

**Cardinal Core Curriculum Committee
Meeting of May 10, 2019, 10:30 a.m.**

Minutes

Attending: Barrow, Baumgartner, Carden (staff), Christopher, Fernandez, French, Land, Lewis, Libe, K. Partin, Riedel, Shanahan, Walker

Absent: Beattie, Bertacco, Boehm, Determing, Donos-Munoz, D’Silva, Faircloth, Fuselier, Hammash, W. Partin, Patton, Perry, Seif, Singleton, Willey

SGA Reps: Sabrina Collins

Approval of Minutes

The minutes of April 5, 2019, were approved.

***ACTION:** Carden will post the minutes to the Cardinal Core web site.

Arts & Humanities Assessment Report

Shanahan reported the results of the first Arts & Humanities assessment under the Cardinal Core program, which serves as a baseline for future AH assessments of student work. For this particular assessment, 363 student artifacts (Fall 2018 sample) were reviewed using the AAC&U Critical Thinking, Written Communication, and Intercultural Knowledge and Competence VALUE Rubrics. Overall, the results were positive, with the mode at 3 (on a 4-point scale) for most areas. A deeper analysis, comparing courses that were AH only against double-coded diversity courses (AHD1 and AHD2) revealed that diversity courses, especially D1-designated courses, performed significantly better on some of the Intercultural Knowledge and Competence Rubric measures (see page 9 of the report). Inter-rater reliability, affected by the use of new assessment instruments, is being addressed through participation in AAC&U VALUE Rubric training and scoring going forward.

The syllabus review strongly indicated that students performed significantly higher on all of the rubric measures in courses where the outcomes had been integrated into the syllabus, which supports the narrative of the CCCC regarding the importance of incorporating the Cardinal Core SLOs in the syllabus.

***ACTION:** The draft assessment report was approved and will be posted to the Cardinal Core web site by Shanahan.

Annual Report and Recommendations to the Provost

French requested feedback on recently shared resources from Fernandez and written recommendations from Fuselier, Detmering, and Christopher and asked the committee to assist with the prioritization of recommendations to the Provost in response to her January 18 charge to the CCCC. Comments are summarized below (*meeting discussions in italics*):

-- proposed by **Fuselier** in May 10 e-mail:

- 1) Require CC course instructors to participate in something like a faculty learning community that would produce strategies and support the implementation of a more cohesive CC “program” (as opposed to a bunch of courses on a “check list”).

Riedel thought that "requiring" faculty to participate is strong wording that might get push back. Fostering participation and cohesiveness might best be done through strong encouragement in the department or discipline. Buy-in from the deans might be effective in impacting faculty attitudes (per post-meeting e-mail from Perry).

Barrow stressed the need for unity and thinking creatively to unify across disciplines.

Baumgartner: Unification might require an avenue for faculty, students, and staff to sit across the table from high-level administrators, especially since CPE is dictating a lot. Willey meets regularly with Provost Boehm and occasionally with the CAO, but perhaps a single meeting could be arranged with a representative group.

Lewis would like to see recognition of the value of Cardinal Core as a driving factor.

Collins (student rep) commented that students can tell when a faculty member is or is not happy about teaching Cardinal Core, and it is important not to give students a bad first impression that might affect their perspective.

Riedel commented that faculty evaluations matter, and gen-ed instructors typically get hammered with lower scores, which is not an incentive for wanting to teach them. Also, they require more work with no extra compensation. However, instructors generally get high scores in upper-level courses. A solution to this issue is beyond the scope of the committee, but the Provost can be made aware of concerns.

Shanahan mentioned that Willey has been having conversations with faculty about faculty learning communities. Oral Communication does a good job, but it is a bit messy in Arts & Humanities because of the different disciplines.

2) Likes the "marketing" idea -- using the flag holders throughout campus to promote CC, especially in the fall with new class arrivals; essentially a marketing campaign in coordination with faculty professional development (marketing cannot be a stand-alone strategy).

*Christopher endorsed Fuselier's multi-pronged strategy and stressed the need for a marketing campaign for both the faculty learning and student sides. This could include the marketing of Cardinal Core with a short video that explains what it is and why we have it. Students could talk about CC courses they enjoyed (and that perhaps helped them choose a major), and faculty/administrators could speak about the importance of CC -- and how/why the vast majority of universities have something like CC. The video could be played at every orientation session, and put on the UofL website in a prominent place. Some instructors could even play it during their own CC classes. Although the video would take time and money to create and produce, it could reach a large number of students, with a **consistent message**. This approach might be more reliable than leaving it to faculty to talk about Cardinal Core in their courses (or worse yet, adding another bullet point on a syllabus already full of info that students do not read).*

K. Partin commented on the lack of unified, consistent messaging. On one hand, some camps at the University are telling students they are here to acquire skills to get a job; others are stressing the goal of becoming well-rounded global citizens. These competing messages may hamper the marketing of Cardinal Core, and what message about Cardinal Core does the University (at a high level) want to convey? Also, what messages are high school students getting, and how can the University broaden those messages starting with a respect for diverse ideas and perspectives in both a cultural sense and outside of a chosen field? Meeting students where they are at is important, and diversity (open mindedness to diverse others) is huge so use that language.

Libe agreed that advisors and faculty are on different sides of the camp regarding what is important in the educational arena, but Student Orientation is a great opportunity for

conveying a message to incoming students. Another strategic approach is needed for transfer students.

Barrow commented that the real value of a higher education is not just about getting a job in the workforce.

Collins believes that students benefit from a balance of career skills and a liberal arts education, that they want to grow and develop as well as obtain technical skills. Her general education experience helped her find her fit.

Riedel: Per the Student Success Summit, CPE is telling us that we are a training ground and that students should ask how the course would benefit them and to never change majors. However, Cardinal Core is broad and opens the door to learning and prepares students to think critically. Pinpointing types of jobs can be done in the major. Major changes and career changes are not uncommon.

Baumgartner mentioned “adaptability” and the ability to choose alternative paths, with a foundational education coming together with the work experience.

Lewis sees a need for well-roundedness and being able to work with people from different majors. The Cardinal Core message must be framed well.

Shanahan reminded all about the description of Cardinal Core that is stated in the catalog and included in the first paragraph of the assessment report. The message is there, but it is not getting out.

Libe commented that although the paragraph sums up the Cardinal Core program, it could be written in a way that can be translated to an 18-year-old student, breaking it down into a smaller, more digestible statement.

***ACTION:** Shanahan suggested that the committee rework the paragraph, making it a fall priority.

Collins: Students (the Student Senate) can get the message out about the rebranding of Cardinal Core and its value while also allowing for constructive criticism.

Riedel endorsed the impact that student voices could have in conveying a positive message about Cardinal Core.

Baumgartner thought that a 10-minute conversation at the beginning of the first day of class could help bridge the gap and recommended a pilot program. **Collins** responded that students involved in GEN 100 classes might be willing to try this. **Shanahan’s** concern was how student reps would respond to rapid-fire questions from their peers who might be upset, but **Collins** said that outgoing SGA students do an amazing job in their town halls. **K. Partin** wondered how much is shared by student orientation staff. Students could say that they weren’t so keen on Cardinal Core in the beginning but then realized the value of CC courses. **Libe** reported that there is an intentional conversation that SOSers have with new students who are inclined to listen to their peer advisors and the student orientation staff.

Walker recommended a comprehensive marketing plan about Cardinal Core to include a few 1-3 minute videos to highlight the core values, with a linkage to all Cardinal Core courses in order to reach the target audience. Students need to be at the heart of the video. Instructors could opt to show the brief video at the beginning of the semester and even add a video link on their syllabus. Students involved in film and production in OC classes and in the Digital Media Suite could be asked to design the videos with some type of incentive.

***ACTION:** Shanahan would post the final production to the Cardinal Core web site, and faculty could be asked to show the video in their classes as early as Fall 2019.

3) Be more strategic about what courses become CC (a longer discussion because it must be based on a vision of the CC as a particular program).

4) Student responses about CC in last fall's advising survey suggest that another prong to our strategy should include professional development (PD) for advisors, and probably chairs. **Fuselier's attachments:** A) list of statements from students regarding their understanding of general education/Cardinal Core and perceptions of the program's value B) strategic planning model provided as an adaptable basis for professional development, used in presentation to high school counselors.

Collins thinks it is going to take students talking to other students about Cardinal Core to change the narrative surrounding the program. She recommended 1) scheduling a fall presentation about CC with the Student Senate, 2) enlisting SGA to become ambassadors of Cardinal Core, and continue the conversations with students that allow them to give feedback, and 3) engaging the "Student Success Ambassador" team (students who help teach GEN 100 classes), SOSers, and Peer Advisors (who help freshmen schedule classes).

-- proposed by **Detmering** in May 2 e-mail

1) Consider ways of educating faculty on Cardinal Core (in addition to students). Syllabus compliance seems like it will only go so far. Faculty need to help convey the significance of the CC designation to students directly in their instruction -- likes the idea of professional development around CC as one potential starting point.

2) Engage advisors more directly with CC and reach out to students about the role of general education in career preparation. (See presentation slides from the Career Development Center that were shared as part of the university's strategic planning process. They suggest some clear connections between Cardinal Core and career competencies.)

--Barrow commented that Fletcher's presentation at the Internship Summit Meeting tried to align business competencies to the Cardinal Core curriculum, but only 3 of the career readiness competencies tie in.

-- scholarly work summary from **Fernandez** via April 8 e-mail

1) Scholarly work that provides some evidence of gen ed's value, but the research narrative is more related to factors related to students switching majors.

--Barrow objected to the platform of basing the value of Cardinal Core as an approach to helping students find their major, as the university already has a mechanism for "finding your fit." He argued that Cardinal Core should be marketed in a way that focuses on the value of core competencies, essential competencies like Critical Thinking and Effective Communication that should be preserved and elevated, per QEP findings. Fernandez added that employers are reporting that graduates are lacking communication skills with clients.

Additional recommendations received from CCCC members who were not present at the meeting:

Singleton: *Endorses professional development for CC faculty; marketing campaigns to reach students, faculty, and employers to emphasize the benefits of the CC curriculum; development of videos to highlight the core values of CC; and collection of data to provide evidence for supporting the CC curriculum.*

Seif: *Ideas for consideration as a new initiative: Develop a handful of Cardinal Core courses that would be of interest to a slice of the incoming and second-year students. Examples include 1) a joint Math/Computer Science programming course and 2) a joint CEHD/A&S course such as Public Education: Past, Present, and Future. He commented that not every CC course need be a high-enrollment one (large lecture). Developing several interesting, challenging, appealing courses, taught with high standards by the very best instructors in classes with fewer than 80 students, could make a difference. Note: Willey encourages the offering of interesting courses, and suggestions on who might spearhead a programming course are sought.*

***ACTION:** Working with French, the Cardinal Core Office will draft the report to the Provost and circulate it for final input from the CCCC in early June. Tracking changes would be useful for edits and comments. The challenge is to respond concisely to the Provost's specific charge.

Fall 2019 Meetings

The CCCC will not meet again until September, which is an important organizational meeting and opportunity to introduce new members, seek volunteers to serve on subcommittees, and elect the committee chair. Follow up on pending action items also will be completed in the fall.

Prepared by Kathy Carden