

**CCC/CCIC Meeting Notes, by Jim
December 15th, 2011, 3:00-5:00pm
Staff/Faculty Dining Room**

Present: Rebecca C, Michael, Ed, Rebecca J, Sharon, Sam, Vidya, Jim, Bob, Cynthia, Lisa, Paul, Julia, Sam, Jane.

1. More conversation on Application Reviews

- (a) Reading and note-taking before, without use of feedback forms, works fine for some groups.
- (b) Applications usually put into one of three bins: Good, Close, and Needs Work.
- (c) Google docs generally working well, after a bit of a learning curve.
- (d) In the future have a 'global comment box' in feedback form.
- (e) For Feedback Forms, expand 'Sufficient/Insufficient' to 'Sufficient/ not enough information or detail to assess' for teaching. For learning, to 'Sufficient / insufficient, underspecified, or unclear'
- (f) What to do about a syllabus with inflammatory information? Or with an application for a course that is felt too lacking in rigor for SMC standards? (Jim's sense: These are departmental, dean or UEPC issues.)
- (g) Is the feedback form internal or external? Some groups are using the FF for internal, private notes and exchanges – clearly such are for the WG's alone. Eventually there will be a final version that is shared with the CCC, and this could be given to the proposer/chair.
- (h) Syllabus should be expected to use LO's given, and to outline assignments/projects/ papers that address those LO's.
- (i) Need to revise Feedback Forms for 2013-14.

2. WASC

WASC is still working toward a February decision about benchmarking and the DQP. AICCU is surveying whether institutions will be adopting Lumina, and what 5 proficiencies the institutions are planing to assess and how. Places are widely varied – National University is totally using it, LMU not at all. The CSU's are in, but the big universities are not.

3. CCIC Spring Duties

- (a) External Website: Bob, Kara. Due end of January (?)
- (b) Catalog of Courses: Bob, Kara. Due March 1st.
- (c) Flyer listing designated courses. Many, many copies. Bob, Kara. March

- (d) Preparing staff, faculty and students for new core. Vidya, Zach. Includes
 - i. Faculty/Staff participating in spring 2012 recruitment
 - ii. Summer orientation and advisors
 - iii. Departments: CCIC Liaisons should meet with their departments, endeavoring to give a flyer to every faculty member.
 - iv. Weekend of Welcome staff
 - v. Admissions, particularly Ambassadors. N.B. Ambassador's 'patter' will need to be updated.
 - vi. FYAC advisors
 - vii. Registrar's office
 - viii. RA's, RD's in Residence Life – once in spring and then again in August.
 - ix. Michael should be used when we are working with students.
 - (e) Is *Saint Mary's Core* the best we can do for a name?
4. CCC Spring Duties
- (a) Finalize Designations.

After discussion, it was decided that WG chairs would produce a final Feedback Form for each proposal that helps lay out strengths & weaknesses of the proposal. They will also compose a list of their applications that indicates which are strong, and which are more problematic. In particular, they should indicate any proposals that they feel, for whatever reason(s), did not receive adequate vetting. It was noted again that the WGs are responsible for vetting the application, working with the applicant(s) to revise the proposal (when necessary), and for making a recommendation. Since the final decision lies with the CCC, this recommendation perhaps need not be shared with the proposer.
 - (b) Gather suggestions for improvements in Feedback Forms, and in the LG/LO language.

Several WG's wish to revise the language in their Feedback Forms. This we can certainly do, as those are 'internal' CCC documents. Difficulties with the Senate's LG/LO language should also be noted, and saved for consideration during the appropriate part of the assessment process.
 - (c) Announce courses. Assist in producing Flyers
 - (d) EtW courses development
 - (e) Assessment planning. N.B. By the 2014 WASC report we will have had to 'complete some loops'.
 - (f) FYAC preparation. A proposal for a permanent FYAC will go to the AARC in January, with hopes that it will quickly then move to the CCC, UEPC and Senate. Details forthcoming.

- (g) Working Group membership for 2012-13. Goal is to keep some experience, while also trying to rotate many faculty members through. The amount of ‘rotation’ may depend on the WG chair – if the chair is going to be new, keeping more of the WG members will allow better consistency. It was suggested that WG rosters be created before the election process gets underway.

5. Open Items:

(a) Engaging the World

- i. EtW sections: There is continued desire to allow some sections of a course (e.g., section 3 of English 5) to satisfy an EtW goal. Difficulties include
 - A. It may not be possible to include these sections in our yearly/semesterly handout.
 - B. Having sections, rather than courses, appear in Colleague/Degree Audit will be very difficult for the Registrars office.
 - C. Creating new numbers (e.g., English 6 = English 5 + CE, English 5 = English 5 + CG, etc.) could lead to dozens of new numbers being proposed, which would be quite troublesome for all
 - D. Creating .25cr numbers (e.g., English 6 = .25cr CE) and having those English 5 instructor who wish CE for their sections register students also for English 6 would mean granting 1.25 cr. Is this what we wish?
- ii. Who will be permitted to teach .25 cr experience-based EtW courses? Who can create curriculum?
- iii. Will credit be given for paid experiences?
- iv. What will the teaching credit be for .25cr EtW courses?
- v. Need for consistent expectations for .25 cr courses. (Note: These are academic credit courses.) How to evaluate? Are there different criteria?
- vi. Training, camps(?), money(?). Workshops for spring and summer 2012

(b) Assessment

- i. How complicated a scale do we want? E.g 2-point (Meets, Does Not Meet), 3-point (Meets, Almost Meets, Does Not Meet, or Exceeds, Meets, Does Not Meet), or 4-point (Highly Developed, Developed, Emerging, Initial), or 5-point (for HoM)
- ii. Timeline for Assessment. Which learning goals when? Starting (?) Fall 2012.

(c) January Term

- i. How to encourage EtW January Term proposals? (since JTerm courses almost automatically fill, so there is no incentive for faculty to propose extra work for themselves.)
- ii. How to interface with the January Term Board during the application process?

- iii. What is the purpose of January Term in the Core? Is it responsible for any LGs, or is it simply free electives? If the latter, why are electives ghetto-ized to January?
- (d) Conferences
- i. General Education and Assessment, New Orleans, February 23-25th 2012. Registration by January 10th. Cynthia, Jim, Lisa.
 - ii. Institute on General Education and Assessment, Ellicott City MD, June 2-6th, 2012. Application due February 17th, 2012
5 person teams. (Jim, Cynthia, Rebecca J, New EE Director &/or Richard, 5th)
Application questions:
 - a. Need: What is your current general education model and what has motivated a desire for reform? Have assessment results prompted the review or do you need help creating an assessment plan? What work already has been accomplished and by whom? What resources or political issues are at play in the process? Has a unified vision of the planned reform emerged?
 - b. Goals: What high priority tasks do you expect your team to work on during the Institute? These should be the tasks that, if advanced substantially during the Institute, would lead your team and campus to judge your efforts a success.
 - c. Team characteristics: In what ways do your team members reflect the range of concerns surrounding general education redesign on your campus? How do they reflect the diversity and the various interest groups on your campus?
 - d. Contributions: What do you believe your institution can contribute to the Institute?

The narrative should be clear and concise no more than 1,300 words.
- (e) Designation Application : How to improve the process for next year?
- (f) Writing in the Major/Upper Division Writing/Writing Across the Curriculum. With English 5 placement set, what instructions should the HoM WG be telling departments and programs?