1. Breaking Ice with Art and Data Science

- Seven photos were displayed on the walls around the room. Individuals chose a photo that they found meaningful and had a discussion with the other individuals who chose the same photo. Then one member of each group reported out for the group.

2. Post-its on Posters / Discussion of topics around Data Science

- Six posters were posted on the walls around the room, each posing a question about data science and/or the subcommittee. Individuals were given post-it notes and asked to write their thoughts on them and place them onto the appropriate poster. Then each poster was discussed and summarized by a group.

- Poster #1: What are the pros and cons of certificate versus transfer programs in Data Science?
  - The group that discussed this poster felt that the word “cons” could be replaced with “challenges.”
  - Some things to consider when deciding on a certificate/workforce program versus a transfer program are: the specific industries in the region where the two-year college is located, the requirement for credit versus non-credit programs at one’s institution, the entry point of the students, the presence of four-year schools with data science programs in the region where the two-year college is located, the ability to draw in students by creating a degree that could be an add-on to something else, if a certificate can be nested inside another degree to make it stackable, whether there are enough students interested in STEM programs at the two-year college to make another degree program sustainable (of if it would take students away from other STEM degree programs in the school resulting in several low-enrollment programs), the difficulty of creating a transfer program that would transfer to multiple four-year schools, and whether or not there are many local professionals who would return for skills if a certificate program is created.

- Poster #2: Text Analysis: Do you teach it? What are your thoughts on it?
  - This poster received three post-it notes. One indicated that the individual doesn’t teach it, but would like to someday. One indicated that the individual is very interested in it. The third indicated that this should be taught in a two-year college data science program.

- Poster #3: How can this Subcommittee help you moving forward?
• There were eleven post-it notes on this poster. They could be grouped into three main categories: networking resources, curriculum resources, and professional development for faculty.

• Poster #4: What are your thoughts on what department should house data science? Math, Computer Science, ...?
  
  o Many of the post-it notes suggested that it should be the Math Department; however other suggestions included (1) a STEM Department, (2) Interdisciplinary Studies, (3) in the Department that the transfer students will transfer into at the local four-year college, and (4) it should be housed where the faculty are who want to do it.

• Poster #5: What prerequisite knowledge/classes are necessary for an Intro to Data Science Course?
  
  o There were a variety of answers on the post-it notes on this poster. Some suggested that there should be no prerequisite. Some suggested prerequisites of elementary stats, introductory programming, introductory math, and/or algebra.

• Poster #6: What other questions do you have for the group?
  
  o There were three post-it notes on this poster.
    ▪ How do you get administrative support?
    ▪ What OER resources are available?
    ▪ What are you using for materials? Are you developing your own?