Academic Affairs Committee Minutes
Date: 5/1/2023, 3:30 - 4:30 pm, MET 208 and Zoom

Present (voting members):	**Absent (voting members):**
Paula Simone (*Academic Affairs Chair*)	Kiri Simning (*Faculty at Large*)
Tyler Hayes (*Registrar*)	
Julie Come (*Transfer Faculty*)	
Jake Agatucci (*Transfer Faculty*)	
Ralph Phillips (*CTE Faculty*)	
Annemarie Hamlin (*VPAA*)	
Becky Plassmann *(Faculty Senate Representative)*	
Chloe Vogel (*Committee Specialist and Classified Representative*)	
Present (non-voting members):	**Absent (non-voting members):**
David Schappe *(CTE Council Representative)*	Mindy Williams (*Faculty Forum Executive Committee Representative*)
Nicholas Recktenwald (*Director of Assessment and Curriculum, non-voting*)	Shannon Waller (*Chairmoot Representative*)
Sarah Henson (*Faculty Forum Executive Committee Representative*)	**Guests:**

Meeting called to order at 3:30.
Note: **Approval and Action items written in red.**

Unfinished Business:
1. Review Academic Affairs Committee Minutes from 2/20/23.
    a. A mistake was made, since we had previously already reviewed the meeting minutes from 2/20, and should have reviewed the minutes for 3/6. The minutes from 2/20 were already approved.
    b. For the 5/15 meeting we will need to review minutes for 3/6 and 5/1.
Ralph Phillips motioned to approve minutes, Chloe Vogel 2nd, motion passed unanimously.

2. Review Curriculum Committee Minutes from 3/21/23 and 4/4/23.
    a. Nick will bring the major transfer map for the "Associate of Science Oregon Transfer, Business" to Advising.
    b. The most recent documentation for establishing pre-requisites at COCC was updated in 2011, and the Curriculum Committee is currently working on revising this. Historically if you wanted to add a course as a pre-requisite you would have to go to Institutional Effectiveness with data justifying the creation of the course. There was a general definition of what data should be included, but there no specific criteria for the process.
    c. It was mentioned that "the Committee has discussed creating separate pathways for requisite proposals dependent upon whether the proposed requisites are within, or outside their disciple."
    d. "Nick has proposed creating a more formal tracking process that would report to the Assessment and Curriculum office to ensure these X88/X99/X98 courses are reviewed by the Curriculum Committee after being taught three times."
Reviewed.

Action Items: Revise Special Curriculum
1. There has been confusion between administrative assistants and faculty on how to set up special curriculum courses. This proposal is meant to establish a formal tracking process for 199/299 sections.
   a. This would require removing 188/288 courses as an option, which would be folded into the X98/X99 options.
   b. X80 are Practicum or Cooperative Work Experience (CWE) courses.
2. "Courses number 099, 199, and 299 are either experimental, in-development courses or special studies courses meant to meet a timely or specific curricular need."
   a. One they run three times they need to be approved "through COCC's defined curricular review process." Currently, no one has been tracking how many times these courses run, so in theory they could have been running more than three times, without going through the Curriculum Committee's established procedure.
   b. This proposal is meant to simplify and streamlines the special curriculum offerings, and will add an extra step for administrative assistants, to make sure that they're using a Qualtrics form to submit the X99 syllabi to the Assessment and Curriculum office.
3. Departments can run multiple X99 courses at the same time, utilizing different CRNs.
4. The existing standards say that selected topics courses cannot be programed to meet degree requirements. This language is confusing, since these courses can actually meet degree requirements via a course substitution.
   a. This will need to be edited: for example, "Selected topics courses will not be programmed to meet degree requirements, unless approved individually as a course substitution."
5. The documentation needs to consistently say 099/199/299.
6. Can X99 courses run as pass/no pass?
   a. Sometimes this can cause issues with Financial Aid, but Nick will look into this further in preparation for the 2nd reading.
7. ACTI codes and the APR prefix need to be properly defined in this documentation, either via parentheses or via a footnote.
8. The Instructor will fill out the Special Studies approval form, not the student.
9. Independent Studies courses can run with up to 10 students.
Becky Plassmann motioned to approve, Annemarie Hamlin 2nd, 1st reading passed unanimously.

Action Items: Revise A-20-1 Grade Appeal Procedure
1. Tabled until May 15, 2023.
Tabled.

Informational Items: Proposed Changes to Instructional Assessment Process
1. These changes are meant to streamline the instructional assessment process for faculty, when they are doing assessments for their discipline studies, foundational courses, or CTE programs.
2. The proposal recommends that these assessments take place in Canvas, utilizing the built-in outcomes-based rubric. This would involve changes in Canvas at the administrative level, in order to create tools which faculty could then utilize.
   a. Faculty will need to create an assessment assignment in Canvas, and the resulting data will be stored in Canvas.
   b. This data can be captured longitudinally so that we can understand how students are learning in our classes over time, but even more importantly, the data can be disaggregated. Currently

our assessment data is not disaggregated, so we cannot pinpoint where equity gaps are showing up in Instruction.
3. There is the possibility of piloting some new questions for student evaluations, where students are given the choice to reflect on which pedagogical or curricular choices have supported or inhibited their learning.
    a. However, Nick stated that it's important to note that any information collected in these evaluations must not become a part of faculty review. There should be a boundary between what is used for instructional assessment and what goes into faculty or personnel files.
4. It would also be possible to roll out a faculty reflection question, in which faculty can reflect upon their teaching practices and their experience within the class.
5. Indirect evidence of student learning will be collected in a Qualtrics survey for now, but it would be better if the institution could collect it through a formal course evaluation system.

Reviewed.

Meeting adjourned at 4:35.