Cardinal Core Curriculum Committee (CCCC) Meeting Minutes 04-15-2022

Attending: Barrow, Crothers, French, Futrell, Hagan, Himes, Koenig, Lewis, Losavio, Meza, Perry, Riedel, Seif, Shanahan, Rudy, Willenborg, Willey, Wright
Absent: Baumgartner, Burke, Olinger, Partin, K. (optional/non-voting member), Pinkston, Presley

Review and Approval of March 11, 2022, Meeting Minutes:
The minutes from March 11, 2022, meeting were reviewed and approved.
ACTION: Samuelsen will post the minutes to the Cardinal Core website.

Cardinal Core Course Proposal Process Mapping:
This summer the Cardinal Core office will be working on mapping the Cardinal Core course proposal process, including the new CIM (Course Inventory Management) system, and rolling consideration of courses.
ACTION: Anyone who wants to be a part of this mapping process, please email Willey or Samuelsen.

Subcommittee Updates:
Diversity Petition Subcommittee:
Shanahan provided an update. The subcommittee received one petition, which has since been reviewed and approved. The Cardinal Core Office also received an inquiry about allowing a petition from someone in law enforcement under the military experience category. To ensure consistency the committee agreed to accept an essay, since it was allowed in the past. There may be further discussion on how to handle these types of petitions more consistently.
Assessment Subcommittee:
Shanahan provided an update. The subcommittee completed their review of the Oral Communication Assessment, and a draft report was provided in the Teams folder. Dr. Shanahan summarized the report for the committee. There were 249 student artifacts assessed. Of the five oral communications competencies, students performed best on "organization", "language" and "central message" and did not perform as well on "delivery" and "supporting material". In addition, departments are encouraged to consider how students might better demonstrate exemplary delivery techniques in online courses where the student is presenting to their peers by a Teams or other online meeting format, instead of presenting to a traditional in-person audience. Reviewers

noted that it was difficult to measure "delivery" when the student only appeared in a small window next to their PowerPoint or was not visible at all. For future Oral Communications Assessments, the CCCC and Cardinal Core Office will work with departments where courses that provided performances or presentations that were not original work written by the student, to provide work samples that demonstrate students are meeting the Oral Communications outcomes. Adjustments made to the training process for the Oral Communications Assessment resulted in higher inter-rater reliability across all rows of the rubric, compared to the pilot conducted in 2017. All components were in "good" range and near "excellent. The assessments will continue to use an asynchronous training module, followed by a synchronous collaborative meeting to discuss work samples and appropriate scoring prior to engaging in the assessment scoring process. The data indicates students are performing better on some measures or outcomes than others.

Futrell offered for the Communication Department to collaborate with other departments on design and/or selection of work samples that align with the outcomes.

With regards to the Diversity Assessment Rubric, the due date for the student work samples and the assignment prompt was 2 days after the last day of exams, so they had a slight delay in getting everything in by that deadline. They have about 60 assignments so far. They will have an asynchronous training module, followed by a synchronous collaborate meeting, similar to the OC Assessment. The subcommittee has a meeting next week to finalize the assessment schedule for next fall.

Course Proposal Subcommittee:

No updates provided.

Digital Competency Subcommittee:

Hagan provided an update. The subcommittee created a Cardinal Core Digital Competency Micro-Credential that is for-credit, required for completion of the Cardinal Core, and is linked to the student's portfolio. The Micro-Credential will require funding. The Digital Transformation Center (DTC) has to pay for the license (to the database) for the badge. It's $25 per badge. Can this cost be included as a course fee? Opt in idea to pay/take course. The subcommittee would like to test/pilot the digital competence definition, student learning outcomes, and rubric in the fall. The subcommittee is still looking for guidance from the university wide Digital Badging and Micro-Credentialing Committee regarding extra-curricular badges. We will need to map the Digital Competency SLOs to the Cardinal Core courses, stating "Taking CCC-XXX Cardinal Core course will meet SLO #1, 2, and/or 3" (earning a badge once all three SLOs are met). We will need to either have students submit the Digital Competency portfolio for review (to earn badge) or we will have to perform Digital Competency degree audits of course(s).

We currently have two Cardinal Core courses that indicate micro-credentialing in CIM.
ACTION: Samuelsen will place the links/information regarding the SUNY micro-credential program, with definitions, in Teams.

CPE Mapping to CC Learning Outcomes:
Willey discussed the need to map the CPE 10 Essential Skills to our Cardinal Core Student Learning Outcomes (SLO). The committee reviewed the CPE 10 Essential Skills (document in Teams folder) to see what content areas would apply to each of the skills.

Tentative Virtual CCCC Meeting during exam week 4/27-5/3. Will send out Doodle Poll.
The Committee decided there was no need to meet again this semester.

Prepared by Darla Samuelsen