

CCS 101 Advisory Council

Friday, 10/22/2021, 2:30 – 4:30p.m. on WebEx

Meeting Minutes

In Attendance: Jill Rushbrook (CSCC), Samantha Gonzalez (MCC), Jaime Hammond (NVCC), Maria Buchta (NCC), Rebecca Samberg (HCC), Brian Clinton (QVCC), Lisa Braverman (CCC), Emily Canto (MXCC), Michaela Mullarkey (ACC), Alva Hanson (TxCC), Rhonda Spaziani (TRCC), Laura McCarthy (NCCC), Bridget Mullally (GCC), Forrest Helvie (CSCC)

1. Minutes from 9/24/2021 were reviewed and approved with change to Becky Samberg's title.
2. Campus updates related to first year/college success and transitioning CCS 101 were shared.
 - a. A welcome was extended to Alva Hanson. He will be representing Tunxis on the Council.
 - b. Campus Updates:
 - i. Asnuntuck - no updates
 - ii. Capitol - no updates
 - iii. Gateway - no updates
 - iv. Housatonic - if using Survey Monkey, make sure your plan and access is the same as you may be unable to retrieve data.
 - v. Manchester - General Studies dropped FYE & implemented CCS 101 for Spring 2022. They are in first semester of the pilot course. They did a side-by-side comparisons of old versus new curriculum. Diversity will be addressed in the future.
 - vi. Middlesex - continuing pilot of paired FYE and CJS course; using common read
 - vii. Naugatuck - running 2 different iterations of 1.5 credit FYE courses-7 week versus 15 week
 - viii. Northwestern - no updates
 - ix. Norwalk - starting an asynchronous 7-week FYE. Not part of the common read
 - x. Quinebaug - no updates
 - xi. Three Rivers - implemented 30 credit exemption policy for students
 - xii. Tunxis - no updates
3. Co-chair – Rhonda Spaziani from TRCC was nominated and approved as the Co-Chair of the Council.
4. Subcommittee Assignments
 - a. Fall 2021 – focus is on final course proposal for CCS 101. The course proposal must be finalized by December. The course proposal template that will be sent to the aligned Curriculum Committee was shared. The Gen Ed outcome that this course will fulfill must be identified.
 - b. Spring 2022 – will focus on beginning subcommittee work. The subcommittee assignments were distributed via email, and the work will begin earnestly in Spring 2022.
5. PD event 11/12/21 – Forrest Helvie. On November 12th there is an initial professional development kickoff. It is designed to share promising and best practices across the state. There will be discussion panelists, the program will be virtual, and it will run from 11-2:15 pm. This is very FYE specific and focuses on current practitioners and potential instructors. There is a subcommittee that addresses professional development as well that will help inform future professional learning opportunities. This is the beginning of an ongoing approach to PD for the CCS 101 discipline. Forrest is still welcoming presenters for the Nov. 12th event.
6. Membership feedback - voting members vs. non-voting (ex-officio) members- was explored.

- a. Right now, there is a primary campus representative from each campus. Each representative should be currently teaching the course. They are voting members.

Possible ex-officio members, non-voting members, were discussed. Potential members are:

- b. DEI – Kerry Beckford and Kim James- Jill has a meeting with them next week regarding meeting the diversity outcomes. Council members were in favor of DEI rep as an ex-officio member.
- c. IR – Caitlin Boger Hawkins – has agreed to be involved if council is in favor. Council members were in favor of having a data expert as an ex-officio member.
- d. Director of PD – Forrest Helvie already an ex-officio member.
- e. It was recommended that a student also be part of the Council as an ex-officio member.

7. Feedback re: CCS 101 Q&A

- a. The Q & A needs to be further developed prior to distribution. Will need to have further discussion about how to be distributed.
- b. Recommended areas of focus on current document are:
 - i. Add more specifics regarding transfer to CSCUs
 - ii. Specify policy for exemptions (future document):
 1. The Council will determine policy and clarify what qualifies as an exemption and what course(s) meets the substitution requirements (not just any course can be substituted due to course outcomes).
 2. The blanket exemption of anyone who has a degree may not be relevant if the degree was completed several years previously, as they may not be up on tech skills needed to navigate postsecondary education.
 3. Other systems need to be reviewed to help guide best practices in exemption protocols. The policy subcommittee will be addressing this more in depth.
 4. If the diversity requirement is embedded, that complicates substitutions--will the substituted course satisfy all of the required outcomes for the students? The only course that does that will probably be CCS 101.
 5. Cohorting classes will continue to be explored. The course is its own discipline, it will not be discipline specific intro course. Some customization may be possible within the CCS 101 framework.

Relevant, current revisions will be made, and questions and clarification will be addressed at next meeting. It will be a working document as the course is modified.

8. Gen Ed Outcomes– a vote on the core competency that CCS 101 will meet was held. Continued Learning/Information Literacy was approved as the core competency most relevant for CCS 101. The three proposed CL/IL SLOs were explored (see below) and the Council will ensure the proposed outcomes are addressed in course curriculum.

https://docs.google.com/document/d/1X_lkab1JrUF-oNRt3AumU_4TJAvkh7xYL_uwPBWMGAc/edit

Proposed Continued Learning/Information Literacy SLOs:

- *Use current, relevant technologies to identify and solve problems, make informed decisions, and/or communicate information.*
- *Evaluate the authority, relevance, and accuracy of various sources of information to address issues that arise in academic, professional, and/or personal contexts.*
- *Demonstrate the legal and ethical access and use of information.*

9. Diversity Outcomes –a vote on which two outcomes CCS 101 can meet was tabled. It was recommended that there needs to be further review before it can be determined which outcomes should be selected. Additional

discussion will be held at the November 5th meeting. Curriculum outcomes and mapping will be created to ensure outcomes will be met. Jill will invite members of the Diversity Outcomes Working Group to the November meeting.

It was noted that professional development around these outcomes will be prioritized. A common read was suggested.

	Accomplished - 3	Developed - 2	Developing - 1	None - 0
(1) Cultural Self-Awareness Course promotes awareness of one's own cultural identities, assumptions, perspectives, biases, and/or behaviors	Course promotes an in-depth understanding and analysis of outcomes to a significant extent and students are effectively and adequately assessed	Course provides introductory level description and explanation of outcomes to a significant extent and students are effectively and adequately assessed	Course provides insufficient coverage of outcomes or assessment is ineffective or inadequate	Course provides little to no coverage of outcomes
(2) Diversity Knowledge Course provides an understanding of the historical experiences of marginalized and/or oppressed groups in society				
(3) Sensitivity to Diversity Course provides an awareness of ongoing issues of systemic discrimination, prejudice, and stereotyping faced by marginalized and/or oppressed groups in society				

10. Reviewed CCS 101 Course Outcomes for any revisions – it was proposed that more information may need to be added to address the CL/IL outcomes within the course outcomes and descriptions. The relevance of financial component was discussed and how campuses meet that outcome was reviewed.

The existing outcomes are as follows:

Learning Outcomes

Over the course of the semester, students will develop self-efficacy as a college student by:

1. Creating academic and career plans, including a financial component, and modifying as needed.
2. Demonstrating information literacy, critical thinking, and effective communication skills.
3. Identifying and using campus resources and engaging with the campus community.
4. Defining and applying college success and resilience strategies.

11. Please review and edit the Gen Ed CL/IL outcomes into CCS 101 course description and outcomes

- Do not have to add word-for-word outcomes to the course, but course description should include language that addresses Gen Ed Outcomes - to be addressed in the content and assessment of course.
- Teams page; Files; CCS 101 Course Information; Council Member edits to CCS 101 Course Proposal (large file at top)
- Open “CCS 101 Course Info – draft proposal to be edited”
- Can make changes to document or download (3 dots next to “close”) and make own edits (will need to upload to folder “Council Member edits to CCS 101 Course Proposal”)
- Can use my version if you would like to “CCS 101 Course Info – jills edits”

12. Future Meetings

- Friday, November 5th 2:30-4:30pm
- Friday, November 19th 2:30-4:30pm
- Wednesday, December 8th 2:00-4:00pm

Action Item for next meeting:

- **Edit the Course Proposal to incorporate Gen Ed CL/IL Outcomes – please edit by Monday, November 1st. Bring suggestions to meeting on 11/5.**
 - See instructions above and Teams link below:

https://teams.microsoft.com/#/school/files/General?threadId=19%3A5N_RBooTNHqVFlybF0TiEN28jiBhtMxYN_l28nlv_qM1%40thread.tacv2&ctx=channel&context=Council%2520member%2520edits%2520to%2520CCS%2520101%2520course%2520proposal&rootfolder=%252Fsites%252FCTState-CCS101AdvisoryCouncil%252FShared%2520Documents%252FGeneral%252FCCS%2520101%2520Course%2520Information%252FCouncil%2520member%2520edits%2520to%2520CCS%2520101%2520course%2520proposal

10/26/2021 - Submitted by Rhonda Spaziani and Jill Rushbrook