

CCC Agenda
May 5th, 3:00–4:30pm
FAH 205

1. Upcoming CCC Meetings

- Year End Party: May 5th 5:30 Jim’s House
- End of May planning meeting for 2015-16 CCC??

2. Updates and Open Items

(a) CCC meeting Dates for 2015-16

- August 25th 2015. LOCATION TBA. Morning (Committee Day)
- September 8th, 2015 Filippi Academic Hall 205 3:00-4:30pm
- September 22nd, 2015 Filippi Academic Hall 205 3:00-4:30pm
- October 6th, 2015 Filippi Academic Hall 205 3:00-4:30pm
- October 20th, 2015 Filippi Academic Hall 205 3:00-4:30pm
- November 3rd, 2015 Filippi Academic Hall 205 3:00-4:30pm
- November 17th, 2015 Filippi Academic Hall 205 3:00-4:30pm
- February 9th, 2016 Filippi Academic Hall 205 3:00-4:30pm
- February 23rd, 2016 Filippi Academic Hall 205 3:00-4:30pm
- March 8th, 2016 Filippi Academic Hall 205 3:00-4:30pm
- March 29th LOCATION TBA 3:00-4:30pm
- April 12th LOCATION TBA 3:00-4:30pm
- April 26th LOCATION TBA 3:00-4:30pm
- May 10th LOCATION TBA 3:00-4:30pm

(b) Ranked Teaching in Collegiate Seminar and January Term: To be on 5/13 Senate agenda.

(c) LEAP – no update since last time

(d) Integral – no update since last time

(e) Incorporation of Languages into Global Perspective: Adopted by the Senate 4/29.

(f) Designation Renewals: CCC proposal rejected by UEPC on 4/27. UEPC to recommend alternate proposal to the Senate.

3. Discussion Item: Designation of Language Courses

Language courses through level three have been listed as satisfying the Core demand for languages since 2012. The CCC didn’t designate these courses as satisfying the learning goal or outcomes since there was none. Now there is. What to do?

Jim thinks procedurally it is important that the CCC exert its authority here, and work through some process that (presumably) leads to designation. However, it is late in the spring making it difficult to expect the language departments for formal proposals for each of the courses, and then vet them, and then do any back-and-forth, and then vote. Further, registration for Fall courses is already underway, and there are no alternatives should these courses suddenly be “undesignated”.

So what do we do? Possibilities include:

(1) Let things slide this spring, and ask for full designation proposals in the fall? To be initially evaluated by the Global Perspectives Working Group?

(2) Count the courses as somehow grandfathered in and do nothing?

(3) Jim's Proposals: Ask for updated/current syllabi that include the new learning outcomes, hope that the syllabi self-evidently show that the courses satisfy those learning outcomes, move to designate, and trust to a future renewal process to address any serious concerns.

4. Voting Item: Jan Term 2016

Elena, Zach and Jim met April 9th to the 2016 Jan Term travel proposals, and posted their recommendations on the google docs. We will vote to endorse (or not!) these recommendations.

5. Possible Discussion Item: Ongoing Working Group Assessment

6. Possible Discussion Item: 2015-16 CCC membership, Working Group Chairs, Working Group membership

7. Discussion Item: Summer Orientation. The CCC agreed to help staff the 'academic' presentation.

8. Discussion Item: Core Competencies and Core Learning Goals

From an email Jim sent to Chris Sindt:

How will we determine if and how our Core learning goals overlap/lie within their Core Competencies?

Moving from easy to harder. WASC's Critical Thinking and Writing seem a best match to our areas. Does their Information Literacy fit within our IERP? Likewise Quantitative Reasoning and Mathematical Understanding. Finally, what about Oral Communication and Shared Inquiry? How quickly can we determine these??

If the answer to any is No, then we have mega work to do. (i) Somebody has to take on the leadership of helping the campus define what these WASC terms mean for us, (ii) The faculty will have to decide whether to add these to the Core or have them live elsewhere, (iii) If the determination is to add, then do they redefine or replace parts of our current Core? Or instead give us even more learning outcomes to assess? (iv) If these are to live elsewhere, then where? And who is responsible for them?

Unfortunately, my sense is that the FAQ hints the answer is indeed No. FAQ #5 says we have to assess and support transfer students toward the Core Competencies. Most of our junior transfers come in with Eng 4 & 5 and Mathematical Understanding completed. Should these contain W, IL, QR then how do we then assess competency in those areas? Test incoming transfer students? What if an incoming student is assessed as not meeting our graduation requirements even though their off campus classwork says so?

Similarly, FAQ #4 & #7 hint that it is at the end of the degree that competency is best measured. It seems unlikely that we will be able to claim that measuring fall frosh English 4

students as to their writing competency addresses “the focus is on their level of proficiency at graduation.”

Another area that I think needed to be addressed is the sorts of assessments will be expected to provide. FAQ’s#9 says: “What is important – to the institution as well as the Commission – is the distribution: what proportion of your students is meeting the standard or even exceeding it? What proportion is below the standard, and how far below? And what do you plan to do to raise overall performance and shift the distribution upward, if you are dissatisfied with the results?”

This is not necessarily the direction that the various CCC WG’s are headed with their current projects. I read this to say that the next projects (whether or not done by CCC), must be much more universal (so as to say something about all undergraduate students) and much more judgmental (the ‘meeting/exceeding’ language).

The final big question to me is the one of urgency. The Senate seemed very happy with the WASC report. Who will be responsible to take on the task of convincing the faculty of the magnitude of the challenges ahead?