

CCC Meeting Notes
February 18th 2014

Present: Chris, Greg, Jim, Richard, Michael, Jennifer, Paul, Zach, Tracy

1. Announcements, Updates, Small Items

- (a) Next meeting: March 4th: Filippi Academic Hall 205 3:00–4:30pm
- (b) S/D/F in Jan Term? Still at AARC.
- (c) How should split majors satisfy their Writing in the Disciplines? At the AARC.
- (d) Transfer: Top 100 list. Please provide feedback to Jim

There was a brief discussion about courses that transfer in as elective, and a mixed sense on whether they should be allowed to meet Pathways goals. Being generous toward transfers argues yes, thinking of the demand we place on our colleagues courses argues no. Jim noted that he is working with the Director of Articulation Craig Means to reach out to transfers, encouraging them to submit descriptions and syllabi of course they think might satisfy core goals, and encouraged CCC members to (quickly!) consult their consciences and tell him their choice.

The Vice Provost posed the question: Is the CCC interested in being involved in reviewing transfer student records before they get to college? (It may be helpful in term of enrollments were students considering SMC able to relatively instantly determine what of their past courses satisfy the Core. How to do this?)

- (e) Can Artistic Understanding Creative Practice .25cr requirement be met in January Term? At Jan Term Committee
- (f) CCC course reassignments. Conversation with provost, vice provost, ccc chair, senate chair on 2/26. Jim will sent out precis of work accomplished and work left to do. Please contribute.
- (g) Orientation. Starting this summer, most new first year students will be placed into some courses before arriving for orientation. The new orientation will then have more time for faculty-led small group discussions introducing to academics at SMC, moving orientation away from merely selecting classes and toward education. The goal is to help students feel less confused and more confident.
This year will be a transition, with only some courses (composition, fyac, math if necessary) pre-enrolled. Next year goal is full pre-enrollment. Details being developed.
The Vice Provost will be looking for six faculty to help with placement and with these discussions. He is looking for the CCC to help train the six so that they can speak ‘core’ to the students.
- (h) PtK and EtW counting: Sophs have registered for half their SMC courses. Seems a good time to check on their progress toward fulfilling PtK and EtW requirements – is it easier or harder now? Gregg Thompson is looking into looking into this.
- (i) Transfer Courses. Jim asked Craig Means for the departmental level articulation agreements (e.g. which math courses at DVC do we accept as which SMC courses).

(j) January Term designations

Jim has requested a revised proposal system, which should make it more obvious to faculty what is expected of them. We will apparently always have the twin challenges of (a) Jan Term not completing its decisions until May, and (b) many Jan Term courses taught by folks relatively unfamiliar with the college. A clearer proposal system would somewhat ameliorate these.

(k) CCC Elections and Working Group leadership: Our working understanding

We elect at large, from schools (as now). In May the new CCC will have a wine and cheese to determine WG positions. We recognize the advantages of continuity (staying with same WG) and expertise (someone familiar with the learning goal/goals) but realize that in any particular case these can and often should be trumped by the (somewhat facetiously named) Core First rule: Ownership of the whole core is the primary role of a CCC member. We are not representatives from disciplinary-like areas of the Core all meeting together to form a whole, but have as first duty that whole. While any attempt to provide a liberal arts education must instantiate itself into particular courses and departments, our focus must be on the education and not where it resides. Further, since we expect all our students to become somewhat proficient in these various skills appearing in the learning goals, then we as faculty should also be sufficiently skilled at all to provide leadership.

In a brief conversation, this interpretation was agreed to be the consensus of the group.

(l) R&T language

Jim would like to see 2.6.1.1 Additional Criteria of 2.6. Statement on Criteria for Promotion and Tenure in the Faculty Handbook include a more explicit expectation that faculty tenured to the college are responsible, as appropriate, for supporting the Core.

(m) WiD and .5 cr

A department was considering proposing a .5cr course as their WiD. The HoM WG discussed this and the consensus was that a full credits worth of work, perhaps spread over two courses, was necessary. This was agreed to by the CCC.

It was noted that asking/expecting students to teach WiD is asking more of faculty, and this can be thought of as an uncompensated duty.

It was noted that this determination does nonetheless sidestep the question of what portion of a WiD course should be devoted to WiD. It was also noted that learning disciplinary material and 'writing' are not mutually exclusive activities, but, hopefully, almost entirely overlapping.

(n) Jan Term Petitions

Jim has received several petitions that Jan Term courses satisfy Core requirements. (Obviously for learning goal(s) for which the course was not designated.) All Pathways to Knowledge petitions get an automatic no.

From now on, Jim is to (1) Expect that the petition also include the course syllabus and final project. And (2) If the petition is successful, he is to ask the Registrar's office to give that EtW credit to all members of the course.

Comments: Note that (1) Students who petition in spring 2016 for a Jan Term 2013 course are going to be in tough shape. And (2) is tantamount to including the course in the Core without consulting with the instructor. The CCC was ok with these.

2. Pathways to Knowledge and Writing in the Disciplines

We have received each year one proposal that a course designated as WiD be also give PtK designation. Jim, in consultation with some, (but perhaps mostly with himself?), did not allow this, using the reasoning that a PtK course is to be “primarily” focused on those learning outcomes, and a course that is the introduction for how to write in the major would be so substantially focused on that that it could not be primarily PtK. After some pushback from proposers he took this formally to the Habits of Mind Working Group.

They recommend that the PtK designation decision stand or fall solely on merits of the proposal: If the course is primarily focused on the LO’s of the goal and uses writing as a/the way to reach those outcomes, then designation is appropriate. If, on the other hand, there is such an emphasis on teaching the skills and techniques of writing and research in that discipline that the course that disciplinary content (and methods etc.) plays second fiddle, then no. But we should not make categorial decisions.

This was agreed to by the CCC.

3. Designation Renewal

In discussion, Jim’s summary of the Jan 28th discussion (see agenda) was revised to be that given below.

- (a) Renewals are expected when the learning goal language changes, when the course catalog language changes, or every 4 years years, whichever comes first.
- (b) 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, ie. to try to spread the work across the years.
- (c) The Renewal Report will consist of
 - i. Cover sheet of data - course name, proposer, goal, etc. (must like the proposal now)
 - ii. Affirmations that department still feels the LO’s are appropriate for class, that the department will oversee that LO’s are taught in all sections of the course in a reasonably uniform way, and that the department will participate in assessment if asked.
 - iii. All syllabi from all section from the last two semesters. (Or most recent syllabus if only taught occasionally.) (Hopefully collected by administrative assistant.)
 - iv. Some (only the best?) faculty assignments and prompts that illustrate how students are being asked to show their master of/development toward the LO’s. (note: not the student work, only the faculty prompt)
 - v. 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.
 - vi. Please describe any major changes in the course since designation(?), Or Have there been significant changes in the course that may affect its ability to satisfy the LO? If so, please briefly describe.
- (d) To be due February 1st of each year.

- (e) As with designations, the renewals reports will go first to the WG's who will recommend to the CCC for decision.
- (f) Process to begin during 2015–16.
- (g) 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.) Hopefully complete this spring.

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 the incorporate iv (consistent learning across multiple sections) into the initial proposal.

4. Learning Goal Assessment

Jim's current thinking: My expectations have evolved. Last spring I would have settled for a goal of getting the various Working Group instructors involved and learning something about their joint thinking. This spring, however, I think we are well into the second year of the Core and I would like us move toward trying to learn something about what students are actually learning. And I think that needs actual student work.

So I am leaning toward expecting each WG to construct a plan this spring that would outline the steps toward

- (1) next fall gather student artifacts that are meant to show learning of (some part of) a learning outcomes
- (2) evaluate those artifacts next spring, and
- (3) produce a (small) report containing summary of process, conclusion(s) and recommendation(s) by the end of summer 2015.

Notice that the PtK groups are unlikely to have many new proposals next year, and any re-designation process wouldn't begin until the following year.

Initial conversation. Important topic next time.

5. Parking Lot and Upcoming Issues

(a) Engaging the World Experiences

What constitutes an experience? How do we designate them? How do we find them? How to 'approve' them? How to measure whether a student's experience merits meeting a goal?

- 1) Jim thinks only 'approved' experiences should be standard. i.e, we should have a list. (Others can be petitioned). How to gather and decide?
- 2) Pay is ok
- 3) We should set up a portfolio-building website or handout. Advertise via student life and FYAC's before summer. How to build/write?
- 4) How to measure 'completion'? Two different cases: Those students who already are reporting to someone (e.g., Bonner Leaders), and those not (Travel Abroad).

- (b) How to support teaching within Collegiate Seminar, Jan Term, Engaging the World?
 Pathways to Knowledge courses are staffed by chairs, who have incentive and ability to supply ranked faculty. This is not true for these CS, JT and EtW. The college as a whole has a responsibility/desire to similarly staff CS, JT and EtW, but it is less clear who has the authority to do so. How can we assist in this?
 How does tenure to the college relate? If 25–30% of the courses are CS/JT/EtW, what does this mean for schools, departments, faculty?
- (c) Core Level Assessment.
- (d) CCC membership:
 Current Senate prescribed membership: Chair, six at-large faculty; VPUA, VP Student Life, Registrar, student (all ‘permanent’); Dean of Advising, Institutional Research, Library Rep (‘during rollout’).
 Jim’s thought: Chair, six faculty elected to chair WG, VPUA, Dir Institutional Effectiveness, Library Rep, VP Student Life? Student?
- (e) Is it possible to have four .25 cr courses total toward an Artistic Understanding?
- (f) Mission Integration. Is there desire, room, value in a ”mission intensive” designation?
- (g) Vice Chair for CCC?
- (h) Departmental courses in jan Term - should they hold their designation? (Consider Math 13. Jim’s current word 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 hold water?)