

Virtual Cardinal Core Curriculum Committee (CCCC) Meeting Minutes 02-15-2022

Attending: Barrow, Baumgartner, Burke, French, Futrell, Hagan, Himes, Koenig, Lewis, Losavio, K. Partin, Perry, Riedel, Seif, Shanahan, Tubbs, K. (for Reynolds), Willenborg, Willey, Wright

Absent: Crothers (optional/non-voting member), Meza, Olinger, Pinkston, Presley, Rudy

Review and Approval of January 14, 2022 Meeting Minutes:

The minutes from January 14, 2022, meeting were reviewed and approved.

ACTION: Samuelson will post the minutes to the Cardinal Core website.

Subcommittee Updates:

Digital Competency Subcommittee:

Update on Adobe Creative Campus Fellows, Digital Literary Champions, and Digital Competency for general education (Handouts in Team Folder)

Hagan and Koenig had a joint session with the badging and Adobe cohorts. Andrew Wright from DTC briefed everyone and then Jason Zahrndt took everyone through the Adobe training. The cohorts are participating without knowing if they are going to get the stipend.

The trend is moving from digital literacy to digital competency. Digital competency includes literacy, the ability to navigate, and the skill of using the technology. The subcommittee came up with a general definition and these three student learning outcomes (SLO) for digital competency 1. Information and data literacy, 2. Communication and Collaboration, 3. Digital Content Creation.

The committee discussed digital competency as (a) another competency, (b) an additional credit hour(s), (c) the possibility of earning a badge, or (d) making it stackable credentials that are a degree requirement. The issue with making it a competency is it must be tied to a content area. We could make a 1-hour course, not three hours, making general education requirements 31 credit hours, but we have to be cognizant of the state pressure to keep students at 120 hours and the specific equivalency of general education programs across the state. Depending on how we define digital competency, there is the possibility of saying a student can demonstrate these three SLO's by earning badges through certain approved courses. Riedel suggested covering the three SLO's of digital competency across courses during a student's first two years. They could be met across our general education courses instead of one course. Futrell mentioned the

Communication Department offers courses that would cover all three SLO's, but they are not general education courses. Koenig stated once the digital competency subcommittee meets and starts deciphering where we are doing these credentialing and what that means- maybe students have to take X number of digital credentials to meet the digital competency, this could then be spread out amongst different courses.

The subcommittee has not started working on the rubric.

We need to have a concrete proposal by end of spring 2022 to circulate to every single faculty unit on campus. We will want to build up the rationale, make presentations, and then roll it out to the units in fall 2022, so that the units can discuss, think about it, and vote. This change would not go into place until spring 2023 and not into effect until summer 2023, if we follow the academic/catalog year 23-24. Plus, another year to get courses designed and approved.

ACTION: Willey to take this language to the badging committee to see if students can earn a digital credential badge if they have completed all three of these SLO's.

Diversity Petition Subcommittee:

Shanahan reported there were no new petitions.

Assessment Subcommittee:

Shanahan reported the assessment subcommittee are meeting today following our committee meeting. They have the oral communication assessment coming up. February 25th will be the beginning of some online training modules that the reviewers will complete before their scheduled time together on March 4th. Then the actual assessment will begin the afternoon of March 4th. Everyone will have a little over a week to complete their reviews of the speeches that they're assigned. The subcommittee is hopeful that they will be able to pull information over spring break and be ready to share the findings with the committee. They ended up with a sample of about 250 speeches, with samples from every department. The subcommittee is on track for the diversity assessment. The subcommittee's goal for the pilot of the new diversity rubric is to have their sample collected and ready to score by May. They have already been receiving assignment descriptions from faculty, and then they will select the random samples about mid- March. In mid-March, a random sample of students will be selected for the Diversity assessment and instructors will be notified to collect samples from those students.

Course Proposal Subcommittee:

Final Results of Course Proposals Fall 2021

A ballot was sent out to committee members to vote to approve or deny the following courses. All four were approved by majority vote.

Approved:

MGMT 290	Managing A Diverse Workplace	SBD1
NURS 206	Rural Health	SBD1
PHEP 200	Disease Detectives	SB
SPAD 342	Race and Sport in The U.S.	SBD1

Futrell suggested that in the future when we review new course proposals, that we have a social scientist review the SB courses, as well as somebody from humanities for the humanities courses, just like we have a historian for the SBH and a mathematician for the QR.

New Business:

Willey presented new business regarding the essential skills mapping. Willey, Gail Depuy, and Bill Fletcher are project leads for a collaboration with CPE called the Kentucky Graduate Profile Academy. It's part of CPE's strategic plan wherein they want to establish a statewide measure of graduates of public universities of what their outcomes should be above and beyond general education and tied directly to employability skills, which CPE is referring to as essential skills. It's a three-year timeline overall. We are almost at the end of year one, so we have two more years to show CPE that we have embedded the essential skills, or that we already practice the essential skills across our curriculum. The committee reviewed page 27 of the CPE Strategic Plan showing all the essential skills. We are currently goal setting. It could be as simple as mapping our current outcomes onto the essential skills. If we can do that kind of crosswalk, then we wouldn't have to do much else, except ask professors maybe to acknowledge the essential skills in their syllabi. We are not talking about assessments, yet. Willey is not sure if this will be a task for the course proposal subcommittee or the whole committee. We need to determine where and when students are mastering and demonstrating these essential skills- introduction of essential skills via Cardinal Core courses and then master essential skills at units (across degree program and/or Cardinal Core)? Where it works and where it doesn't. If the committee has thoughts/feedback, please send to Willey.

Next Meeting:

The next meeting is **Friday, March 11, 2022**, from 2:30pm-4:00pm in Ekstrom Room E 254.

Prepared by Darla Samuelson