

**CCC Meeting Notes by Jim  
February 13th, 2013  
2:30–4:00pm, BJW 213**

Present: Jim, Rebecca, Chris, Paul, Jennifer, Cynthia, Ed

1. The Spring Meetings will be Wednesdays 2:30–4:00, on 2/13, 2/27, 3/13, 4/3, 4/17, 5/1 and 5/15.
2. Jim set the stage by explaining that this semester the CCC will shift its paradigm from *building and implementing* to *sustaining and deepening*.
3. After brief discussion, it was determined that the Permanent Meeting Time would be Tuesdays 3:00-5:00 starting Fall 2013.
4. CE secondary designation process, spring 2013.

To encourage more CE proposals from experienced folks, and the development of new proposals from new folks, there will be a second round of CE proposals this spring. For experienced folks, by March 15th full proposals (syllabus, proposal) are due to the Working Group, with an April 15th CCC completion of work. This for courses to be taught in the Fall.

For new folks, by March 15th an interest statement is due, to be followed by a joint CILSA – CECGWG faculty development process. This for courses aimed at January and Spring 2014.

Cynthia will be puttingn out a call next week.

5. January 2014 Preparation

Paul Z and Paul E will be meeting to discuss better integrating our two proposal processes. After discussion, the CCC would like to see the Jan Term on-line application form to include 4 radio buttons (one for each EtW LG), selecting one brings up a description of the LG and boxes to address each of the LO's.

6. Designations for 2013-14 finalization.

- (a) Working Groups are to review their own Proposal Evaluation and Recommendation Form (PERF). Suggestions should be brought by the WG Chair to the CCC no later than May 1st.
- (b) The draft Designation Process for 2013-2014 was reviewed and is considered adopted. See attached.  
This is to be the “standard” yearly designation process. Full course proposals must come this way. Individual instructor proposals are welcomed. There is likely to be a second spring process for Community Engagement.
- (c) Updates to the Proposal Form were discussed. See attached draft. Jim and Chris are to meet and propose new language for the Teaching and Learning prompt.

**Future Issues:** These issues are ongoing or outstanding, and were not discussed at this meeting.

1. Assessment.

(a) SHC Assessment underway

Scoring complete. Spring semester goal is to write report, starting from Chris, and successively involving Jim, Jennifer, SHC WG, SHC Chairs. Provide final report and recommendations at start of fall semester.

(b) Other Assessments

i) Writing: alignment project (Seminar & Composition) underway. Gather artifacts fall 2013. ii) E. Rigsby doing Shared Inquiry assessment.

iii) Critical Thinking – standardized test to be given spring 2014(?)

iv) Information Evaluation – hopefully overseen by Library

(c) PtK and EtW assessment. How?

Would like the various WG's to develop assessment plans. CProcello as expert assister. On-going assessment. Plan due December 1st.

Question: How detailed is this assessment? Enough to point out courses and departments where the outcomes are not being sufficiently met? Need to close the loop.

Question: How to have some consistency in the work expected, year to year?

(Jim's hope: Make room for more cross-departmental pedagogy discussions. Idea. Semester before artifact gathering, bring multiple groups of instructors together for 1 hr discussion assignments and assessment rubric. Then have multiple 4 hour scoring sessions. 1 hr norming, 2 hours scoring, 1 hour conversation. Different artifacts and readers in different sessions. )

2. Role of Working Groups

What is the role of the WG's now that the bulk of designations have been made?

Jim: Would like the Working Group to be the group primarily responsible for overseeing the learning goal. Campus-wide promotion and coherence, pedagogical development, assessment, review of syllabi, evaluation of designation proposals. Move toward elected members, and Working Group Chair an elected position. CCC would consist of WG chairs and would be the 'department' responsible for overseeing the full core. We are probably not ready for this, but if our education is not to be a collection of 4-year silos but major-silos growing out of the gen ed experience, then we need a way to provide more cross-departmental pedagogy discussions.

3. When do designations end? And why?

4. Core and R&T and Faculty Teaching Expectations

How to expect/encourage/reward faculty and departments for participating in the areas of the Core? E.g., teaching in Seminar, Jan Term, PtK, EtW, tenure to the college.

How does participating in the Core become a regular obligation of the faculty? How does supplying sufficient number of courses become the responsibility of those with that authority and power (i.e., deans and departments)?

5. Seat Counting: Will we have enough seats for students to complete their requirements and graduate? Do we have enough? How do we get more? (Jim's rough count: HoM and PtK are relatively self-monitoring. AD&GP are currently in the ballpark. CE&CG need help)
6. CE – 1.00 or 1.25?
7. Cross listing: Are there any issues here to worry about? For EtW, likely not. For PtK?
8. Mission Integration: Is there desire, room, value in a "mission intensive" designation?
9. Petitions: Suppose a student petitions for designation-credit for a course that a department has declined to propose. Can we give designation 'over the head' of a department?
10. Vice Chair for CCC? : Perhaps the incoming CCC Chair serves one year as vice chair?
11. Jan Term integration
12. Non-course EtW Experiences – need to provide some guidelines