Cardinal Core Curriculum Committee
Meeting of September 18, 2020, 2:30 p.m. (virtual meeting)

Minutes

Attending: Barberie, Barrow, Burke, Chandler, French, Hagan, Hammash, Koenig, Losavio, Lewis, Libe, Olinger, Perry, Presley, Pinkston, Riedel, Seif, Shanahan, Singleton, Walker, Wildstrom, Willenborg, Willey
Absent: Baumgartner, Beattie, K. Partin, W. Partin, Raikes
Guests: Nick Ullrich, Zainab Alyasseri (student rep for Raikes)

Introduction of Members
Returning members were welcomed back and new members were recognized. Guests also were welcomed.

Approval of Minutes
The minutes of May 15, 2020 were approved with a minor edit.
*ACTION: Carden will post the minutes to the Cardinal Core web site.

Function and Structure Document
The document outlining the structure and charge of the CCCC was shared, and one edit was made to correct Willey's current title.
*ACTION: Carden will post the updated document to the Cardinal Core web site.

Election of Committee Chair
Nominations for the CCCC Chair were opened, and French unanimously was nominated and voted back in for another year of service in this position.

Subcommittee Service – Review of Charges and Request for Volunteers
French asked each member to serve on a subcommittee and stressed the importance of continuity. The charges to each subcommittee were discussed. The scope of the Diversity Subcommittee has been expanded to incorporate the work of the new Ad Hoc Diversity Subcommittee, a new initiative supported by the President and Provost to include the review of the diversity curriculum, assessments, and outcomes (with a focus on D1). Willey gave an overview of this initiative and two additional initiatives for 2020-21: Digital Literacy: Micro-credentials and Badges within Cardinal Core Courses and Adoption and Integration of Adobe Creative Campus Tools Across the Cardinal Core Curriculum. She explained that micro-credentials are a more natural fit under the undergraduate Cardinal Core curriculum than the intensive IBM content. Losavio has used the two-hour micro-credentialing badge and compared its success rate over IBM materials for undergraduates. Hammash is willing to assist with the structuring of a diversity course for dual credit, branching out to high school students.
*ACTION: Willey will talk with Begany and recommended inviting the new Dual Credit Coordinator to a future meeting.
There was no opposition to any of the proposed initiatives and the appropriateness of their fit under the purview of the CCCC. Voting and non-voting members alike were in favor of these pursuits. It was noted that Adobe also has micro-credentialing badges.

Volunteers for both the standing subcommittees and new ad hoc committees responded as follows:

Diversity Petition Subcommittee:
Katie Shanahan (Coordinator)
Devin Burke
Muna Hassan Hammash
Jim Lewis
Khotso Libe
Regina Presley
Lexi Raikes (Student rep)
Steven Seif
Kandi Walker

(Shanahan reported that the subcommittee mostly reviews military experience diversity petitions/essays. This year it also will incorporate the Initiative II work of the Ad Hoc Diversity Subcommittee, including the review of diversity outcomes and development of a new rubric, with input from the Assessment Subcommittee.)

Assessment Subcommittee:
Katie Shanahan (Coordinator)
Il Barrow
Karen Chandler (sub for Fuselier)
Abby Koenig
Andrea Olinger
Katie Partin
Thomas Riedel
Amber Willenborg

(Shanahan explained that the subcommittee would provide input into the assessment process and also conduct a random sample syllabi review each semester. This year the training sessions for assessors and actual assessments will be conducted on line rather than in a face-to-face session.)

Course Proposal Subcommittee:
Kathy Carden (Coordinator)
Ben Barberie (Student rep)
Kathy Baumgartner
Blake Beattie
Michael Hagan
Armon Perry
Joshua Pinkston
Thomas Riedel
Jackie Singleton
David Wildstrom

(Carden reminded the subcommittee to keep their calendar free on November 19, 2:30-4:00, for the review of course proposals. Instructions and materials will be posted in Microsoft Teams.)
DIGITAL LITERACY: Micro-credentials and Badges Within Cardinal Core Courses – Initiative I
Abby Koenig (Coordinator)
Michael Losavio

Regina Presley
Katie Shanahan

ADOBE CREATIVE CAMPUS TOOLS: Adoption and Integration Across the Cardinal Core Curriculum – Initiative III
Michael Hagan (Coordinator)
Devin Burke
Andrea Olinger
Jackie Singleton
Amber Willenborg

Data on D-F-W Grades in Cardinal Core Courses
In response to a question raised by advisors last year about the success rate of students in 300-level Cardinal Core courses, Ullrich ran queries about the pass rates and DFWs. He shared the Summer 2014-Fall 2019 aggregated grades by discipline, broken out into lower- and upper-division tables. The data in the comparison chart reveals that the difference is by discipline, not by course level. In fact, the DFW rate is generally lower in upper-division Cardinal Core courses. When specifically looking at QR courses, the fail rate is higher in lower-level courses (38.5%) compared to upper-level QR courses (12.8%). Riedel commented that grades are usually better in upper-level QR courses because students in 100-level courses, such as MATH 105, sometimes just want to pass. There also is a weeding-out effect. Willey explained that the intent of the queries was to determine if there was a real problem or perceived problem. Advisors thought that students were not prepared for 300-level courses because there are no prerequisites for most of those courses. In cases where advisors are simply dealing with students who are in a crisis, perceptions may be skewed. Nevertheless, the committee can see if there are any trends of concern.
*ACTION: Willey will report the results to the advisors.

Update on Assessments
Shanahan is collecting randomly-selected student work samples for Natural Sciences this fall after the NS assessment was postponed in the spring. Also, she is collecting artifacts, including Dual Credit and the Panama Program work samples, for Written Communication (WC). The assessments will be conducted in spring 2021. Additionally, syllabi from Blackboard will be collected by October 16 to make sure that the Cardinal Core Student Learning Outcomes and corresponding methods of assessment have been incorporated.

Frequency of Offerings Review: Inactive Courses
Shanahan reported that since the Cardinal Core program is entering its third year, a query was conducted to see if all courses that became effective Summer 2018 have been offered as proposed. It is important to ensure an accurate listing of Cardinal Core courses for student registration and advising purposes. Eleven courses have not been offered since the implementation date. Therefore, notices were sent to departments about the inactivity of these courses to inquire about plans to offer them within the next three semesters. A few more recently approved courses have not been offered; they will be included in an annual follow-up review.
*ACTION: Carden is collecting and monitoring the responses.

Update on Course Variances
Willey continues to review student course variance requests received from advisors. Some students are asking for retroactive credit if they completed a course that previously was not coded as

Cardinal Core but now is. Unless it is a real hardship, such as the final class that would prevent a student from graduating, it typically is not approved. The original intent of this course variance process was not to disadvantage students during the initial transition to the Cardinal Core program. The number of requests has slowed down going into the third year of Cardinal Core.

New Pivot-to-Spring Committee and Fall Semester Feedback
Willey gave an update on the work of the Academic Planning Scenario Committee (APSC). They are looking at student behavior this fall and any needs identified by faculty, awaiting faculty and student survey feedback. Meanwhile, they are operating on the premise that the spring semester will look much like the fall semester, with about 50% of the courses being hybrid or DE. There is a proposal that spring break be eliminated. Riedel strongly endorsed this recommendation. Since there was a technological delay this fall, the plan during Thanksgiving break is to technologically equip more classrooms in time for the spring semester.

There is an issue with students not showing up in hybrid classes with a face-to-face component. Therefore, the university might tighten up on attendance, requiring students to be more explicit about reasons for staying home. The remote option was intended for medical reasons for missing class whereas not wanting to get dressed or find parking is not a valid excuse. Some faculty (affirmed by Pinkston, Riedel, French, Singleton, Koenig, and others) report that hybrid courses require much more work, and attendance is very low in some classes, including the MBA program. Furthermore, Riedel commented that dividing the classes up where part of the class attends on one day and the others attend on a different day is not efficient. He would rather teach an extra section if all students could be kept together. Willey responded that there was a space issue in classes with larger enrollments where students need to remain 6 feet apart, but perhaps additional large spaces can be found.
*ACTION: Willey asked faculty to voice their concerns to the Associate Dean in their units. French welcomed insights.

Next Meeting
The next meeting was set for October 23, 2020, at 2:30 p.m.

Prepared by Kathy Carden