

**Cardinal Core Curriculum Committee
Meeting of May 15, 2020, 2:30 p.m. (virtual meeting)**

Minutes

Attending: Barrow, Baumgartner, Collins, Detmering, D'Silva, French, Fuselier, Hammash, Koenig, Land, Lewis, Libe, Mansfield-Jones, Olinger, Pinkston, Riedel, Seif, Singleton, Shanahan, Walker, Willey

Absent: Beattie, Bertacco, K. Partin, W. Partin, Patton, Perry, Woosley

Membership

French will continue to serve on the CCCC for a second term. Two new student reps, Ben Barberie and Lexi Raikes, also have been identified to serve during 2020-2021. Additional appointments are pending a response from deans who have been contacted about members who have completed a three-year term. D'Silva announced that she would be retiring from UofL; therefore, a replacement is needed to finish the final year of her term. Thanks to all for their excellent committee work during the past year and beyond.

Approval of Minutes

The minutes of April 10, 2020, were approved.

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

Update on SB and SBH Assessment

Shanahan shared the draft report of the SB and SBH assessment, conducted in March. She reminded the committee that this is baseline information, using the new rubrics under the Cardinal Core program. Highlights from the results include a significant difference in student performance between courses with Diversity designations and those without on several rubric components. It was noted that a lot of the D1 and D2 courses are smaller, resulting in more written artifacts whereas many of the work samples from courses without the Diversity designation came from large lecture classes with fewer or no written components.

The intention of the assessment is to use the findings to help faculty identify potential strengths and areas for growth in the Cardinal Core curriculum and make improvements. Shanahan and Willey are eager to meet with faculty who are interested in considering ways to close the loops in the curriculum. Last semester they had a productive conversation with the Philosophy Department. Detmering liked the idea of working more closely with departments on the data.

To improve the assessment process, the preferred on-line, structured assessment training will continue. Also, the CCCC will consider additional or alternative rubrics to address limitations with the Intercultural Knowledge and Competence VALUE Rubric that was designed more for assessing Global Diversity (D2) courses.

***ACTION:** Shanahan has a few minor edits and then will share the report with departments and post it to the Cardinal Core website.

New Business: Fall Planning

Willey is co-chairing a Fall Planning Committee that is considering various scenarios for fall classes. One challenge, given the limited number of large rooms, is what to do with large lecture classes if students are to be spaced three feet apart. Riedel wondered about the possibility of using the Yum! Center stadium. In the Natural Sciences, in particular, students would need to be broken up into several recitation sections.

***ACTION:** Willey welcomed ideas and asked the committee to also be thinking about the impact that the new scenarios will have on Cardinal Core courses.

Meta Majors Work Session

French thanked everyone for their work on the meta majors, drafting the definition for each of the following categories and choosing courses that seem to fit best in each category.

- **Business/Administration**
(Koenig, Libe, K. Partin, Pinkston, Shanahan)
- **Creative and Performing Arts**
(Bertacco, Land, Olinger, Walker, Willey, Woosley)
- **Science and the Physical World**
(French, Fuselier, Lewis, Mansfield-Jones, Riedel, Seif)
- **Service and Helping Professions**
(Baumgartner, Hammash, Patton, Perry, Singleton)
- **Social Sciences**
(Barrow, Beattie, Collins, D'Silva, Detmering, Pinkston, W. Partin)

French asked the groups how they chose the courses. Feeling uninformed, Olinger confessed that she was uncomfortable with choosing courses, but Land thought that she did fine with identifying courses under *Creative and Performing Arts*. Pinkston's thinking was starting with introductory courses before going to the more applied courses in order to give exposure to the *Social Sciences*. Overall, Baumgartner did not have much difficulty identifying courses under the *Service and Helping Professions* title but commented that one person added a fair amount of additional courses. Singleton chose courses that she thought might provide beneficial knowledge for students in any health field. Walker agreed that for the meta-majors there is a need to be inclusive with the courses across the disciplines.

Collins pointed out that students oftentimes feel uninformed when looking through the course catalog and choosing courses based solely on that information, which might mean that the committee is doing something helpful for them in providing the meta-majors framework.

Detmering pointed out that in helping students in this way, it is important that advisors understand that the course groupings are not set in stone.

Baumgartner thought it would be helpful to clarify or provide a rationale for the combination of courses to see if students think the groupings make sense.

Libe suggested that a disclaimer note be added at the top to recommend that students discuss their course selections with an academic advisor. Particularly for QR and NS, some meta-majors include intermediate-level courses which could be rigorous. Advising may also want to have input before the meta-major course listings are finalized.

The chair and several committee members agreed that it would be a great idea to have 1) student feedback and 2) feedback from advisors. A motion was made and unanimously approved.

***ACTION:** Willey will take the meta-majors proposal to the ACDC meeting on May 18 and welcomed additional feedback from the CCCC before then. She also will touch base with Metzger about modules for freshmen.

***ACTION:** Collins offered to pull together students in focus groups from across the major to obtain feedback. She will work with Barberie, the new SGA Academic VP.

Fall 2020 Meetings

The first meeting of the fall semester was set for September 18, 2020, at 2:30 p.m.

Prepared by Kathy Carden

9-18-20 version