ASCC 2/16/2018

385 Bricker Hall 8:30-10:30am

Approved Minutes

# ATTENDEES: Aski, Bitters, Chamberlain, Coleman, Daly, Fink, Fletcher, Haddad, Heckler, Jenkins, Kerler, King, Kline, Lam, Mercil, Oldroyd, Roup, Taleghani-Nikazm, Vaessin, Vankeerbergen

1. Approval of 1-19-18 minutes

* Aski, Taleghani-Nikazm, unanimously approved

1. Revision to Art MFA (guest: Michael Mercil)

* Question: Why is the department not reducing the number of maximum credit hours in the program?
  + Students typically take more than the minimum number of credit hours. The revision will allow them more flexibility in the program. The department does not deem altering the maximum credit hours necessary.
* Question for committee: Will students currently in the program complete their degree with the new requirements or the old requirements?
  + This decision will be up to the department.
* A&H2 letter, Vaessin, **unanimously approved**

1. Graduate Minor Mathematics (guest: Thomas Kerler)

* Department of Mathematics routinely has students outside the program taking math classes at the graduate level. The Master’s program has too many requirements or is too high level for most students. The minor will provide students with formal recognition of their graduate level coursework. This program will also help provide advising for students that are currently outside the department.
* Enrollment will be limited to 15 doctoral students initially. The department is willing to open up program to more students in the future.
* NMS letter, Fletcher, **unanimously approved**

1. Panel updates

* A&H1
  + French 5105 – approved
  + German 1101.61 – approved
  + EALL 4200 – approved with one recommendation
* A&H2
  + French 1103.61 – approved with two contingencies
  + French 4100 – approved with one recommendation
* SBS
  + Sociology 2211S – approved with recommendations
* NMS
  + Microbiology 4000.02 – approved with contingencies
  + EEOB 3310.01 – approved with recommendations
* Assessment
  + Reviewed four GE Assessment Plans from Course Set S5
  + Reviewed one new GE Assessment Report

1. Qualtrics & GE assessment

* Qualtrics presentation
  + Curriculum and Assessment Services developed a tool for online submission of GE Assessment Reports.
  + Shelby Oldroyd gave a presentation on the survey designed for assessment. A request for a report can be made via Qualtrics. Departments will enter information about their course, including its GE category(ies), campuses where it is offered, the number of sections, enrollment, course description, etc. They will then be asked to enter GE assessment data for each GE category and campus they selected. Using Qualtrics will help departments submit more meaningful information in their GE assessment reports and will allow for cross-category comparisons of data.
  + The Committee enthusiastically approved of using Qualtrics for GE assessment purposes.
  + Committee suggestion: The first question asks for the department, the course number, and the course title. It may be better to split this into 3 separate questions.
  + Committee suggestion: Ask departments to provide examples of the methods (e.g. essay questions, multiple choice questions, etc.) they used for direct assessment.
* The Panels have discussed how strict they should be with assessment issues as the new GE is in development. Should the Panels be more strict or lenient about assessment for existing GE courses asking for a course change (e.g. substantial change in credit hours or addition of online delivery).
  + Some Committee members believe being more rigorous about assessment during this time would be beneficial. Assessment will not go away under the new GE, and letting assessment slip during the interim could cause departments to lose the assessment mindset.
  + Committee question: Will we be able to use Qualtrics for submitting assessment plans so they are more standardized?
    - Curriculum and Assessment Services is working on developing this already.
  + Once the new GE is finalized, ASCC and its panels should spend as much time as possible determining what constitutes proper assessment in the new categories. The foundations will be similar to the current assessment, but the themes will be a challenge to assess.
  + Assessment should be part of the implementation process, not a separate process that occurs after the GE is implemented. If there is a gap in implementation faculty will not understand the role assessment will play in the new GE and in their courses.
  + What should Panels do with bad assessment plans for existing GE courses requesting a course change before the new GE is implemented? Should they approve with guidance on how to improve the plans or push back on the plans?
    - Meg Daly will draft a statement for ASCC that Panels can provide to departments with inadequate assessment plans (existing GE courses requesting a change). The statement will explain that it will be in the department’s best interest to fix the issues with assessment now, as GE assessment will be emphasized under the new GE, and it will provide resources to improve the assessment plan.
    - The GE Committee needs to hear that this is the plan for GE assessment. Courses need to be evaluated during the transition not just based on how well they match the ELOs but also on the quality of their assessment plan.

1. GE revision updates

* The GE implementation committee has met three times. Their recommendations will go back to the design committee
* Some faculty have not bought into the GE revision because they object to GE revision as a whole or because they object to specifics of the plan.
* Meg Daly will go to ASC Senate to discuss the rationale for the GE revision.
* A committee is working with Randy Smith to determine budget implications of new GE. It is difficult to tell the implications on the departmental level, but there is enough data to show the trends at the college level.

1. Service-Learning Course Proposal Grant Selection (Please read call for proposals here <http://artsandsciences.osu.edu/about/faculty-staff/faculty/service-learning-course-proposals>):
   1. Janice Aski--Global Citizens
   2. Jennifer Brello--Service Learning in Adult Neurogenics for Speech-Language Pathology
   3. Marymegan Daly-- EEOB 5610, Translating Evolution
   4. Elena Foulis--Spanish in Oaxaca: Service-Learning through Oral History Projects
   5. Hasan Jeffries--Mass Incarceration in America
   6. Pil Ho Kim--KOREAN 5103.01S Level Five Korean I / KOREAN 5104.01S Level Five Korean II
   7. Hillary Shulman--Communication Dynamics in Groups
   8. Mary Thomas--Feminist Perspectives of Incarceration in the United States
   9. Michelle Wibbelsman --Aldea Global—Fostering Understanding and Engagement with Latin American Languages and Cultures in K-12 Education.

* Received nine Service-Learning proposals, but College can only fund five. This is the first time five or more proposals were submitted since the grants have been offered. All nine proposals will need to be ranked, as there is some possibility to fund more than five proposals (either through the College or by working with Office of Service Learning).
* ASCC will e-vote on the proposals to keep the votes anonymous. Members should rank the proposals from 1-9 with 1 being their first choice. Members may want to take the following into consideration when ranking the proposals:
  + Some proposals may seem to have a higher need for funding than others. (Certain proposals can still be developed without the grant.)
  + You may want to consider the creativity of a proposal (is this a *new* type of course that no one else has offered before?)-- but this should not necessarily be placed above the value the course would have to students.
  + Not earning an ASC grant does not at all imply that the course cannot be submitted as a new course.
  + It was not a requirement in the call for proposals to provide concurrences or evidence of communication between departments with similar offerings. However, the issue of concurrence may arise with some of these proposals in the future.
    - Proposals involving incarceration may want to consult with Sociology. (E.g., The Inside-Out Prison Exchange proposal out of Women’s, Gender, and Sexuality Studies has many elements in common with an existing course in Sociology:  Sociology 2211S “Corrections: An Inside-Out Course,” an existing course with GE Service-Learning, which students can take twice because of the different foci.)
    - Some proposals involving teaching may want to consult with EHE.
  + Some departments have received an ASC Service-Learning grant in previous years. Some have not. Does ASCC want to make sure that all things being equal funding is spread amongst different departments? (Here is the list of departments that have earned an ASC SL grant in the last two years: Anthropology; Comparative Studies [2 proposals]; Philosophy; Spanish and Portuguese [1 proposal]; Women’s, Gender, and Sexuality Studies [2 proposals].)