

Baccalaureate Core Committee

Annual Report 2012-2013

To: Faculty Senate Executive Committee
From: Kerry Kincanon and Marion Rossi, Baccalaureate Core Committee Co-Chairs
Date: July 15, 2013
Re: 2012-2013 Baccalaureate Core Committee (BCC) Annual Report

Membership

The BCC membership for 2012-2013 included twelve faculty members from a cross-section of OSU's colleges and academic programs and ex-officio members representing WIC and DPD. Two available slots on the committee went unfilled, and we did not have any student members this year. A complete and accurate membership list appears below:

Kerry Kincanon, Co-chair '13	Academic Success Center
Marion Rossi, Co-chair '15	University Theatre
TBA (v. Bogley) '14	
Uta Hussong-Christian '13	OSU Libraries
Michael Lerner '13	Chemistry
TBA (v. Peltomaki) '13	
Joe Zaworski '13	Mechanical, Industrial and Manufacturing Engr.
Jaga Giebultowicz '14	Zoology
Trischa Goodnow (v. Sherwood) '14	School of Arts & Communication
Rebecca Olson '14	English
Lori Kayes '15	Biology
Linda Bruslind '15	Microbiology
Melinda Manore '15	School of Biological & Population Health Sciences
Ken Winograd '15	College of Education

Ex-Officios:

WIC Director (Vicki Tolar Burton)
DPD Director (Michelle Bothwell)

Student Members -

- TBA
- TBA

Executive Committee Liaison - Bob Mason

Meetings

The BCC maintained an active meeting schedule in 2012-13. Our workload for the year was heavily defined by Synthesis Category Review activities. We limited our fall term meeting schedule, so members could focus on completing their assigned Synthesis Category Reviews.

- Fall Term 2012 – One Meeting and Two Category Review Training Sessions (BCC members were asked to attend one training session)
- Winter Term 2013 – Two Category Review Debrief Sessions (BCC members were asked to attend one debrief session) and Two Meetings
- Spring Term 2013 – Five Meetings

Minutes for all meetings can be found in the Baccalaureate Core Committee [archive](#). No minutes were taken at the Category Review Training Sessions in early

November 2012 as it was simply a demonstration of how to use our Category Review template and how to access the Academic Programs, Assessment, and Accreditation (APAA) SharePoint site where documents for Synthesis were securely stored. Also, no minutes were taken at the Category Review Debrief sessions in late January 2013. Rather, the notes and ideas from those meetings are reflected in our final report on the Synthesis Category Review (See [Appendix A](#)).

Course Approvals

The BCC approved 37 courses for addition to the Baccalaureate Core in AY 2012-2013 (see Table 1). We followed the course review process that was established by the 2011-2012 BCC and is included as an appendix in the [2011-2012 annual report](#). To date, 32 of these courses have been added to the catalog as part of the Bacc Core, and 5 of the courses are still pending Curriculum Council approval. Additionally, the co-chairs are working this summer with a proposer from the School of Language, Culture, and Society to see through a proposal for ANTH 473 that came in just prior to our final meeting. The proposer was seeking addition of the course to Cultural Diversity, but we think it would fit better in Contemporary Global Issues. The originator is in the process of adjusting the proposal. There is one other course proposal that came to committee after our final meeting. Review of this course will be held until the BCC reconvenes in the fall.

Table 1: BCC Course Approvals in Academic Year (AY) 2012-2013

Category	Courses	Notes
Writing II	WR 240*	*Pending Curriculum Council approval
Fitness*	PAC 121, PAC 304, PAC 320, PAC 321, PAC 325	Physical Activity Courses (PAC) can be used to meet the lab portion of the Fitness Category so, starting this year, all new PAC classes were routed through the BCC
Western Culture	GER 321	
Cultural Diversity	PHL 214, PS 343, ES 231*, WGSS 280**	*ES 231 is an existing course in this category that went through a Change Course CAT II to add an additional credit. **WGSS 280 is also a Change Course CAT II that is pending Curriculum Council approval
Literature and the Arts	ENG 107, FILM 255, FILM 256	
DPD	WGSS 496, HST/PHL 210/210H, QS/WGSS 262, QS/WGSS 364, QS/WGSS/ES 431, QS/WGSS 462*	*Pending Curriculum Council approval
Contemporary Global Issues	FOR 476, WGSS 463, HST 488, AREC 352*	*AREC 352 was an existing course approved for Science, Technology, and Society (STS). The unit submitted a Change Course CAT II to shift it from STS to Contemporary Global Issues.
Science, Technology, & Society	ATS 320, SUS 304	
WIC	PS 300, HDFS 461, PHL 474*, BEE 469,	*Pending Curriculum Council approval

	QS/WGSS 472*, WSE 453, MB/BI 385, FW 439, EXSS 455, FE 460*	
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AY 2012-2013 BCC Activities

1. The College of Public Health and Human Sciences (PHHS) contacted Vicki Tolar Burton, the Transitional Director of Baccalaureate Core Implementation, and Kerry Kincanon, BCC co-chair, in the summer of 2012 with a request for the BCC to consider adding a third outcome to the Fitness Category Learning Outcomes. While considering the two existing Fitness outcomes through the lens of impending assessment, PHHS realized that something was missing and that the outcomes did not sufficiently address the activity component inherent in the criteria of the Fitness category. A delegation from PHHS worked with Vicki to draft a third outcome which reads:

- o *Through regular and sustained engagement, demonstrate the knowledge, skill, and ability to participate in a selected physical activity for health, fitness, sport, or recreation.*

This addition was presented to the BCC in September and the outcome was officially added on September 17, 2012. The addition is reflected in the [Baccalaureate Core Category Learning Outcomes, Criteria and Rationale statement](#). *(link no longer available)*

2. At the final 2011-2012 BCC meeting, the committee voted to put forward changes to the Category Criteria language for the Perspectives Category. The recommendation was to strike the "*Be lower division and at least three credits*" statement from the criteria of non-science Perspectives Categories and "*Be lower division, at least four credits, and contain a laboratory*" from all Science Perspectives categories and to add the following statements to the criteria for all Perspectives categories:

- o For the non-science categories:
Courses in this Perspectives category shall be at least three credits and accessible to both lower and upper division students. Prerequisites or class-level restrictions for Perspectives courses must not create unreasonable barriers for students seeking to fulfill these categories.
- o and for the science categories:
Courses in this Perspectives category shall be at least four credits, contain a lab, and accessible to both lower and upper division students. Prerequisites or class-level restrictions for Perspectives courses must not create unreasonable barriers for students seeking to fulfill these categories.

The co-chairs took these proposed changes before the full senate on October 11, 2012, and they were approved. The changes are reflected in the [Baccalaureate Core Category Learning Outcomes, Criteria and Rationale statement](#). *(link no longer available)*

3. In September 2012, the [Baccalaureate Core Web Site](#) was officially launched. It includes targeted information for various OSU constituents (current students, prospective transfer students, faculty and advisors, etc.) and serves informational and archival purposes relative to the Bacc Core. The site also houses the "Bacc Core Playlists," an innovative tool that provides optional thematic pathways that students can follow as they navigate their

way through Bacc Core requirements. Vicki Tolar Burton coordinated the development of the site with Central Web Services, but the BCC played an instrumental role in vetting content last year. This year's BCC agreed that our committee should review content yearly and make recommendations to Academic Affairs on revisions and adjustments to the site.

4. The BCC conducted Category Review for the Synthesis categories. Information relative to Category Review for Synthesis courses was collected at the end of spring 2012. This information was collated and organized over the summer by Stefani Dawn, Assistant Director of Assessment in the Office of Academic Planning, Assessment, and Accreditation (APAA) and presented to the BCC at the beginning of the fall 2012. [Appendix A](#) is the final report of the Synthesis Category review, including a full description of the process, results, and conclusions. Ultimately all courses were either fully or provisionally recertified for continued inclusion in their respective Synthesis categories. The only exceptions were the handful of courses whose offering units specifically requested that they be removed from the core. Provisionally certified courses will be subject to an extensive follow-up in Category Review cycle year 3 (2015/2016). A list of provisionally certified Synthesis courses can be found in [Appendix B](#).
5. The BCC engaged in communication and activities related to the next Category Review. In the fall of 2013, the BCC will engage in Category Review for the following Skills Categories: Mathematics, Speech, and Fitness, and the WIC courses from the following colleges: Agricultural Sciences, Business, and Public Health and Human Sciences. [Appendix C](#) presents the memo we sent in the fall to these participating units regarding upcoming Category Review. Early in spring term, Stefani Dawn coordinated with these units to establish access to the reporting form that they would use to submit materials for the following year. In winter and spring, Stefani and Vicki Tolar Burton offered several workshops to support these units in preparing for Category Review. DPD and College of Engineering WIC faculty were informed of these workshops as well. These two categories will be up for review in the fall of 2014.
6. Given the strong working relationship that has been established with the Office of APAA around matters related to the Bacc Core, the BCC put forward a standing rules change to the Committee on Committees to add an ex-officio from Academic Affairs to be appointed by the Senior Vice-Provost for Academic Affairs. Ideally, this appointee will be the individual in the Office of APAA designated to support Bacc Core assessment (currently Stefani Dawn). The standing rules change was approved at the June 13, 2013 Faculty Senate meeting.
7. During winter and spring terms, the BCC engaged in a lengthy process to prioritize recommendations from the Review of Writing in the Baccalaureate Core report that was completed in 2011-12 by a special review committee convened by the Faculty Senate Executive Committee. [Appendix D](#) is the memo outlining the BCC's suggestions for where the institution should start in the implementation of report recommendations.
8. A concern identified in the Review of Writing in the Baccalaureate Core report was the varying degrees to which students in Synthesis courses were asked

to complete evidence-based writing, a key component of the Synthesis category criteria and learning outcomes. This concern was reinforced by what the BCC learned during Category Review. Some of the courses reviewed have successfully integrated evidence-based writing and others not so much. The BCC sought the assistance of the Writing Advisory Board to help create explanatory matter that units could use to guide the creation of writing-based assignments in Synthesis courses. This explanatory matter has been added to the Baccalaureate Core Category Learning Outcomes, Criteria and Rationale statement. ([link no longer available](#)) (Both [Appendix A](#) and [Appendix D](#) also include references to and examples of this explanatory language as the decision to add it emanated from these respective processes).

9. The addition of this explanatory matter prompted the BCC to work with colleagues in the Office of APAA to revise the Bacc Core question sets for the Synthesis categories in the Curricular Proposal System. We also worked with them to revise the final question in all Bacc Core question sets. This question asked proposers to discuss unit level assessment plans for the course. We found proposers were really struggling with the question as written, so we made adjustments that we think will help proposal writers better understand the question.
10. During spring term, the BCC reviewed compliance numbers for the First-Year Skills Requirement, which mandates that students complete their Writing I, Speech, and Mathematics Bacc Core categories within their first 45 credits. This requirement has been in place now for two academic years, and the BCC agreed to review compliance numbers after two years to determine if an enforcement mechanism was needed. The BCC was content with compliance rates. We decided not to create an enforcement mechanism and to continue to rely on advisors to promote and advocate for completion of these three categories in the first year. A table comparing compliance rates by college for the 2010-2011 cohort (the year before the requirement was implemented) and the 2012-13 cohort can be found in the [June 5, 2013 meeting minutes](#).
11. Inspired in no small part by the pivotal role that Vicki Tolar Burton has played for OSU in her three-year tenure as Transitional Director of Baccalaureate Core Implementation, the BCC drafted a memo at the end of the academic year advocating for the creation of a permanent Director of Baccalaureate Core ([See Appendix E](#)). Such a position would provide stability in oversight of the Bacc Core and an individual well-positioned to shepherd long-term projects related to OSU's General Education efforts.

On the Horizon for the BCC in AY 2013-14

- In addition to recommending explanatory matter to help with writing in Synthesis, the Writing Advisory Board suggested that the BCC also develop a "rationale statement" that would govern the larger "parent category" of Synthesis. The BCC favored this suggestion, but we simply ran out of time this year to complete this task. While each category of the Bacc Core has a rationale statement, the larger parent categories (Skills, Perspectives, and Synthesis) do not (DPD does because it is a stand-alone category). Drafting rationale statements for Skills, Perspectives, and Synthesis would be good undertaking for the BCC in 2013-14.

- Per a request from Sunil Khanna, Associate Provost for International Programs, and Valerie Rosenberg, INTO Director of Student Experience and Director of International Admissions, the BCC should consider having representation on a task force that is exploring Dual Degree Programs with international institutions. (see [meeting minutes from June 5, 2013](#)).
- Fall Term: Conduct Category Review of Mathematics, Speech, Fitness, and WIC classes from Agricultural Sciences, Business, and Public Health and Human Sciences.
- Fall Term: Co-chairs should work with Stefani Dawn in the Office of APAA to initiate communication to units offering DPD and College of Engineering WIC classes regarding gathering data to submit at the spring term 2014 for Category Review in the fall of 2014. Stefani may also need support in offering workshops and/or consultations in winter and spring term to these units, as well as those who offer Western Culture, Cultural Diversity, and WIC classes in the School of Writing, Literature, and Film, the School of Psychological Science, and the School of Arts and Communication from the College of Liberal Arts.
- Winter Term: Have the BCC or a subcommittee of the BCC review the Baccalaureate Core Web Site for accuracy and make suggestions or changes for updates (Per the recommendation of 2012-2013 BCC, this should be an annual task). Changes, for the time being, can be relayed to Dr. Susie Brubaker-Cole, Associate Provost for Academic Success and Engagement.
- Spring Term: The BCC should work with Academic Affairs and/or the Registrar's Office to get compliance data on the 2nd Year Skills Requirement (i.e., students who started in fall 2011 or after must have completed their Writing II requirement by the time they've finished 90 credits).