

**CCC Notes**  
**August 21st, 2012 9:00-11:00am**  
**Academic Affairs**

Present: Jim, Greg, Cynthia, Ed, Rebecca, Jen, Paul

1. CCC Meetings 2012–13

- Wednesdays 2:30-4:00.
- Fall: 8/29, 9/12, 9/26, 10/10, 10/24, 11/7, and 11/28. Location TBD.
- The faculty members will likely also meet in December to complete designations.
- Spring: 2/13, 2/27, 3/13, 4/3, 4/17, 5/1 and 5/15.

2. Social Historical Cultural Understanding Assessment

- (a) This is a “pilot”, and will serve both to assess part of the SHC goal and to help us ascertain how best to do Core-level assessment at SMC. We will strive to do a rigorous study (which can provide more meaningful information), while simultaneously wishing to protect our precious time.
- (b) We will be assessing SHC learning outcome #3: “Employ social science or historical methodology to collect and interpret evidence about the social world.”
- (c) Our goal is to by Fall 2013 produce a short report (at most 4 pages) to be given to the Senate and community outlining our student’s competency with this goal.
- (d) (Tentative) Timeline
  - Summer 2012: Involved departments supply examples of assignments they have previously used or plan to use that address learning outcome #3.
  - Summer 2012: Chris began crafting a unified rubric to be used in assessing student work.
  - Late Summer 2012: The SHC WG determines sampling method; in particular, whether student work from multiple sections of each course will be gathered. (The 13 SHC courses taught in Fall 12 are: Anthro 1 & 5, Econ 3 & 4, History 1, 2 ,4, & 17, Politics 1, Psych 1, Soc 2 & 4, W&GS 1. )
  - Early Fall 2012: An assessment rubric is finalized. In chronological order:  
Form of the rubric: by the CCC, on August 21st (and 29th, if necessary)  
Content/wording: by the SHC WG (by September 21st)  
Full Rubric reviewed by SHC Chairs/Program Directors (September 24th)
  - Fall 2012: Each course will provide an artifact/assignment/paper from each student in which the student is tasked in such a way that they must demonstrate their ability to use methodology to collect and interpret evidence. Each of the words in SHC LO #3 (e.g., methodology, evidence) is to be understood in a way that is appropriate for the course. These artifacts may be in electronic or paper form.

- Spring/Summer/Fall 2013: Chris will sample the artifacts to produce a set of approximately 50 (approx. 4 artifacts from each of the 13 courses) that will be read and assessed by a group of faculty under his direction. Final reports analyzing (1) how students did wrt to the learning outcome, and (2) what the pilot suggests about future assessment of the Core, will be produced by Chris and Jim.
- Fall 2013: If appropriate, Jim convenes a group/groups to discuss the SHC learning goal and outcomes, with an eye toward drafting a revision that would better serve our students and the education we wish to provide them.

### 3. Jan Term approval schedule (tentative)

- Announce a deadline of August 31st to turn in the proposals. We can distribute the proposals to all of the working group members before the beginning of the fall term.
- The working groups can meet during the week of Sept 3-7.
- The working group chairs send recommendations to the CCC and requests for BRIEF clarification to the course proposers by Sept. 11.
- Any clarifications to be sent in can be sent directly to the CCC by Sept 18.
- The CCC makes its designations on Sept 26.

### 4. Integral Program

- The CCC on May 25th tentatively approved the following: Upon successfully completing the following number of semesters within the Integral Program, a student will be recognized as having satisfied the following learning goals:
  - One Semester: Mathematical Understanding, Seminar 1, English 4
  - Two Semesters: In addition, Scientific Understanding, Seminar 2
  - Three Semesters: In addition, language requirement, Artistic Understanding, Christian Foundations, Seminar 103
  - Four Semesters: In addition, Seminar 104, English 5, Theological Explorations. May petition for SHC Understanding, Common Good, American Diversity, Global Persp.
  - Eight Semesters/Degree: All Core requirements sans January Term, Community Engagement.
- Jim is to follow up with the Directors of Composition and Seminar regarding this proposal.
- The Chair of the CCC has authority (with the assistance of the CCC when necessary) to approve & deny petitions regarding an Integral student's satisfaction of the Core's requirements.

## 5. Reminders

- a) The Registrar is comfortable dealing with section-by-section designation for EtW goals. How to deal with this?

After discussion, the CCC decided to *not* attempt try to get a procedure in place this fall that would allow for section-by-section approval of Spring 2013 courses. The primary reasons were time crunch & fear of confusion. (In order for such designations to be useful, students and advisors would need to be aware of them by Nov 1st-ish, so we'd need application by Oct 1st at latest, which means we'd be asking faculty to submit syllabi and teaching plans for next semester's courses at the very beginning of this semester. That just seemed too pressure filled.)

We were not able to really settle the question of how to do sectional approvals. We are leaning simply incorporating this into the (now) standard designation process in the following way. Suppose Professor X wishes their section of Phrenology 101 to count for American Diversity. They submit an application by the October 15th deadline. If approved, they would "certified" (??) to teach Phrenology 101 as American Diversity for the following Y number of years. In the future Jim will give semesterly calls for courses (one 10/1 for the next spring, one 3/15 for the next fall). Certified instructors can respond by indicating they are actually going to teach such a section, and send me a current version of the syllabus. I will then know plenty in advance to help make advisors aware of which sections of courses will fulfill which EtW goals. Hopefully this will provide enough regularness (the sections will go through the same rigorous review that courses do) while also allowing for flexibility (as we all know that course assignments change, sometimes fairly late in the game, and emphases within individuals courses change depending on circumstances).

- b) A chart based on earned college credits will be used to determine which transfer students are responsible for the Core and which fall under the traditional requirements.

## 6. Writing in the Discipline

The Habits of Mind WG distributed the attached description to the undergraduate chairs and program directors in May. Early this fall it should be finalized, and applications called for.

Open Questions: Must this course be a full-credit course? Can this be completed by four .25cr courses? By one .25cr course? Instead of deciding without context, Jim thinks these should be discussed once departments/program propose such methods for doing WID.

## 7. 3 year plan

For a longer term list of duties, see the attached.

## 8. Individual Portfolios

- Paul: (a) Liaison to January Term – we need a better way. (b) Some AD/GP course proposals expected. Do we need to agitate for more?
- Jen: (a) Seminar 1 continued development. (b) SHC Assessment. (c) Likely few new SHC course proposals.
- Ed: (a) Seminar 2–4 development. Seminar 2 must be completed this year. (b) Working definition of terms within TE description. (c) Likely no new Christian Foundations courses but many Theological Explorations applications.
- Cynthia: (a) Liaison to CILSA, Career Center. (b) Development of Community Engagement opportunities. (c) CE/CG course proposals?
- Rebecca: (a) First Year Advising Task Force. (b) Likely few new MU/SU course proposals.
- Greg: (a) Liaison to LEAP and BALOS. (b) Likely few new AU course proposals.
- Jim: (a) SHC Assessment. (b) Seminar/Composition integration/assessment. (c) WID description and courses. (d) FYAC (?)