ASCC NMS Panel

Approved Minutes

Wednesday, November 16, 2016 11:30pm-1:00pm

110 Denney Hall

ATTENDEES: Daly, Daniels, Derdzinski, Dinan, Haddad, Heckler, Vankeerbergen

Agenda:

1. Approval of 11-2-16 minutes
* Heckler, Derdzinski, **unanimously approved**
1. Animal Science 2200.01 (return; existing course with GE Natural Science-Biological Science; change in course content) and Animal Science 2300H (return; existing course with GE Natural Science-Biological Science; change in course content)
* Chair C. Daniels goes over the changes requested last time. The necessary clarifications have been made. Assessment plans have been added for both courses.
* *Update GE goals and expected learning outcomes on the syllabi. Current syllabi use quarter language.*

*The version of the GE goals and expected learning outcomes used since conversion to semesters is:*

*Goals:*

*Students understand the principles, theories, and methods of modern science, the relationship between science and technology, the implications of scientific discoveries and the potential of science and technology to address problems of the contemporary world.*

*Expected Learning Outcomes:*

1. *Students understand the basic facts, principles, theories and methods of modern science.*
2. *Students understand key events in the development of science and recognize that science is an evolving body of knowledge.*
3. *Students describe the inter-dependence of scientific and technological developments.*
4. *Students recognize social and philosophical implications of scientific discoveries and understand the potential of science and technology to address problems of the contemporary world.*
* Heckler, Derdzinski, **unanimously approved** *with one recommendation (in italics above)*
1. Develop GE reporting rubrics for GE Natural Science-Biological Science and GE Natural Science-Physical Science
* B. Vankeerbergen explains context of this request. All Panels are asked to develop reporting rubrics for their GE categories, similar to what has already been done (and is currently used) for GE Service-Learning. The use of such reporting rubrics will enable more uniform reporting of GE assessment data and, hopefully, will also help faculty understand the GE expected learning outcomes better.
* Panel has a broad conversation about what the 4 levels mean. It is agreed that to a large extend Milestone 2 (which is the minimum level students are expected to meet) corresponds to each expected learning outcome. Level 1 would reflect a lack of adequate fulfillment of the ELO and levels 3 and 4 reflect an increased and superior level of fulfillment, respectively.
* Verbs/skills associated with each level:
	+ Level 1 superficial level: students recognize and recall
	+ Level 2 minimum level: students describe, explain. There is some application (students “relate”).
	+ Level 3 students interpret; they connect and apply (concepts) to some new situations (simple examples); they begin to analyze.
	+ Level 4 students evaluate, extend, predict, create, apply (concepts) to complex examples.
* The levels/terms connect with Bloom’s taxonomy.
* Panel decides to reflect further on the rubrics and the concepts and share its findings at the next ASCC meeting. Also, the Panel will look at the Quantitative Reasoning and Data Analysis draft rubrics at a next meeting.