



Cardinal Core Office

**MITC 161
(502) 852-5712**

**Cardinal Core Curriculum Committee
Meeting of February 12, 2021, 2:30 (virtual meeting)**

Minutes

Attending: Barberie, Barrow, Baumgartner, Burke, French, Fuselier, Hagan, Hammash, Koenig, Losavio, Lewis, Libe, K. Partin, Perry, Pinkston, Presley, Riedel, Seif, Shanahan, Singleton, Walker, Wildstrom, Willenborg, Willey

Absent: Beattie, Olinger (sabbatical), W. Partin, Raikes, Smith (no access)

Approval of Minutes

The minutes of January 15, 2021, were approved.

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

Updated Summary of Course Reviews

Carden reported on the final status of the 33 course proposals: 24 courses were approved, including several model proposals, and 9 were denied for the new academic year (see addendum).

Cardinal Core Course Listing 2021-2022

The most current version of the course listing is dated 2-2-21 and posted to the Cardinal Core web site. It was noted that BIOL 244 will only remain active through Summer 2021.

Strategies to Limit/Trim Number of Courses

Willey opened discussion about the large number of Cardinal Core courses (about 240) to obtain feedback on whether the committee thinks there is a problem and, if so, how to take steps to address the problem. Comments were made as follows:

--Finding a way to visually categorize and present the courses to students in an appealing manner, perhaps in subcategories, could be helpful at a student's first glance. Some courses may look similar but not be similar in content. Perhaps a drop-down box could display details, although not an easy task. (Baumgartner)

--Revisit the ideas previously discussed about grouping courses to guide students in a broader pathway beyond their major with the goal of enhancing their experience in beneficial common core courses. (French)

--Broadening the context of courses to broaden minds is part of the goal, and it might help students in their inevitable major. Still, the list might be overwhelming for freshman and sophomore students. Could classes not being taken be eliminated? (Koenig)

--Inactive courses are being removed from the listing if not offered during a three-year period. (Willey)

--Is it cost effective for the University to offer so many courses when enrollment may be small in some of them? (Singleton)

--Students are looking at what courses can be taken to count for several things; does not think that a long list of interesting courses is a bad thing, but the social sciences are trying to attract students to get credit-hour funding under a newer financial model; would like to focus on courses that satisfy several requirements. (Walker) Example: ANTH 111/MATH 106 (a dual content S/QR course) satisfies two Cardinal Core distribution requirements and counts for 4 credit hours. (Willey)

--The more options there are, the more thinly students are spread. (Willey)

--Perhaps the listing could be modernized to make it more intuitive and the content areas more visible (Willey)

--Consider the original conversation about how Cardinal Core happened, how gen-ed was re-thought. The task force looked at the spirit of Cardinal Core and discussed the challenge of making it a cohesive program vs. a listing of courses to check off. Interdisciplinary courses also were explored. However, the call for Cardinal Core courses resulted in many of the same courses. (Fuselier)

--One goal was to help students make connections across the curriculum through Cardinal Core course work. This opportunity may have been lost but how can it be reopened? (Willey)

--Recalling the Task Force conversation, one route toward a more cohesive program was to make it clear that there are core skills that students are trying to develop, which goes back to the re-branding and marketing discussions. We also have the new purpose statement that has not been shared broadly. It is posted to the web site but not in many other places. One approach (favored by Willey, French, Barberie, et al.) is to include a partial excerpt of the new purpose statement in the syllabi. (Shanahan) The purpose statement reads:

Through the Cardinal Core program you will explore multiple areas of knowledge in new ways and develop core skills that will enable you to succeed in any degree program and prepare you to live and work in a dynamic, global society.

--As part of the program overview, key skills relevant to any career path include **critical thinking, effective communication, quantitative reasoning, and historical, social, and cultural diversity**. (Shanahan)

--Core skills gained in each course could be tied to the Cardinal Core mission statement/vision. (French)

--Given the desire to help students see the shared vision across the courses, making the linkages clearer, we can start by coming up with 1-2 sentences of what the class will do or promote to include the key skills. Cardinal Core courses are intended to build foundational habits of mind in these overarching areas. This statement might also be helpful in qualifying the courses during reviews and serve as a reality check for instructors and students alike. (Willey)

--Including language beyond the verbatim SLOs, could be a good reminder for students to see the purpose of the course as part of Cardinal Core, giving them a broader vision beyond the major. (French)

--It is a greater burden to make sure that instructors are moving in the right direction. (Losavio)

--We already are reviewing syllabi on a three-year cycle. (Riedel)

--The review cycle makes sense regarding the drift that we have seen with the syllabi and courses, and this process might help instructors keep their courses as Cardinal Core. However, there is no control over drift once courses are approved. (Fuselier)

--As part of the assessment cycle, we could make the Assessment Subcommittee larger to include the extra step beyond review of the verbatim outcomes. (Willey)

--Step 1, telling instructors about SLO compliance when collecting the syllabi during assessment, has been ongoing. But we can adapt the process to also review the course content on a regular basis. A random sample of course content was done in the past. Some instructors are just copying and pasting the verbatim outcomes without making connections in the assessments, so it is important to build on an understanding of the connections and monitor the courses to see if the outcomes are embedded. Some of this gets lost when new instructors teach the course. If the instructor does not understand the connection, then the same is lost by the student. (Shanahan)

--Willey would love to see A&S host another session with Cardinal Core instructors like Chandler did to build continuity across the program. Most of the offerings are A&S courses. Fuselier was enthusiastic and would gladly accept funding from the Provost's Office for hosting additional sessions.

--Regarding the different model for teaching, providing the best learning outcomes for our students, has the focus now been moved to a different funding model that may be the incentive for more course proposals? How can this be harmonized? (Losavio)

--Regarding the funding tension, do we think that the learning experience is more important than the tuition revenue driver? The inventory of Cardinal Core courses is under the CCCC purview. (Willey)

--Maybe we can ask departments/programs to tell us what they think would be a good fit for majors, looking at coherency. The departments could work together to figure out what makes sense. And the CCCC would have to review which courses are offered with consistency. (Riedel)

--A shift in thinking beyond seeing the new budget model as a competition between departments is understanding that the colleges get the money for distribution to the departments. It is not about bringing in the most seats, but some departments are bringing in more revenue than others. (Fuselier)

***ACTION:** There is a consensus to enforce the frequency of offering policy. The Cardinal Core Office will monitor the inactive courses.

***ACTION:** Draft language to be added to the syllabus to outline the Cardinal Core program goals (x, y, z...). This recommended statement might be incorporated for new proposals going forward and for current courses as they are being assessed.

***ACTION:** Conduct a more thorough review of syllabi. Shanahan will follow up on this expanded charge for the Assessment Subcommittee.

***ACTION:** Willey will meet with Fuselier to explore a strategy in creating a community of practice among Cardinal Core instructors. Fuselier agreed that it would be helpful to form an ad hoc working group (either nomination invites or a wide-open call) to solicit ideas and visualize the training. The proposal will be shared with the CCCC after they meet.

Ad Hoc Committee Updates: Digital Literacy and Adobe Initiatives

Koenig reported that she has collected the digital literacy syllabi and assignments from this semester and that the instructors will receive a stipend. Due to the large number of badges and certificates, the digital literacy champions have reported that it is difficult to navigate. Also, there is a \$100 fee per student to obtain some of the certificates. The instructors want to be able to see that the students are using the tools and modules. Going forward, Koenig would like to find a way to streamline the process. This pilot group is hitting roadblocks that might curtail future interest. French commented that it is good to find out what worked and what challenges were faced.

Hagan commented that although there have been no big problems with ADOBE, there was a glitch with paying an hourly employee who participated. Also, he is trying to get students to branch out by using software beyond their phones. Students like to use TicTock and social media posts when they get out in the community. In response to Willey's question about whether he has seen any benefits and enthusiasm regarding the classes, he said that he will be more proactive about getting feedback when the busy semester slows down. Koenig will do the same.

***ACTION:** Willey recommended developing a short and quick five-question survey to distribute to the students at the end of the semester to obtain feedback and determine whether the students have had a valuable experience, one that they might want to pursue again. Koenig and Hagan will follow up.

Willey informed the committee that UofL already has course attributes for Sustainability and CBL (Community Based Learning) courses and thinks that course attributes for Digital Credentials could be added. Koenig thought this would be a good selling point and suggested that students might be able to showcase their digital skills at a future mini conference. Losavio thought these digital and ADOBE skills would be attractive to job reps looking to hire graduates. It will be important to build up the number of courses with digital attributes and track successful completion of these skills. Hagan thinks these attributes could unify Cardinal Core and attract students to the courses.

***ACTION:** Willey will consult the Faculty Senate and Registrar to inquire about the possibility and process for getting an in-house digital literacy attribute added on the transcript.

Subcommittee Updates

Assessment Subcommittee - Shanahan reported that the WC virtual assessment training will run for one week (March 8-15). Then the assessment will begin on March 17 and end on March 24. Most assessors have been recruited, but there are openings for a few more readers if any of the CCCC members are interested. The Assessment Subcommittee will again meet to review materials for the Natural Science virtual training. Again, faculty and GTA assessors with a science background will be sought, which makes it easier to apply the NS rubric for physics, chemistry, and other content heavy science courses. There are many student work samples to load and assess.

Diversity Subcommittee

The subcommittee met again and drafted the Diversity rubric. Shanahan is awaiting final comments before sharing it with the full committee for feedback. The subcommittee returned to the language of the outcomes, clearly aligning it with Cardinal Core goals. The rubric is broad enough to apply to any course. She would like to use it for the next assessment cycle.

Next Meeting

The Course Proposal Subcommittee will meet virtually on March 19, 2021, at 2:30 p.m.

Prepared by Kathy Carden