

DRAFT CCC Agenda
August 26th, 2013 9:00-11:00am
Location??

1. CCC Meetings 2014–15. Tuesdays 3:00–4:30 unless otherwise noted.

- August 26th. Brother Jerome West 213. 9:00-11:00
- September 9th
- September 10th, 2:00–2:45pm Filippi Academic Hall 100. Meeting with WASC
- September 23rd, Filippi Academic Hall 205
- October 7th, Filippi Academic Hall 205
- October 21st, Filippi Academic Hall 205
- November 4th, Filippi Academic Hall 205
- December 2nd, Filippi Academic Hall 205
- December 15th, Filippi Academic Hall 205. 9:00-1:00 (tentative)
- December 16th, Filippi Academic Hall 205. 9:00-1:00 (tentative)
- January 20th, Filippi Academic Hall 205
- February 17th, Filippi Academic Hall 205
- February 24th, Filippi Academic Hall 205
- March 3rd, Filippi Academic Hall 205
- March 24th, Filippi Academic Hall 205
- April 7th, Filippi Academic Hall 205
- April 28th, Filippi Academic Hall 205
- May 5th, Filippi Academic Hall 205

2. CCC Membership

- Jim Sauerberg, Chair CCC, 2011-2016, Habits of Mind
- Alice Baldrige, Science, 2014-17, Mathematical/Scientific Understanding
- Zach Flanagan, Liberal Arts, 2013-16, Community Engagement/The Common Good
- Elena Songster, At Large, 2014-2017, American Diversity/Global Perspective
- Jennifer Heung, Liberal Arts, 2012-15, Social Historical Cultural Understanding
- Greg Merrill, Economics and Business Administration, 2012-15, Artistic Understanding
- Michael Nathanson, Science,, 2013-2016, Theological Understanding
- Cynthia Van Gilder, Director of the Office of Faculty Advising
- Richard Carp, Vice Provost for Undergraduate Academics
- Chris Procello, Director of Educational Effectiveness
- Sharon Walters, Library Representative

3. Big Items

(a) Learning Goal Assessment Schedule

- i. May 30, 2014: A 1-page written plan for each Working Groups 2014-15 assessment project.
All current materials can be found on the google drive.
- ii. Summer 2014: Finalize logistics
- iii. Fall 2014 – Spring 2015: Implement assessment plan
- iv. March 1, 2015: A 1-page progress report for each Working Group's project
- v. Summer 2015: Finalize report (if necessary)
- vi. September 1, 2015: Final report due

See Handout

(b) Designation Renewals. From 2/18/14.

- i. Renewals are expected when the learning goal language changes, when the course catalog language changes, or every 4 years years, whichever comes first.
- ii. There will be a list of which courses which are to be renewed in each year (the 4 year cycle ones). The schedule will be set to try to not overly impact any particular Working Group or department, i.e. to try to spread the work across the years.
- iii. The Renewal Report will consist of
 - A. Cover sheet of data - course name, proposer, goal, etc. (much like the proposal now)
 - B. Affirmations that department feels the LO's are still appropriate for class, that it will oversee that LO's are taught in all sections of the course in a reasonably uniform way, and that it will participate in assessment if asked.
 - C. All syllabi from all section from the last two semesters. (Or most recent syllabus if only taught occasionally.) (Hopefully collected by administrative assistant.)
 - D. Some (only the best?) faculty assignments and prompts that illustrate how students are being asked to show their mastery of/development toward the LO's. (N.B. not the student work, only the faculty prompt.)
 - E. Explanation as to how the department's process for ensuring (relatively) consistent learning outcomes across multiple sections of this class, which includes all instructors and likely multiple years, is used or adapted to ensure common learning of core LOs.
 - F. Description of any significant changes in the course that may affect its ability to satisfy the LO.
 - G. Other?
- iv. To be due February 1st of each year.
- v. As with designations, the renewals reports will go first to the WG's who will recommend to the CCC for decision.
- vi. Process to begin during 2015-2016.
- vii. Failing to participate in the renewal process will result in the loss of designation.

Note 1: Once we agree on a plan it will be sent it to UEPC and Senate. (GPSEPC less important - but clear that with their chair.)

Note 2: Having actual assignments and prompts as part of the package will fit very nicely with assessment, since that will frequently be about assessing student responses to these very prompts!

Note 3: Perhaps we need to incorporate E (consistent learning across multiple sections) into the initial proposal.

(c) Language Requirement Learning Outcomes

The Department of Modern Languages proposed the following LO's to be added to the Core Curriculum. We need to consider, potentially approve, and then forward to the UEPC.

Learning outcomes for level 3 of second-language study: Students will

- i. Understand and produce speech in a variety of personal and social contexts; initiate and sustain conversations about multiple topics in the past, present and future tenses.
- ii. Read and comprehend texts with varied subject matter, multiple points of view and verb tenses.
- iii. Write prose that includes description and narration on a variety of topics with varied vocabulary; provide interpretations and supporting ideas.
- iv. Exhibit understanding and demonstrate knowledge of cultural, geographical, historical and sociopolitical aspects of other societies.
- v. Demonstrate an ability to see the world from multiple perspectives and become aware of themselves as members of the global community.

4. Continuing Items

(a) Sustainability Designation

The Campus Sustainability Committee was created by the president in 2009. It consists of approximately 17 members, four of whom are faculty members. At some point it started granting "Sustainability Related" and "Sustainability Focused" designations, which appear on GaelXpress, as well as possibly on transcripts. (It is not clear that its listed duties include the ability to designate courses. In particular, neither the UEPC nor Senate considered or approved such ability.) (Thus far, Core designations have not been included on GaelXpress.)

(b) Study Abroad - continue to update course listings

(c) Transfer Issues:

- i. English 5 equivalents to be finalized. (In progress)
- ii. Departments need to update their articulations so that PtK-equivalent courses are clear. (How to do??)
- iii. CCC needs to do the rest of the potential PtK courses (both 'History of Mexico' and 'Department of Humanities') (How to do??)
- iv. Which courses with EtW credit should have their off-campus versions also have that credit? And, can Colleague handle this? (First is done. Second?)

- v. Which other off campus courses should count for EtW? (Presumption - none. All by petition.)
 - (d) Integration with Faculty Development
 - (e) NonTug's to finish: Balos, Leap, Integral
 - (f) Core Counting: How well are students doing getting through the Core?
 - (g) Language Requirement:

The folklore is that 75% of incoming frosh have fulfilled the language requirement by high school courses. DoML would like to see a two-part test. (1) Placement – online test, which course fits student best, and (2) Proficiency – If placement is post level-3, then additional test to see if actually proficient with the language. If yes, the requirement met. If no, then must take one more course.
 - (h) Ranked teaching in Jan Term and Collegiate Seminar

4/22/14: It was agreed that

 - (1) The quality of curriculum is the area of the CCC's authority. Without dismissing the hard work of our many part-time colleagues, the CCC feels it is self-evident that the inability of any program to rely on a reasonable supply of trained and interested ranked faculty is damaging to the quality of the curriculum.
 - (2) The CCC is interested in potentially pursuing this, but only in coordination with the directors of CS and JT (and their governing boards). Jim approached the directors, and they are interested.
 - (3) The intent would be to go to the UEPC and Senate next fall with an eye toward receiving a renewed commitment from the faculty for the adequate staffing of these programs, and only then move toward the policies and procedures that would make this happen.

Proposed Policy: "JT and CS should be staffed by ranked faculty in proportions relatively similar to the levels the other portions of the TUG college."
 - (i) Integration of Jan Term
 - (j) Engaging the World Experiences
5. Each member of the CCC is provided with one teaching reassignment, and the chair with three, to support their work. Expectations:
- (a) CCC Chair:
 - i. 1 reassign for being chair & main contact
 - ii. 1 reassign for overseeing designation/renewal/publicity process (massive paperwork)
 - iii. 1 reassign for HoM work (CS, JT, Comp, WiD, Asst) Other CCC members 1 reassign each:
 - (b) AD/GP Chair/Elena: 2 goals, continued course development, main Jan Term contact
 - (c) CE/TCG Chair/Zach: 2 goals, continued course development, HUB and CILSA contact
 - (d) PtK Chair/Jennifer: National trends in assessment and Full Core assessment, helping lead full core assessment and the results of next years LG assessment.

- (e) PtK Chair/Greg: Portfolios and experiences. How to find the experiences, how to describe the needed work to students, how to evaluate them. (Includes internships, when appropriate.)
- (f) PtK Chair/Michael: Transfer issues. Lead work to update departmental transfer articulations, work through catalogs to take care of other courses. Be point person for petitions. (Perhaps a big morning session, with chairs and lunches, would make progress.)
- (g) PtK Chair/Alice: Be involved in the external-to-SMC conversation about general education. Whats happening with Catholic cores, WCC cores? Courses vs/and experiences. Inter- disciplinary, transdisciplinary education.