I. Call to Order
II. Roll Call
III. Approval of the Agenda
IV. Public/Faculty Comments (must pertain to item[s] on the agenda)
V. Reports (information only)
VI. Unfinished Business

The Evaluation Team will be here the day of the meeting (?) T. Alexander asked the committee if she was to go ahead with what we have decided on the core competencies.

P. Creason said the math department Ok’d 5 of 9 ... items # 7, 9, 11, 22, and 27, although they have not yet gotten to the point of deciding replacements just yet. P. Bucho asked P. Creason if the math department had a problem with being under Critical Thinking, which wasn’t known for sure.

M. Matsui had slipped a note to T. Alexander re: Jerry Jenkins wanting to present a software program to the committee.

Joining our meeting today was Jeff Epley with the English Department. He teaches Creative Writing classes. He advised that he hopes to shed some light on how he is teaching and about his encouraging the imagination theory – Creative Fiction. He really wants creativeness from his students, but added that it shouldn’t be made up. Critical Thinking is the analysis, and Creative Thinking is the discovery.

Jeff said he knows we are getting around to “accountability”. P. Knapp asked if he had an English rubric in place. He added that this is really helpful in distinguishing what the specifics are. “Cross curriculum creativity”.

T. Alexander then talked about how she studied at U.C. Berkeley, and what types of classes were taught, and how they were broken down, and to what level.

S-T. Chang said that he expects students to be ‘aware of’ the imaginative process. In his classes, he emphasizes multiple interpretations.

J. Smith feels that creativity is absolutely one of the highest forms of thinking, but he would really like to see if turned around and used for something useful. He feels it is important to send students off with tools.

Jeff is promoting creativity, but is actually teaching the imaginative process that drives creativity. He is interested in, not accountability, but in how to foster growth and to see how creativity plays out across the curriculum. In terms of skillfulness, Jeff does worry about it.

T. Alexander feels this is by far the most difficult core competency to measure. Vocational school is designed to teach a specific skill – community college teaches nothing immediately specific, but a myriad of skills. S-T. Chang says we often work with contradictions.

P. Creason feels a test to measure Creative Thinking just doesn’t seem like it would work all that well. T. Alexander reminded all that some of the ‘pre’ creative exercises may be something that was able to be assessed. Flexibility is practical. N. Schroeder added that we may be more ready for the imaginative process.

P. Knapp pointed out that he feels a bit nervous. He feels that setting a precedence of ‘low bar’ is happening too soon. He thinks we should be creating “free thinkers”. We may be getting too utilitarian. There may be extremely creative thinkers out there we would be doing a disservice to.

J. Smith wants to know, when a student leaves us, what can they really do??
T. Alexander talked to Charyn Brown. C. Brown told her that she had the wrong application, and that she had sent a revised application, and that no one responded. It is determined they had already been paid.

T. Alexander and E. Bagg are meeting with accreditation team next week. C. Hendricks asked Tricia what she plans on saying to the team?

E. Bagg reiterated the great amount of work this committee has done – this is all about institution level, not faculty admin support. P. Knapp talked about the need for clerical and other types of support.

P. Creason feels that the emphasis is being put in the wrong place, and that more should be with student learning outcomes. E. Bagg says that like P. Creason, student success and student learning outcomes assessments should be run simultaneously. Will likely ask how adjunct faculty is being brought into this. Also, development of training materials. They are also very likely to ask about SLO’s ... are they part of the syllabi? Are we talking about SLO to the presidents?

T. Alexander wants to know, “Hey, what’s up with flex day”? Let Tricia know if you are interested, otherwise, she will start asking journalism.

N. Schroeder said if we compartmentalize the core competencies more, we could actually assess each of these as a department. She has had contact with a community college who has actually handled it this way, and it has passed accreditation.

J. Smith and N. Schroeder feel that with our core competencies delineated into specific/separate items, it is almost too much. N. Schroeder says as a faculty member, she feels much more comfortable with the umbrella idea, because she can safely say “okay, I have done creative thinking, so I’ve also covered Critical Thinking” . J. Smith says when “consolidated”, some things will be “swept under” and lost.

T. Alexander suggested another brainstorming session to work on figuring placement of the core competencies, because ultimately, if it doesn’t make sense to us, it won’t get past the curriculum committee. N. Schroeder said that in her opinion, she could definitely work with this list.

Sense of giving back, OR service of some kind. (??)