

# CCS 101 Advisory Council

Friday, 11/5/2021, 2:30 – 4:30p.m. on Webex

## Meeting Minutes

**Voting Members Present:** Michaela Mullarkey (ACC), Bridget Mullally (GCC), Samantha Gonzalez (MCC), Emily Canto (MxCC), Jaime Hammond (NVCC), Laura McCarthy (NCCC), Maria Buchta (NCC), Brian Clinton/Kevin Davis (QVCC), Rhonda Spaziani (TRCC), Marguerite Yawin (TxCC)

**Voting Members Absent:** Lisa Braverman (CCC), Rebecca Samberg (HCC), Lou Lombard (NVCC)

**Ex Officio Members Present:** Forrest Helvie (CSCC), Caitlin Boger-Hawkins (NCCC)

**Guest Attendees:** Francine Rosselli-Navara, Kerry Beckford

1. Minutes were approved with one abstention from 10/22/2021 with no amendments. Emily Canto motioned and Marguerite Yawin seconded. A welcome was extended to Caitlin Boger-Hawkins who will represent Institutional Research
2. Campus updates:
  - ACC – Faculty Council is requesting a draft course proposal from the CCS 101 Council when completed.
  - CCC - not in attendance
  - GCC - not in attendance during update
  - HCC - not in attendance
  - MCC - not in attendance during update
  - MxCC - no updates
  - NVCC - no updates
  - NCCC - not in attendance
  - NCC - no updates
  - QVCC - no updates
  - TRCC - applied advising holds to 207 students who had not taken FYE. Increased waiver criteria from 15 transfer credits to 30 transfer credits.
  - TxCC - no updates
3. PD updates – Forrest Helvie-- The 11/12 PL event is the first Professional Learning Day for FYE. It is a great opportunity for faculty and staff and will focus on Best Practices. Registration numbers are low with only 10 people signed up so far. Target audience: current and future and instructors and supporters. There will be more sections in the future so people may want to engage in the learning opportunity. Reach out to Forrest with any questions. The group decided to extend this event to everyone in the system who may be interested in teaching the course.
4. Diversity Outcomes Discussion with Guests: Fran Rosselli-Navarra, Interim Associate Vice President, Academic Programs & Curriculum and Kerry Beckford, Interim Associate Director of Diversity, Equity, and Inclusion

Jill welcomed the above guests. Fran and Kerry were invited to talk about the importance of the diversity outcomes and the draft outcomes best suited to CCS 101.

- **Francine** discussed the Diversity Outcomes Work Group; developed a charter in Fall 2020 and worked on it all Spring 2021. They focused on the diversity requirement in the Gen Ed Core.
  - History of the Gen Ed Diversity Requirement: The Gen Ed Core proposal, including the diversity requirement, went out for endorsement in Spring 2020 and Mike Stefanowicz and Fran visited campuses—the feedback received from campuses was that they liked the diversity requirement, but some felt it should be a graduation requirement rather than a gen ed core requirement. They felt that upper-level courses might be

better suited to tackle the diversity requirement. The Gen Ed Work Group discussed this feedback, but because a number of members had resigned or been recalled by their campuses, the work group didn't feel there was sufficient representation to make such a significant change to the proposal and forwarded the proposal to the Students First Academic and Student Affairs Consolidation Committee (SF ASA CC) with the diversity requirement intact. The SF ASA CC also discussed the feedback from the faculty and forwarded a Gen Ed Core proposal without the diversity requirement along with a recommendation for a diversity requirement at the program/graduation level to the College Consolidation Implementation Committee (CCIC). The CCIC reinstated the diversity requirement in the Gen Ed core and forwarded the proposal to the Board for approval. The BOR approved the General Education Core in May 2020, with the diversity requirement included.

- In Fall 2020, the SF ASA CC developed a charge for a Diversity Outcomes work group to develop course outcomes to meet the embedded diversity requirement for CT State Community College General Education Core. The work group was formed in late fall 2020 and worked through the Spring 2021 semester. They researched how other colleges throughout the country were meeting diversity requirements. In the end, they decided to take advantage of work colleagues in the system had already done. TRCC has a similar requirement in their LAS degree. The work group adapted some of the proposed TRCC model, but not in its entirety because the TRCC model applies to an entire degree program whereas the Gen Ed embedded diversity requirement applies to a single introductory-level course. The Workgroup invited all campuses to review their recommendations regarding the diversity requirement in Fall 2021 (<https://www.ct.edu/files/pdfs/DOWG-Recommendations.pdf>)
- The recommendation is that each course meeting the diversity requirement must meet 2 out of 3 outcomes in introductory courses at a level of 2 based on the provided rubric. The current diversity outcomes proposal is out for public comment since first of October. The DOWG is allowing another week for responses. Feedback has been positive, questions about implementation, timelines, and decision-making processes have been the most common. The Diversity Work Group will review all of the feedback and then make any warranted changes and send it to the Academic & Student Affairs Consolidation Committee and then to CCIC committee-overseen by President Levinson. It will then be shared with all campuses with implementation for CT State to follow. The work group is open to review how many outcomes the course must meet and at what level. Jill emailed the link for feedback on the Diversity Outcomes to the council. CCS 101 will not be the only course that meets diversity; there will be other courses (especially in Social Science and Humanities) that will also likely meet these outcomes.
- **Kerry** reviewed the outcomes and communicated that trying to meet two outcomes in an introductory course is virtually impossible. The outcomes are great, but the expectation to meet two of them is somewhat impractical. She believes that No. 1 is great for students to increase their awareness of their world and campus environments, and it meets students where they are. It is heart work—extremely important. No. 2 is far too large of a topic. To effectively teach the importance and awareness of diversity, we must start with self-awareness and use smaller assignments. There are low stakes assignments that can meet these outcomes: Example: Quizzes, Zoning--Covenant Agreements (how race restricted they are), Towns household income for computer access, transportation, etc. based on region—West Hartford vs. New Britain.
  - The No. 3 outcome is a dovetail to the first. Sensitivity can't happen unless they have an awareness of who they are. The first outcome seems to be the most reasonable. A series of assignments that are impactful but not deeply enmeshed with historic racism and oppression was recommended.
  - Dr. Kim James & Kerry reviewed these outcomes in depth and concluded that overall, these outcomes are fairly advanced for an introductory course.
- A question was raised regarding the possibility of having CCS 101 meet just the first outcome at an introductory level. Fran communicated agreement with Kerry Beckford that the CCS 101 course could potentially meet outcome 1 and could explore outcome 3 as well, particularly when exploring career options with students. Fran shared that if the council felt strongly that the course only meet outcome 1, then we should put forward that feedback. Council

members discussed only focusing on outcome 1 at a level 2 for now and revisiting meeting outcome 3 at a level 2 after potentially piloting diversity outcome 1.

- The Advisory Council endorsed that CCS 101 should meet Diversity Outcome 1 at Level 2. Motion to put forward the recommendation was made by Michaela Mullarkey and seconded by Marguerite Yawin. Motion passed. No abstentions. Jill will draft a proposal and send to all for feedback to be reviewed at the next meeting and sent to Fran and the Diversity Outcomes Working Group.
  - It was also recommended that we have extensive training prior to teaching the diversity outcome. There was also discussion that the rubric may need to be modified to assess what students are learning .
- Jill forwarded the email with the link to individually provide feedback to the Diversity Work Group on the outcomes and level.
  - Please submit any comments/feedback using this [form](#) by **November 12, 2021** so that your feedback can be incorporated into the final recommendations by December 2021.

	<b>Accomplished - 3</b>	<b>Developed - 2</b>	<b>Developing - 1</b>	<b>None - 0</b>
<b>(1) Cultural Self-Awareness</b> 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
<b>(2) Diversity Knowledge</b> Course provides an understanding of the historical experiences of marginalized and/or oppressed groups in society				
<b>(3) Sensitivity to Diversity</b> Course provides an awareness of ongoing issues of systemic discrimination, prejudice, and stereotyping faced by marginalized and/or oppressed groups in society				

5. The council reviewed the Course Draft Proposal with CL/IL in 10 minute breakout sessions.

**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.*

Jill and Rhonda met with Sarah Selke & Heidi Lockwood to discuss FIRC. Sarah and Heidi are not anticipating significant changes in FIRC Gen Ed outcomes. Every breakout group met and were able to put in edits for CL/IL outcomes. An editable document was available in the Outlook meeting invite Jill sent out. The outcomes were discussed and edited post breakouts. Jill will be sending edits to the Council.

Current draft of CCS 101 course description and course outcomes as of 11/5/2021:

**Course Description**

This course prepares students for success in college and beyond. Students will explore academic and career options, set informed academic and career goals, and begin to develop essential skills such as information literacy, critical thinking, and effective communication. Students will also develop a personalized academic plan and learn academic behaviors and study strategies associated with success.

**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, including how to access, evaluate, and ethically use information.
3. Identifying and using campus resources and engaging with the campus community.
4. Defining and applying college success and resilience strategies.

- Jill added a CL/II outcome No. 2 as another outcome.
- Diversity outcomes will be addressed in next meeting.

6. Did not have time to review the revised CCS 101 Q&A. Jill encouraged that it should be shared with FYE Instructors to get feedback and we will revisit this document.

7. Future Meetings

- a. Friday, November 19<sup>th</sup> 2:30-4:30pm
- b. Wednesday, December 8<sup>th</sup> 2:00-4:00pm

**Action Items for next meeting:**

- Share Q&A with other FYE/College Success colleagues for feedback
- Review the Proposal with the Council's recommendation for meeting Diversity Outcome #1

Submitted by Rhonda Spaziani and Jill Rushbrook 11/9/2021.