

**CCC Meeting Notes**  
**April 7th, 2015**

Present: Jim, Chris, Michael, Zach, Sharon, Elena, Jennifer, Richard, Alice, Cynthia.

1. Upcoming CCC Meetings.

- April 21st, **BJW 213** 3:00-4:30pm
- May 5th, Filippi Academic Hall 205 3:00-4:30pm

2. Updates and Open Items

(a) Year End Celebration: Tentatively planned to follow the May 5th meeting

(b) Jan Term 2016:

The Jan Term Committee has completed its consideration of travel course. Following past practice, Elena, Zach and Jim will be meeting on April 9th to read these proposals to evaluate their fitness for Engaging the World goals.

(c) Deadlines for Community Engagement courses:

Starting this spring we (the college) are requiring Community Engagement courses to be ready to go before registration begins, with the goal of preventing late rescinding of designation (which has led to unhappinesses). This spring the deadline is April 15th. Sarah Dempsey and Jim are coordinating this.

(d) Ranked Teaching in Collegiate Seminar and January Term: At Senate

Failed to appear on 3/25 or 4/8 agendas. Jim has been in discussion with the Directors of Jan Term and Collegiate Seminar about next steps.

(e) Designation Renewals: At UEPC

Is on 4/13 UEPC agenda. Do we want to submit a non-draft proposal? (See attachments.)

The answer was No. The CCC's submission to the UEPC was carefully written to indicate both what we were strongly committed to and what we were open for input on.

(f) LEAP

a) Kines 17 (for Scientific Understanding), Capstone Course (for Community Engagement), revised "The Bible and its Interpretations" (for The Common Good) still need to be submitted and considered.

b) Approval process for G. &P. S. classes unclear. As opposed to the UEPC, the GPSEPC doesn't have the authority to consider and approve courses, only programs. Jim believes this issue is under discussion between the Senate and GPSEPC.

(g) Integral

(Review: The classes of 2016 and 2017 need to complete the Integral curriculum and Community Engagement. Starting 2018 Integral students must complete the 'full' Core. The CCC has previously determined which Core 'credits' students earn during each of their first four semesters in the Integral Program. And what additional credits students earn by completing the full eight semesters. The missing requirements

are American Diversity, Global Perspectives, Community Engagement and both Social/Historical/Cultural Understandings.)

Elena, Jennifer and Jim have discussed the AD, GP and SHCU situations, and Jim has been in electronic conversation with Director Cortright.

(h) Incorporation of Languages into Global Perspective

To be on the UEPC's 4/13 agenda.

(i) CE Issues

Zach and Jim will be meeting with CILSA to discuss issues that have arisen. These may appear on our 4/21 agenda.

(j) Risk Assessment

(Review: Intended for use when classes go off-campus to participate with 'partners' who are incapable of having insurance. Has been working its way through the system since December 2013.) Still working its way through system.

3. Discussion Item: Summer Orientation.

Scheduled for: First-years: 6/24, 6/27, 7/2, 8/24. Transfers: 8/13, 8/14.

The purpose, and so structure, of the summer orientations continue to evolve. For summer 2015, students will be placed into all of their classes *after* the orientation, and this placement will be based on the "pre-enrollment student questionnaires" (PEQ), which students will now complete after the orientation.

What, then, should be in the academic session? These are an hour long, with about 30 students, with about six simultaneous sessions. The goals for this are(??): Explain the basic structure of SMC curriculum (4-1-4, seminar, jan term). Talk about what the first year looks like - depth, breadth, combination of establish/prospective interested, SMC goals. Explain purpose of the PEQ, so some of what's in it, why/how fill it out. More generally, what is college, what do they have to look forward to, what things will they be doing, learning vs finding a job.

What is in the presentation? What does it mean to be a member of the SMC society. What education are you going to be part of. Tenor of the conversation. Include pictures from College Communication of seminar, travel classes, CE.

Who should deliver them? Need about six faculty for each of the 4 days. Those teaching summer school would be good candidates, as they are already on campus.

The CCC agreed to help make the slides and recruit faculty.

4. Discussion Item: WASC Report and Assessment

Jim reviewed the WASC report and its criticism of the CCC's lack of progress with assessment. That Core assessment will be the main subject of a Fall 2018 special visit. That the CCC needs a "robust" and "practical and sustainable assessment plan" that will by the time of the visit produce evidence of "curricular improvements and better teaching". That in Jim's opinion, this constitutes rejection of the CCC's current assessment work. That three years in which to create such a plan, implement it, and complete enough assessment to be able to provide such evidence will be very challenging. That since Jim's term is scheduled to end only one year into this process it doesn't make sense for him to lead the development of an

assessment plan that will then have to be carried out by another. He indicated that he had submitted his resignation as CCC chair effective the end of the academic year.

The discussion following focused on the current and upcoming assessment challenges. Included were

- A suggestion that Chair of the CCC and the Assessment leader might be separate positions. A counter suggestion that if the CCC's main focus the next several years would be assessment, the Chair will need to lead this.
- The political capital involved in doing assessment. That CCC members are using personal 'chits' and calling in favors to make progress in assessment.
- Perhaps there could be an annual 'assessment day' in which all faculty participate in either departmental or Core assessment
- Struggles with accountability. The Core is responsible for doing assessment but is unable to 'force' participation from others. We need faculty buy in. Conversely, this is the fourth or seventh or 10th year of the Core (depending on what exactly is counted), and we shouldn't waste precious time talking with faculty to get buy in but need to involve them in the work to build buy in.
- That the provost will, if necessary, insist that this is done but would strongly prefer to not have to intervene.
- That WASC looking for something subtle and complicated. Since the Core is not a distributed program then assessment cannot simply consist of assessing the pieces, but need to find a way to assess the Core as an whole.
- That the CCC shouldn't start with big plan, but proceed as is.
- There needs space to make this happen. This is a large structural question. Perhaps the CCC does nothing but assessment next year.
- That any good vibes about the Core will be killed by too much assessment
- That assessing the pieces is not the same as assessing the whole.
- That if assessment feels like a new or extra burden this is only because we have been negligent in the past. We need to support our claims to students about what they will learn/become.
- That we can't just talk, but need to move to actual progress. We actually need do things.
- The institutional learning outcomes are the Core. The Senate recently adopted these, and so the faculty has recently re-approved the Core.
- Need an atmosphere of urgency and enthusiasm
- How to help faculty see that assessment connects to what is important to them. Lots of footwork needed.
- Perhaps use Habits of Mind as the scaffold for 'Whole Core' assessment.

Below: From Agenda

Overall the 3/6/2015 WASC Commission Action Letter (attached) was very positive, with a

record long (for SMC) nine-year accreditation renewal. There is, however, a follow-up visit in 2018–19 focusing on assessment.

The WASC visiting team determined that we must develop “a practical and sustainable assessment plan (such as rubrics, assignments, plans for collection of artifacts, related faculty training and administrative support)”. The Commission endorsed this, and has requested a fall 2018 report on the “completion, adoption, and implementation of assessment plans for the core curriculum and core competencies” (page 4). (SMC has identified our core competencies as the ones in the core curriculum, so these are really one and the same.) In fact, the expectation is that by this time “assessment plans for the core curriculum and competencies will be completed, adopted, and implemented, with evidence of changes being made as a result of the findings (page 3)”.

Given the content of the letter generally, Jim interprets these sections to be significant criticism of the CCC’s work toward core assessment. Considering our current situation, it will be very challenging to design and implement new assessment plans that must result in evidence of “curricular improvements and better teaching” by spring 2018.