

CCC Agenda
November 11th, 3:00–4:30pm
Galileo Conference Room

The discussion of the potential Language Learning Goal will be first, and will begin at 3:00. (for hopefully 30-ish minutes)

1. Upcoming CCC Meetings.

- December 2nd, Filippi Academic Hall 205
- December 15th, Filippi Academic Hall 205 (Faculty only)
- December 16th, Filippi Academic Hall 205 (Faculty only)

2. Updates

- (a) Ranked Teaching in Jan Term and Seminar
- (b) Designation Renewal
- (c) LEAP & BALOS
- (d) Core Data needs
- (e) Integral
- (f) Provisional designations for “topics” courses
- (g) Other

3. Action Items

(a) Language Requirement and the Core Curriculum

Following on last meeting’s discussion, our goals are

- 1) Wordsmithing: Produce a document that is sufficiently mature that examining it in wider circles will lead to productive conversations.
- 2) Process: Outline how to involve the community in vetting and (eventually) approving a new learning goal.

Both the conversations about the proposed wording and the approval process (should we decide to proceed) need to involve all stakeholders. This includes those teaching or potentially teaching such course, as well as all faculty, since this is a universal requirement of students.

(b) Petitions

The CCC Chair is empowered to decide upon Core petitions (“I would like this course to count for that learning goal.”) Most get no’s, but sometimes a student takes a Jan Term that should have counted but slipped through the cracks, or took a course the semester before it formally counted, etc. and then Jim may approve. So far, this is old hat.

However, as graduation for the class of 2016 draws closer, Jim is getting petitions like “I won’t graduate unless you let me do *this*,” where *this* is things like “waive this learning goal” or “count this Jan Term course for a Pathways goal.” Does the CCC chair have

the power to do this already? Or does Jim need Senate(?) approval to do this? If not, who does? Or are all such requests simply automatically denied?

Note: The Seminar Director approves petitions for waiving Seminar requirements, the Jan term Director approves petitions for waiving Jan Term requirements, and department chairs approve petitions regarding requirements in the major. Does the equivalent power automatically transfer to the CCC chair?

If so, what factors should the decision be based upon? I think a note from the advisor is necessary (The advisor might say the student was mis-advised, argue that the complications of the major preclude the student from meeting the goal, argue that summer work is inappropriate or impossible.) Change of major? Change in designation status? Error in designation listing? Other?

(c) Written and Oral Communication

Jim believes it is time to clarify the Written and Oral Communication learning goal. For the past several years we have simply been ignoring the “and Oral” part of W&OC, blithely declaring that Shared Inquiry is how we do oral communication at Saint Mary’s. (Indeed, we argued such to WASC in the meaning and integrity of the degree essay.) If the faculty feels this is correct, then we should remove “and Oral” from the learning goal. If this is not what the faculty want, then we need to better understand what the oral communication goal and implementation is.

How to decide which?

(d) Assessment Projects a) Assessment project plan

b) Types of data gathered

c) Progress

d) How to share with the community? (Assessment Forum next October. ?)

(e) Working Group considerations

Discussion of Working Group consideration process. Collegial advice.

Linguistic and Sociolinguistic Understanding

Learning Goal:

Language is a chief means by which we filter reality into a lived experience. Learning a new language makes us conscious of the ways in which language shapes our world on a personal and collective level, and also brings us to a new awareness of our native linguistic system. A linguistic and sociolinguistic understanding of the world is therefore a crucial element of the liberal arts education.

(Missing/Cut: challenges and complexities of translating. Understand the way language shapes experience/world and how experience/world shapes languages. Effects on and from culture.)

Learning Outcomes:

Students will:

- 1) Comprehend and generate discourse appropriate to the language
- 2) Read and comprehend a diverse range of texts
- 3) Understand the complex ways in which language shapes our experience of the world and the ways my experience of the world shapes languages.

Rationale: (Explanation of what learning outcomes are about)

- a. LO 1 is meant to refer to speaking and writing, while LO 2 is about reading.
- b. LO 3 is aimed toward understanding language as an impactful mediator between the individual and society, between the individual and 'reality'. Second language learning helps students recognize that language does not simply reflect the world, but that their perception of the world is bound to the language in which they are thinking and speaking.
- c. All communication is to be at a level of sophistication and in amounts appropriate to the language. For example, romantic language courses would include significant oral communication, which may be more complex than that occurring in Asian languages, while classical Greek courses may include no conversation. Similarly, the expectations for writing in the romantic languages will more complex than those for which the grammar and/or typography must receive a heavier emphasis.
- d. In all (?) cases, the intent is that students familiarize themselves with a set of vocabulary and a range of tools that govern the use of this vocabulary, including phonology, morphology, syntax, and semantics. When appropriate, to understand and produce writing and/or speech in a variety of personal and social contexts, initiate and sustain conversations about multiple topics in the past, present, and future tenses.
- e. An <this level of> mastery of a second language constitutes a distinct pathway to knowledge, allowing students to acquire a culturally determined set of linguistic rules, to communicate creatively and effectively using those linguistic skills, and to gain new knowledge using those linguistic skills
- f. Define language?? Define what level we wish, e.g. "intermediate mastery" "advanced beginning mastery"??

Implementation: Students will demonstrate intermediate level proficiency in a modern or classical language by completing a level 3 language course at Saint Mary's, or one of the many other ways.

Written and Oral Communication

Learning Goal: A goal of the core curriculum is the development of strong written and oral communication skills. A mind is not truly liberated until it can effectively communicate what it knows. Students will develop communication skills that reflect an understanding of the power of language to shape thought and experience. They will learn to write and speak logically, with clarity, and with originality.

Learning Outcomes: With increasing proficiency, students will

1. Recognize and compose readable prose, as characterized by clear and careful organization, coherent paragraphs and well-constructed sentences that employ the conventions of Standard Written English and appropriate diction; and
2. Recognize and formulate effective written and oral communication, giving appropriate consideration to audience, context and format; and
3. Analyze arguments so as to construct ones that are well supported, are well reasoned, and are controlled by a thesis or exploratory question; and
4. Use the process of writing to enhance intellectual discovery and unravel complexities of thought.

Rationale (i.e., the intention of the proposed outcomes): - In their emphasis on both analysis and formulation, outcomes #1-3 reflect the need for students to analyze and assess how others communicate in order to successfully communicate themselves. Outcome #1 (grammar) addresses the need for students to use appropriate grammar in writing and speaking. Outcome #2 (rhetoric) recognizes that students are part of a complex world and stipulates that students must be able to tailor their communication for different audiences and different situations. The communication must be in both written and oral form. Outcome #3 (logic) concerns the need for students to communicate ideas in a precise and organized fashion. Outcome #4 reflects a much deeper objective, i.e., that students are able to use the writing process as an occasion for creativity and discovery and to acquire and develop the liberal art of clear, coherent thinking. (Satisfying this learning outcome would likely require students to participate in a multi-stage process of developing ideas that included substantive writing, though not exclusively writing.) Finally, it must be noted that the outcomes treat communication as the controlling idea and envision written and oral communication as necessary species within the genus. Therefore, outcomes #2-3 are about communication skills, broadly speaking, and do not separate expectations for writing and speaking. Such habits are established by sustained practice and develop as students progress through the curriculum.

Types of Assessment Evidence Collected 2013-14 SMC Departmental and Core Curriculum Assessment Plans and Reports

The table below shows the types of assessment evidence that was collected by academic programs, as reflected in their 2013-14 assessment reports, and by the Core Curriculum Committee, as reflected in their 2013-14 assessment plans. Our intention for sharing this table is to show the variety of assessment evidence collected and to foster conversation between programs about evidence. For example, we hope that if two programs are using the same evidence type that they initiate a conversation about their assessment and consider sharing related tools. Our intention is *not* to suggest that programs should or need to collect assessment evidence in all of the categories listed below or that the current evidence you collect should be replaced by one of the types below.

Some programs' activities are not included on the table as a result of our decision not to track all types of assessment evidence. If there is sufficient interest, we can expand this table in the future so as to include all types of evidence collected. However, the types below were the most commonly used and do include the majority of programs that submitted an assessment plan or report. If we have misclassified the type of evidence you collected or if we have missed something, please contact Chris Procello (cap8@sumarys-ca.edu) to make corrections.

	Type							
	Direct			Indirect				
School / Program	Capstone project	Course assignment/ paper	Test/exam	Presentation/ performance	Portfolio	Survey (exit, alumni, etc.)	Interviews, group or individual	Course evaluations
Liberal Arts	M.F.A., Creative Writing; History; Theater; Spanish	Anthropology; Art & Art History; Communication; English; Ethnic Studies; Integral Program; Global& Regional Studies; B.A., Kinesiology; B.A., Leadership & Org. Studies; M.A., Leadership; LEAP Program; Dance; Politics; Sociology; Women's & Gender Studies	Communication; M.A., Kinesiology; Dance	B.A., Leadership & Org. Studies; Music	French	M.F.A., Creative Writing; B.A., Kinesiology; B.A., Leadership & Org. Studies		M.F.A., Creative Writing
Education	M.Ed., Special Education; M.A., Teaching; M.A., Teaching (Teachers for Tomorrow);	Counseling; M.A., Teaching; M.A., Teaching (Teachers for Tomorrow);	Credential, Multiple Subjects; Credential, Mild/Moderate Ed.	M.A., Teaching (Teachers for Tomorrow);		Counseling; Credential, Multiple Subjects; Credential, Mild/Moderate Ed.	Credential, Mild/Moderate Ed.	Counseling; Credential, Multiple Subjects; Credential, Mild/Moderate

