



Cardinal Core Office

MITC 161
(502) 852-5712

**Cardinal Core Curriculum Committee
Meeting of April 23, 2021, 2:30 (virtual meeting)**

Minutes

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

Absent: Olinger (sabbatical), W. Partin, Pinkston, Presley, Raikes, Wildstrom, Willenborg

Guest: Lidiya Grote

Approval of Minutes

The minutes of February 12, 2021, were approved.

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

Recognition of Outgoing Members

French recognized members who are serving out their three-year term (Hammash, Singleton, Losavio, Walker, Koenig, and Lewis) but encouraged them to consider serving another term. One-year appointees, Barberie and Raikes (student reps) and Wildstrom (A&S Curriculum Committee rep), also were thanked for serving. Carden appreciated kind wishes as she transitions to retirement.

Open Educational Resources (OER)

Willey invited Lidiya Grote, Assistant Professor and Social Sciences Librarian, to share about OER and affordable learning through free resources. She gave an overview of the U.N. initiative that has expanded globally and is an advocate of OER (free textbooks, lesson plans, supplemental materials) based on research that shows that textbook costs impact student behavior and grades. For example, some students choose courses based on textbook costs rather than interests, and not purchasing unaffordable textbooks affects withdrawal rates, grades, and student stress levels. Others may prolong their education when taking fewer classes because of textbook costs. Data were shared in the PowerPoint slides. The effects also are linked to social justice issues in relation to underserved students, first-generation students, and PELL grant recipients. UofL is partnering with OpenStax, a non-profit organization that publishes peer-reviewed textbooks (see <https://openstax.org>). Some of these textbooks are for introductory, high-enrollment, gen-ed undergraduate courses. The Library supports this initiative and has formed an OER workgroup. Interested CCCC members were invited to participate, and a link to the form was shared <https://louisville.libwizard.com/f/OER>. Already, Fuselier is a proponent of using OpenStax books and has incorporated them into introductory biology courses for non-majors for years. The option to either buy an expensive textbook or use OpenStax is given in her syllabus. Smith uses Writing Spaces (<https://writingspaces.org>) in communication courses and tries to find open source (free) materials all the time. Willey commented that providing more access to free, non-commercial texts and removing financial stress might improve DFW rates, as well as grades if students are relying on class notes.

***ACTION:** Carden will share the PowerPoint presentation by e-mail. Willey encouraged the committee to share this information with their departments, and she will work with Grote to support the initiative at the instructor training in the fall.

Assessment Updates

Shanahan reported on the preliminary results of the Written Communication and Natural Science assessments. Results of both assessments are considered baseline as this was the first assessment of these two content areas under the new Cardinal Core program, with new rubrics.

Written Communication: Students are excelling more in the areas of explaining their issue or assignment topic and providing context and purpose for their work, as well as control of syntax and grammar. Students did not perform as well on items such as content development, using sources, and addressing assumptions. There was a high percentage of work samples scored as Not Applicable (N/A) on the components of the Intercultural Knowledge and Competence Rubric, however, this is not as big of a concern considering these are not D1 or D2 courses and this rubric will be replaced with a new Diversity rubric due to the limitations of the instrument discovered through the pilot process. However, it should be noted that even courses that are not designated D1 or D2 are expected to address the overall competencies of the Cardinal Core program, which includes historical, social, and cultural diversity. There were some concerns with inter-rater reliability on some of the Critical Thinking Rubric measures. The Assessment Subcommittee has met and reviewed the findings and agrees that bringing back a small, in-person session for reviewers to discuss the training and any significant areas of disagreement prior to the assessment will help to address concerns with inter-rater reliability.

Natural Sciences: Students performed best on "demonstrating understanding of the methods of science." Almost 50% of work samples were scored as N/A for "connecting scientific principles to issues of personal and or societal importance," as many of the assignments provided did not ask students to make these connections. Overall, inter-rater reliability looked good for this assessment, except for "applying scientific principles to make predications." It was observed that several of the reviewers had trouble with what is considered a prediction and it varied by subject area. This will be better defined for future assessments.

***ACTION:** Shanahan will provide the assessment results prior to the first fall meeting.

Diversity Subcommittee Update and Discussion

Wiley explained the larger context that prompted the recommendations from SGA's Diversity and Inclusion Committee (DIC). Given the social justice issues of this past year and anti-racist agenda, SGA took it upon themselves to review the D1 and D2 courses to see how beneficial they are in preparing students to become informed citizens of the world. There is a perception that some faculty are not serious about their engagement with diversity. Based on this narrative, the students looked at catalog course descriptions and on-line syllabi (the versions they could locate) for their analysis and recommended changes to the D1 and D2 definitions. They also tried to determine which courses qualify for diversity designations without full knowledge of the course approval process. The students deserve a response to their thoughtful concerns, including an explanation about the CCCC curriculum review process and why catalog course descriptions are vague, not reflective of what the course is really about but worded in a way that allows for different versions of the course to be taught by various instructors. Perhaps the Registrar's Office would consider subtitles to better identify the more specific focus of courses. Baumgartner suggested that a disclaimer might also be helpful, such as "This course, or set of courses, encompasses several potential areas, depending on the instructor." She also asked about the feasibility of providing more information to students by linking a current sample syllabus to the course listing within the Cardinal Core web site.

Wiley had asked Shanahan to take the DIC recommendations to the Diversity Subcommittee for review and feedback on how to respond. Shanahan summarized the consensus of the subcommittee,

noting that a change to D1 & D2 outcomes would require approval by every academic unit to revise the existing program. Since the current outcomes are reflective of the overall concerns except for the absence of specific social justice language, the social justice component could be incorporated in the development of the new diversity rubric and as part of the program's overarching philosophy and competencies. Moreover, an audit of all D1 and D2 courses was proposed for next fall. If the course does not show evidence of addressing the outcomes, departments will be contacted to ensure that the courses and syllabi clearly reflect the outcomes going forward. The committee also suggested a protocol for which a course can be removed from the Cardinal Core listing if it fails to meet the outcomes after the initial review and revisions. Willey assured concerned faculty members that the decertifying of any course is not an action under the governance of a student body, nor one to be taken without collaboration with departments.

ACTION: Based on the recommendations of the Diversity Subcommittee, Willey will draft a response letter to SGA and circulate it to the CCCC for comments.

Discussion: Cardinal Core Instructor Training

Willey would like to see the kind of instructor training that went so well last fall when A&S hosted a faculty orientation. Koenig would be willing to present on the digital literacy and micro-credentialing initiatives if there is a spot of the agenda.

***ACTION:** Willey will collaborate with Fuselier, who already is working on a training session, and asked that the CCCC send suggestions to them on the kinds of training that would be useful.

Digital Literacy and Adobe Initiatives Updates

Koenig reported that she reached out to the Faculty Champions who implemented the assignments and got only one response just before finals. This instructor received positive feedback from students, which is an encouragement to possibly offer the course again in the fall. The only negative feedback was the difficulty of navigating the Center for Digital Literacy site <https://louisville.edu/digital-transformation> . When Andrew Wright hires someone to assist, perhaps they could catalogue the badges. Moving into fall, Champions have agreed to speak and share experiences if another webinar could be funded and hosted.

Hagan, on the other hand, received feedback from everyone on the faculty side. Most faculty use Spark or Podcast; some use Illustrator. Regarding the student survey, he broke the questions into parts. The survey is still active, and in hopes of getting more feedback he will remind the 13 instructors that only 31 students responded. Out of 31 students, 23 did not know that they had access to the software and 21 would like to see the software offered in other Cardinal Core classes. The student survey might be helpful in obtaining ongoing grant support, as well as support from the president an additional year. Going forward, he plans to work on the rubric to determine how to make grading of the assignments easier. Also, there were some tech issues. The plan this summer is to have a final meeting with the Fellows to see the student artifacts/assignments. Also, the subcommittee will meet to develop a rubric for selecting instructors, especially if the virtual meeting is expanded to include additional interested participants invited by the first round of instructors. There are a limited number of spots. If any funding is available from ADOBE, he will find out if there are any caveats for use of the money.

***ACTION:** Hagan will send the feedback to Carden for sharing with the committee.

Next Meeting

The first (virtual) meeting of the fall semester was set for September 10, 2021, at 2:30 p.m.

***ACTION:** Kathy's replacement will send the meeting notification to committee members.