

Minutes of the TAP Framework Implementation Review Committee (FIRC)
Friday, February 10, 2017--10:00 a.m.--Noon
61 Woodland Street, Room 305
Hartford, CT

Present: D. Weiss (co-chair, SCSU), L. Doninger (co-chair, GCC), G. Adamek (NCC), M. Coach (ACC), F. Coan (TXCC), N. Esposito (MCC), S. Fagbemi (CCC), B. Merenstein (CCSU), P. Raymond (MXCC), S. Selke (TRCC), E. Steeves (HCC), B. Tedesco (NVCC)

Present Non-Voting: M. Buccilli (GCC), S. Marcelynas (SCSU), K. Klucznik and C. Barrington (TAP Co-managers)

Present via Telephone: S. Hawkins (WCSU), G. Gelburd (ECSU), R. MacDonald (COSC)

Absent: B. Donohue-Lynch (QVCC)

Vacany: NCCC

Call to Order: Due to inclement weather, L. Doninger started the meeting at 10:20 a.m.

Announcements:

- Two new members were welcomed to the committee, Stephen Marcelynas, from Southern and Michael Buccilli, from Gateway who will replace Kelly Pittman and Nicole Kulberg as our two non-voting, non-teaching faculty with expertise and experience in transfer and articulation (per the TAP Implementation Plan). Thanks again to Kelly and Nicole for their service!
- E. Steeves volunteered to record the minutes for the February meeting. **Volunteers are needed for the March, April and May meetings.**

Minutes of 12/9/16: Approved

Campus Updates

ACC: Art, Theater and ECTC are under consideration by the curricular committee.

CCC: The Theater pathway has been endorsed. The ECTC pathway is under consideration. There continues to be strong opposition to the MAT 137 prerequisite for Quantitative Reasoning.

CCSU: no updates

COSC: No updates

ECSU: The Business, Computer Science and Art pathways have been endorsed. The Global Knowledge and Creativity proposal to replace Additional Gen Ed I and II is under consideration.

GCC: ECTC has not yet been considered for endorsement because it was unclear if the pathway was pending modifications from ECSU, it is not anticipated that there will be problems with endorsement at GCC. The Art, Computer Science, and Communications pathways are under consideration. Exercise Science has been endorsed. GCC's Registrar has concerns about the fluid nature of the pdf course list on the Navigator website vs. the students being held to a "catalog of record." They are anticipating the need to grandfather students' competency completions to compensate.

HCC: ECTC, Art and Theater are under consideration at the department level.

MCC: Unsure if ECTC has been endorsed, Nicole to confirm. Art and Theater are soon to be considered.

MXCC: The ECTC, Exercise Science, Theater, and Arts pathways have been endorsed.

NVCC: Due to change in academic leadership at the college, the curricular processes have been delayed. Art, ECTC and Theater will be considered in March. The Business department is still deliberating about the Computer Science pathway, the lack of courses such as Discrete Math at NVCC poses problems. Assessment is moving along.

NWCC: No report

NCC: Foreign Language, Exercise Science, and Art pathways have been endorsed.

QVCC: Brian was unable to attend due to road closures. He submitted a written report via email.

The Business pathway was endorsed though a question remains about the math requirements for this pathway. It will require students to take pre-requisites that are not listed as part of the degree; this will increase the credit total beyond 64 for all but the most prepared students entering the program. The Computer Science pathway was endorsed. QVCC abstained from a French pathway vote as it remains to be seen if the college population would be able to sustain the required course sequence for students in the program. The Spanish pathway was endorsed; this is the most likely language pathway to be able to be supported at the College. Physics pathway has also been endorsed. QVCC has chosen to abstain from endorsement of the Exercise Science pathway because the College has no way to offer this program in part or in whole, Italian because the college does not have the number of students necessary, nor does it offer the requisite courses for this program to be viable, German because the college does not have the number of students necessary, nor does it offer the requisite courses for this program to be viable and Theater pathway because the College has no way to offer this program in part or in whole. The Visual Arts pathways will be considered by the Curriculum, Instruction and Policy Committee in March. The committee is most likely to affirm this program, but the Visual Arts coordinator has questions still to be answered about courses that carry varying contact hours. The ECTC will also be

considered by the Curriculum, Instruction and Policy Committee in March. The ECE representatives are ready to recommend affirming the ECTC program but are waiting for clarification of several program details.

A number of further questions were raised by the QVCC's committee, and a recommendation about a language pathway.

1. The College has put a registration hold on new students who declare a pathway, to ensure that they meet in person with an advisor so that they are clear about what declaring a pathway means.
2. The committee is looking for further developments in the solution to the General Education 1 and 2 requirements that still pose a problem for students in a number of pathways.
3. The committee asked for clarification from FIRC and/or Ken and Candace about whether any of the programs for which there has been a vote to "abstain" (for example, Theater, Exercise Science, English, German, Italian), if the College will nevertheless be expected to list these as available.
4. For programs that the College does not offer all courses, the committee understands that students can be encouraged to find alternative ways to take those courses, through things like online instruction, or attending courses at other CSU institutions. It was expressed at the committee that while this gives alternatives to students who are ready for such alternatives, it also puts a burden on the College, as well as on students who may not be ready to commute beyond their community, or to take online classes. It was discussed that the College catalog and advising materials will need to be clear to students the distinction between programs that are likely to be completed at QVCC and which may pose challenges.
5. During discussion of the language pathways, the committee passed a motion to ask FIRC and the TAP program coordinators about considering ASL as a pathway.
6. It was also noted that it is not clear how students are already being graduated this year in the TAP pathways, since the program only began in the fall 2016 semester, and courses a student may have taken that are now TAP identified, would not necessarily have been assessed for their competencies if a student had completed them prior to 2016.

SCSU: Exercise Science has been endorsed. Art and ECTC have made it through the departments. Theater is still in department under review. The translation of Gen Ed I and II into Global Knowledge and Creativity is under consideration.

TRCC: Exercise Science has been endorsed. ECTC and Art will go to committee Feb 17th, the outcome is looking positive. The status on Theater is unclear at this point.

TXCC: Curriculum meetings this semester have been cancelled due to weather. The Theater, Art, and ECTC Pathways will be voted upon soon.

WCSU: No update

Committee members should review Addendum 1, *Campus Endorsements Update Rounds 3+4*, to ensure that the information represented is accurate. Please apprise the TAP co-managers of any errors.

Counselors' and Advisors' Report (S. Marcelynas and M. Buccilli)

- VP of Enrollment Management at SCSU is concerned about handling incoming TAP students

TAP Co-Managers' Report (K. Klucznik and C. Barrington)

- Review of all CC's catalogs/websites showed that 50% of colleges make some reference to TAP in their current listings.
- The TAP co-managers will be attending a legislative hearing today regarding the system's relationship to UConn and private colleges in CT.
- The TAP co-managers distributed copies of the *Academic Council February 2017 TAP Update* (see Addendum 2 below). Key elements of the report and discussion that followed at FIRC are below:

- **Endorsement deadlines**

- **Exercise Science and ECTC is February 11th**
- **Art and Theater are March 3rd**

- Additional General Education I and II (AGE I and II)
 - Approval of the AGE I and II translation to Creativity and Global Knowledge is still pending at ECSU and SCSU
 - Soon the CC's need to be vetting courses to fit into these categories, but first the policy must be formalized
 - Each individual Pathway workgroup determines if AGE I, AGE II or both will be part of a particular pathway
 - AGE is not part of the Framework30
 - The benefit of AGE is it allows students enrolled in pathways that have a large number of open electives to meet an upper level general education requirement by taking a course vetted at the CC for one of the AGE competencies *even though the same course may not exist at the CSU*.
 - This agreement is limited to TAP students
 - Assessment of these AGE competencies will remain at the course level for now.
 - This proposal is still in draft form and will be distributed to campuses to begin course vetting once it has been approved
- A written policy is under development that will confirm the verbal agreement that re-auditing of previous transcripts at the CSU's for TAP students will not occur. The CC grad audit which reflects how a course was received by a CC, in what category, will not be modified by the CSU transfer audit.
- The TAP co-managers are working to create and distribute a matrix showing where missing courses required for TAP degree completion are offered each semester at other campuses. They are working hard to ensure that the cross registration process will be invisible to the student.

- The TAP co-managers are working to homogenize the Foreign Language (FL) waiver process at the CSU's. ECSU waives a student's FL requirement with successful completion of two years of the same FL in high school. CCSU and WCSU waive the requirement for three years of high school FL. SCSU requires that students place above intermediate I of a world language at SCSU (above XXX 200). This attempt to homogenize the requirement does not involve SCSU at this point. Provosts and Deans at the CSU's have been asked to consult their FL departments.
 - A lengthy discussion ensued regarding this proposition. Alba Hawkins, as a FL faculty at WCSU, expressed concern that since this is the only academic university requirement that is met in high school, there is no assessment being done. She applauded SCSU for "stepping-up." She also noted that though she is a FL faculty, this is the first she has heard of this renewed effort.
 - Prior attempts at WCSU and ECSU to homogenize their level 2 vs. 3 FL requirements have failed due to faculty resistance.
 - Some committee members noted that the new provost, Jane Gates, seemed to be taking a top-down approach to removing this apparent obstacle to a 40 credit system-wide Gen Ed. She is expecting resolution to this issue by March 1st.
 - Committee members expressed concern that the FL requirement, given that it is not part of the Gen Ed, is not a FIRC issue.
 - Ken reported that most students move around – they do not meet Gen Ed at just one school – we must change our thinking. New data shows that only 20% of students who transfer to a CSU have completed the CC degree.
 - Deb Weiss requested that the CSU TAP FIRC representatives contact their FL faculty to apprise them of this initiative.

Unfinished Business

Assessment:

- The TAP FIRC Chairs affirmed that the Rubrics developed by the same faculty workgroups who wrote the TAP competencies during the summer of 2012 are the same Rubrics that were endorsed by this committee. They are "suggested" rubrics, however, if any campus has chosen to use a different rubric for assessment of the Framework30 outcomes, that rubric must be submitted to FIRC via the co-chairs.
- The Chairs distributed a proposed *TAP FIRC 5-year Assessment Cycle*. This cycle was modeled after TRCC's assessment cycle.
- A discussion ensued regarding the progress of assessment on individual campuses. NVCC, CCC, TRCC, NVCC, and HCC have assessment schedules in place that they have been implementing.
- COSC performs program reviews on a 7-year cycle
- ECSU has an Assessment team that does one Gen Ed per year.
- The proposed 5-year assessment cycle was amended to include the assessment of the Ethical Dimensions of Humankind and the embedded Written Communication in English, adding a sixth year to the cycle.

- The following motion was approved 14-0-0:
“It is recommended that the TAP FIRC 6-Year Assessment Cycle be adopted by each CSU Institution” (See Addendum 3)
- **All institutions are requested to submit their assessment schedule to their TAP FIRC representative before 4/21/2017**

New Business

- The Chairs distributed copies of proposed *Parameters for Assessment of the TAP Framework30 competencies*, Assessment Report. (Addendum 4)
- The recommended Parameters for Assessment include peer group review of assessment results and artifacts by teaching faculty from outside the campus at which the assessment originates
- The time frame and parameters for the composition of the assessment report was discussed. It was recommended that the report be due to the TAP TIRC by the third meeting of the subsequent semester.
- **Committee members were asked to distribute the proposed Parameters for the Assessment Report (Addendum 4) and collect feedback from their campus prior to the March 10th FIRC meeting.**

Next TAP FIRC Meeting: Friday March 10, 2017 at 10:00 a.m.—Noon, 61 Woodland Street, Hartford, Room 305.

Adjournment: The meeting adjourned at noon.

Please note that **Action Items** are underlined and highlighted for quick reference.

Respectfully Submitted,

*Elizabeth M. Steeves, FIRC **February** Secretary*

Addendum 1

Campus endorsements Update 3/1/2017 Rounds 3+4

	CS	PHY	BUS	FRE	GER	ITA	SPA	ECTC	ES	THE	ART
ACC	abs	abs	yes	yes	yes	yes	yes				
CCC	no	yes	yes	yes	yes	yes	yes			yes	
GCC		yes	yes	yes	yes	yes	yes		yes		
HCC	no	yes	no	yes	yes	yes	yes		abs		
MCC	yes	yes	no	yes	yes	yes	yes		yes		
MXCC	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	
NCC	no	yes	yes	yes	yes	yes	yes		yes		yes
NCCC	pp	abs		abs	abs	abs	abs		abs	abs	yes
NVCC		yes		abs	abs	yes	yes				

QVCC	yes	yes	yes	yes	abs	abs	yes		abs	abs	
TRCC	yes	yes	yes	abs	abs	abs	yes		yes		
TXCC		yes	yes	yes	yes	abs	yes		yes		
CCSU	yes	yes	yes								
ECSU	yes		yes								yes
SCSU	yes	yes	yes	yes	yes	yes	yes		yes		
WCSU											
CO			yes								
DUE	10/14	10/14	11/11	11/11	11/11	11/11	11/11	2/11	2/11	3/3	3/3

Endorsement window is closed (Passed ASA 1/13; goes to BOR 3/2):

PHY: 12 yes / 0 no / 2 abs 3 no report

CS: 7 yes / 3 no / 1 abs 5 no report

BUS: 12 yes / 2 no / 3 no report

FL: 9-13 yes / 0 no / 1-4 abs 4 no report (several languages received abstentions because of lack of courses)

Endorsement by February 11:

ECTC: 1 yes/ 0 no/ 0 abs 16 no report

ES: 7 yes/0 no/3 abs 7 no report

Endorsement by March 3:

THR:

ART:

Addendum 2

Academic Council February 2017
TAP update

Action Items for the near future

1. Endorsement Deadlines:

February 11: Exercise Science and Early Childhood Teaching Credential
March 3: Art and Theatre

2. CRITICAL: Additional General Education: we need this in place now; we asked for a February 1 response from ECSU and SCSU and have received no confirmation yet. CCs need to be vetting courses in time for April registration.

3. Re-auditing of previous transcripts at the CSU's for TAP students: we already have a verbal agreement that the CC grad audit will determine course awards and that they will not be modified by the CSU transfer audit. We need a policy or protocol that guarantees this practice.

4. Cross registration: we really need the financial plan and the course registration process in place by spring registration. Remember, we are also looking for schedule coordination. Ken has received no scheduling information from the campuses as of 1/31/2017. Ideally, you would send your plans for offering the courses on the list distributed at the most recent AC meeting.

5. Foreign language high school waiver/equivalency plan: It is our understanding that the CSUs are working together for a solution.

Status Items

6. For community colleges: TransferTicket@...edu email address. It needs to route to an office at your college. Marketing goes live within a few weeks with this contact. We are planning a launch event.

7. Work group faculty engagement: there are a number of open questions we are having trouble getting a response to. **Music. Economics.**

8. Computer Science faces some challenges to implementation: we need to know who has developed and modified curriculum and how the community colleges will be able to offer this pathway. In some cases, there are credit issues. We have queries out to the community college campuses.

Addendum 3

Suggested TAP FIRC 6-year Assessment Cycle

1. Fall 2017/ Spring 2018
 - a. Social Phenomenon and Understanding
 - b. Appreciation of the Aesthetic Dimensions of Humankind
2. Fall 2018/Spring 2019
 - a. Critical Analysis and Logical Thinking
 - b. Quantitative Reasoning
3. Fall 2019/Spring 2020
 - a. Written Communication
 - b. Continued Learning/Information Literacy
4. Fall 2020/Spring 2021
 - a. Oral Communication
 - b. Historical Knowledge and Understanding
5. Fall 2021/ Spring 2022
 - a. Scientific Reasoning
 - b. Scientific Knowledge and Understanding
6. Fall 2022/ Spring 2023
 - a. Ethical Dimensions of Humankind
 - b. Written Communication (Embedded)

Artifacts and data will be collected during the Fall semester and the Assessment Report* will be written during the Spring Semester. All institutions are requested to submit their assessment schedule to their TAP FIRC representative before 4/21/2017.

*"Guidelines for Assessment of the TAP Framework30 Competencies/Report" in draft form should be distributed to campuses for feedback to their TAP FIRC Representative before 3/10/2017.

Approved by the TAP Framework Implementation & Review Committee 2/10/2017

Addendum 4

Parameters for Reporting Assessment of the TAP Framework30 competencies

Report:

1. The report for the agreed upon competency area will be submitted at the third TAP FIRC meeting of the semester. Those institutions that use a different assessment schedule will submit what has been assessed at that institution for the committee's records.
2. Identify the competency and outcome(s) that you are assessing:
3. Provide a rubric that clearly specifies the standard for competence for each outcome within the competency that you are assessing.
4. Describe the student work to which you applied the rubric and how you selected it.
5. Report the results based upon the rubric you used. As much as possible, describe what you have learned about student strengths and weaknesses based on the language of the outcomes and your rubric.
6. Provide a brief response to the results of your application of your rubric and list any action steps you will take based upon these results.
7. Peer group review: How did you engage other CSCU teaching faculty from outside your campus in your assessment process?
8. Provide an evaluation of the competency and outcomes.
9. The report for the agreed upon competency area will be submitted at the third TAP FIRC meeting of the semester. Those institutions that use a different assessment schedule will submit what has been assessed at that institution for the committee's records.