biology 1110 approved
		+ Microbiology 3798.05 approved with contingency
	* Assessment
		+ The Panel reviewed Qualtrics to use for GE assessment report submissions. The goal is to keep the GE assessment process simple and directly aligned to the GE expected learning outcomes rather than course content focused.
		+ Currently, the Panel requests reports from high-enrollment courses. Most of these courses have never submitted a GE assessment plan for review. Instead of requesting a report to be submitted right away, the Panel will request a fully developed GE assessment plan to be reviewed and approved by the Panel before collecting data and submitting a full GE assessment report.
			- The goal is to save the department and the Panel time by ensuring that the units are collecting the data that is expected for GE assessment.
			- This was motivated by a recent review of reports in which most failed to meet the criteria. The Panel believes that this will be more profitable and work better to establish a positive mentality around GE assessment.
3. College Credit Plus (Michele Brown)
	* College Credit Plus replaced Post-Secondary Enrollment Options making it more uniformed and standardized. All public universities are required to participate.
	* Open to students in grades 7-12. Students receive high school and college credit.
		+ Students have to be treated the same as college students. There are no special rules.
		+ The high school pays for the cost of tuition which is greatly reduced and the college is required to waive all fees.
	* College Credit Plus at Ohio State
		+ Must meet OSU admission criteria
			- Regional campuses have open enrollment.
		+ OSU currently offers two classes at a high school and all other courses are offered on campus.
	* Enrollment in College Credit Plus, and students enrolling in the program full-time, has increased.
	* Students choosing to participate in the program are solid students and doing well when they come to campus.
		+ Committee member: If students are doing so well then perhaps there is a gap in high school education that does not provide enough opportunity for high ability students.
	* Tracking students in the program
		+ It is important to track students especially as they get into upper level courses to make sure that they are well prepared.
		+ The data should not just be provided to the state but should also be provided to advisors and faculty in order to help the students be more successful.
	* There are two populations of students: College Credit Plus students and the students that earn College Credit Plus credits at other colleges and universities. Transcripts only show that the student has credit from another college. Transcripts do not specify that credits were received through College Credit Plus.
	* At the high schools
		+ Courses offered at the high school are taught by high school teachers or college instructors. The high school teachers must be certified and meet certain expectations.
		+ The maturity level is not as high to have the same discussions that would occur in a college course on campus.
		+ OSU is encouraging students to come to campus to take courses.
		+ The school districts receive a subsidy and reduced credit hour rates.
	* Moving forward with this program at OSU
		+ Important to look at the General Education program knowing that students are coming in with so much credit, including a lot of their GE courses, already completed. It’s important to ensure that students are getting the kind of education that OSU wants them to have.
		+ The OSU admission office is still determining who is admitted.
			- However, students can go to a regional campus and upon completion of 30 credit hours, the student can transfer to main campus.
		+ Making sure that courses have the correct prerequisites assigned to them is important. Instructors need to think about what a student really needs to have previously taken in order to be successful in the course.
4. Vote on additional submission requirement when existing GE courses request Distance Learning status: GE assessment plan adjusted for DL environment.
	* Explicitly require GE distance learning courses to submit a GE assessment plan. If a course proposal does not provide an assessment plan, the course will be approved contingent upon the submission of the assessment plan.
		+ The same assessment plan can be used for online courses as the on-campus course but it needs to be explicitly stated.
		+ Should be in the curriculum handbook that this is expected.
		+ If the A-Dean sees that a proposal does not have a GE assessment plan they could send the course back before it goes to Panel.
		+ An email could be sent out to the curricular contacts informing them that this will be implemented for distance learning course proposals.
	* The goal is to have a uniform policy in which all panels have the same expectations.
	* This could have a positive impact for on-campus courses that do not have a GE assessment plan developed and implemented.
	* **Vaessin, Hawkins, unanimously approved**
		+ **All GE courses, including distance learning courses, will be expected to provide a GE assessment plan in their course proposal.**
5. GE reporting rubrics for all GE categories
	* It’s been several years attempting to get GE reporting rubrics for all categories. The curriculum panels are now being asked to assist with developing rubrics for the GE categories they review.
		+ Draft rubrics will be provided as a starting point for the Panels to work from.
		+ The goal is to make them simple and useful.
	* The methods of assessment will vary dramatically between courses. The rubrics are simply a way to report the findings. Therefore, the language needs to be kept very general.
	* The rubrics should make GE assessment more straightforward for units and will also make it easier to compile the data across all courses in one GE category.