1. Updates

   (a) January Term proposals and designations

   (b) Senate CCC language Update: Approved by Senate 4/24

   (c) LEAP & BALOS waivers Update: Approved by Senate 4/24

   (d) BALOS: The program has now address our concerns about AD and about SHCU. The one remaining issue is Theological Understanding

   (e) LEAP: With the help of Zach Flanagin and Michael Barram a course has been created that will (hopefull) satisfy the Christian Foundations at the upper division level, as well as American Diversity.

   (f) Working Groups for 2014-15
   See attachment

2. Learning Goal Assessment Schedule

   - May 30, 2014: A 1page written plan for each Working Groups 201415 assessment project
   - Summer 2014: Finalize logistics
   - Fall 2014 – Spring 2015: Implement assessment plan
   - March 1, 2015: A 1-page progress report for each Working Group's project
   - Summer 2015: Finalize report (if necessary)
   - September 1, 2015: Final report due

   General discussion

3. Orientation and Core

   The new orientation schedule includes a 30-minute window for Core. The presentation will be given three times each orientation. (June 19th, June 25th, June 28th, August 27th). Questions:

   1) What.
   This isn't really about the details of the Core but about the flavor of an SMC education, but should (A) Explain what a learning goals and outcomes based education means to students. (There is something valuable and necessary here.) (C) Give enough information to guide students toward selecting their one or two open courses. (And give them confidence that people here *do* understand the details and will help them when the time is right.)
   2) Who.

4. 2014-15 Reassignment Duties

   1 course reassign/year = 4.5-6 hours per week. CCC = 1.5 hours per week. WG = 1.5 hours per week on average.

   - CCC Chair:
     - 1 reassign for being chair& main contact
     - 1 reassign for overseeing designation/renewal process(massive paperwork)
     - 1 reassign for HoM work (CS, JT, Comp, WiD, Ass't)

     Other CCC members 1 reassign each:
   - AD/GP Chair: 2 goals, continued course development, main Jan Term contact
   - CE/TCG Chair: 2 goals, continued course development, HUB and CILSA contact
   - PtK Chair: Portfolios and experiences. How to find the experiences, how to describe the needed work to students, how to evaluate them.
   - PtK Chair: Transfer issues. Lead work to update departmental transfer articulations, work through catalogs to take care of other courses. Be point person for petitions.
   - PtK Chair: Out of SMC conversation about general education. What's happening with Catholic cores, WCC cores? Courses vs/and experiences. Interdiscipinary, transdisciplinary education.
   - PtK Chair: National trends in assessment and Full Core assessment

5. Departmental courses in Jan Term - should they hold their designation?

   Consider Math 13. Jim's parsing is that Math 13 is a departmental course, and the department offering it is responsible for delivering its content in a pedagogically appropriate way, no matter if the course is in a long semester, Jan Term or Summer; further that it is clearly not a Jan Term course because its designation is not Jan Term 13 but Math 13. Does this reasoning hold water?

Assessment and Assurance of Learning Process for CCC Timeline, 2014-15

Spring 2014
- Read and discuss 2014-15 CCC Assessment Packet and the assessment report from the SHC Working Group. Contact Chris Procello for consultation.

- Decide on a learning outcome that the Working Group would like to assess.
- Determine the departments and courses that teach this learning outcome.
- Contact those department chairs and program directors and meet with them so they are aware of and involved in the process. Ask that they inform their instructors.
  - If necessary, start to work toward ensuring that all instructors provide a prompt addressing the learning outcome.
- Decide on what evidence to collect.
- Decide on your evidence review process: Who will assess the student work, when will the assessment occur, and how the student work be assessed?
  - Decide on an analytical method(s) that is feasible for the group.

A 1-page written plan for your Working Group's 2014-15 assessment project is due by May 30, 2014.

Summer 2014
- Finalize logistics, particularly for evidence collection (e.g., how papers will be collected and stored).
- Ensure that all instructors for Fall 2014-Spring 2015 have prompt for student work that will be collected, and that the prompt relates to the selected learning outcome.

Fall 2014-Spring 2015
- Implement assessment plan; collect and analyze evidence.
- Begin drafting final report (see attached report questions); discuss with Working Group findings, resulting recommendations, etc.

A 1-page progress report for your Working Group's 2014-15 assessment project is due by March 1, 2015.

Summer 2015
- In necessary, finalize report.

A written final report for your Working Group's 2014-15 assessment project is due by September 1, 2015.

Fall 2015
- Present report to CCC.
- Begin use of report findings; enact recommendations.

Core Curriculum Working Group Assessment Report Questions

2014-15 Report:

Assessment Evidence Review Process:

- Describe your assessment evidence review process for the current cycle, including the outcome selected, the type of assessment evidence collected, the names of the faculty involved in reviewing the evidence, when the assessment took place, and how they assessed the student work.

Findings:

- What are the findings of your assessment?

Use of Findings:

- How will you use these findings for improvement?

Subsequent Reports:

Use of Findings and Impact:

- How have you used your past assessment report findings for improvement?
- What has been the impact of these improvements?
- How have these findings and improvements informed the current assessment cycle?

Assessment Evidence Review Process:

- Describe your assessment evidence review process for the current cycle, including the outcome selected, the type of assessment evidence collected, the names of the faculty involved in reviewing the evidence, when the assessment took place, and how they assessed the student work.

Findings:

- What are the findings of your assessment?

Use of Findings:

- How will you use these findings for improvement?