

Attendees: Ellen Crowell, Liz Burke, Bobby Wassel, Marissa Cope, Ali Fisunoglu, Hillary Ash, Laurie Russell, David Kaplan, Elena Bray Speth, Gina Merys, Paige Chant, Lauren Arnold, Carolyn O’Laughlin, Atria Larson, Kathy Kienstra, Joya Uraizee, Susan Brower-Toland, Corinne Wohlford Mason, Nathaniel Rivers, Nicole Mispagel, Natalie Floeh, Hamish Binns, Annie Smart, Heather Bednarek, Sophia Lee, Genevieve Keyser, Ben Perlman, Benton Brown, Kyle Crews, Natasha Case, Kathleen Armstrong

1. Call to Order / Announcements

- The next UCC meeting will be the last meeting of the semester. There will be breakfast, so please come in person!
- Welcome to the new Associate Directors who will join the University Core in the Fall!

2. Approval of Minutes from 3.4.26

- Lauren Arnold first approver; Natalie Floeh second. None opposed. Minutes approved.

3. Course approvals

Ignite Seminar

CORE 1000: Tech, Society, and Space

Cura Personalis 1: Self in Community

HSCI 1000: Introduction to Health Sciences

NURS 2595: Foundations of Nursing Care

Cura Personalis 2: Self in Contemplation

NURS 3320: Professional Identities in Nursing

Cura Personalis 3: Self in the World

PPHS 4000: Application Mastery: Pre-Health Committee Letter Process

Writing Intensive

HIST 3040: From Barbarians to Crusaders: Europe in the Early Middle Ages

SOC 3300: Social Psychology

Dignity, Ethics and a Just Society

DIET 4030: Sustainable Food Systems

Global Interdependence

POLS 4680: Hackers, Artificial Intelligence, and Politics

GR 3320: German Cinema

Identities in Context

ANTH 2240: Archaeology

GR 3320: German Cinema

NURS 4107: Leadership and Management for RNs

Ways of Thinking: Social & Behavioral Sciences

AAM 3250: Critical History of African American Education

ANTH 2240: Archaeology

ANTH 3340: World Archaeology

SOC 3300: Social Psychology

Ways of Thinking: Quantitative Reasoning

POLS 2002: Research Methods in Political Science: Applications

POLS 2004: Quantitative Methods in Political Science

Collaborative Inquiry

ARTH 3270: Crimes Against Art, Advanced: Thieves, Frauds, Vandals, and You

SE 3110: Sensors and Society

(All courses approved)

4. Update on SLO 4 Year 3 assessment work

- The Associate Director of Eloquentia Perfecta: Written and Visual Communication and Writing Intensive shared the findings and recommendations that came from SLO 4 assessment. It was recommended to focus on improving SLO 4 achievement in Cura Personalis 3 courses. It was found that clearer prompts correlate to higher achievement of SLO 4. The current AD will discuss the future of faculty development for prompts with the incoming AD for Eloquentia Perfecta. The current AD shared that he is currently running faculty development sessions as 1:1 trainings rather than larger workshops in order to build the training sessions around the assignments and the needs of the particular course.

5. Update on SLO 6 Year 3 assessment work

- The Associate Director of Equity and Global Identities shared the findings and recommendations that came from SLO 6 assessment. She shared that during the Spring semester, she has partnered with the Reinert Center for Transformative Teaching and Learning to run workshops aligning and refining prompts given in EGI courses. She noted that the workshops have been quite popular and she will continue to run them.
- The AD for EGI shared a proposal to update the wording to two of the SLO 6 Core Component Learning Outcomes (CCLOs): CCLO 1 and CCLO 4. She explained that this update would make CCLOs 1 and 4 more accessible to all disciplines. There was discussion on the difference between CCLO 1 and CCLO 4, followed up by discussion on the best verbs to use in each CCLO to make that difference clear and ensure prompts can elicit the CCLOs effectively. There was some concern that the language of CCLO 1 was too vague; however, it was agreed that the language is open to allow for a wider range of effective prompts (the more specific the verb, the more prompt design and refining would be required).

- A friendly amendment was extended to use the verb “examine” for CCLO 1 and “evaluate” for CCLO 4. This amendment was approved.

6. Presentation and discussion of SLO 2 and SLO 9 assessment findings

- Prior to the May meeting, the UCC will receive the final assessment reports for SLOs 2 and 9 for review. At the May meeting, the UCC will vote on the recommendations made by the subcommittees.
- The Associate Director of Cura Personalis and Reflection in Action gave a brief recap of the assessment process and artifact collection.
- The Associate Director of Collaborative Inquiry shared the findings from SLO 2 assessment.
 - He explained that the five criteria on the rubric do not exactly match the CCLOs for Collaborative Inquiry. Although artifacts were collected, it was decided to collect data only from reflections.
 - He explained that the findings were rather similar between 3000- and 4000-level courses. He noted that about two-thirds of the courses in the data set were at the 3000-level and only one-third at 4000-level, meaning most students are taking Collaborative Inquiry as soon as they get 60 credits rather than using it as a major capstone; the data reflects successful messaging.
 - He noted that there is a lack of direct evidence, since many of the projects are group projects.
 - The subcommittee recommended the following: mandatory training for Collaborative Inquiry instructors (involves a change to the Core curricular framing document and would require rationale from subcommittee); change to curricular map (SLO 2 and 8 not both being achieved in CI); changes to signature project in CI courses; and changes to parts of assessment process (more robust reflection and/or switching to student portfolios).
- The Associate Director of Cura Personalis and Reflection in Action shared the findings from SLO 9 assessment.
 - He explained that the SLO 9 rubric maps directly onto the CCLO's.
 - He noted that there was not a huge difference in achievement level between freshmen and seniors, and that freshmen were only small percent of the total (about 5%). He also shared that artifacts with lower scores had shorter responses and provided unclear examples.

- The subcommittee recommended the following: enforcement of the reflection's minimum word count and increasing the minimum word to 150; creation of more targeted sub-questions in reflection; more consistent communication to RIA instructors/co-curricular leaders; facilitation of workshops for RIA instructors, especially internship leaders; clarification with faculty of what "beyond the university" means for the courses approved for RIA; self-assessment by RIA leaders on student achievement.
- A member of the CP/RIA subcommittee pointed out that students enrolled in RIA courses that required written reflection prior to the CORE 4500 reflection sometimes scored lower than those with no prior written reflection. The committee felt this may be reflection fatigue or a case of students finding the non-graded reflection to be less important than the graded one(s).

7. Discussion of how many Core components a single course can carry

- The Director of the Core gave an overview of the situation, sharing that there is no formal limit on the number of components a single course can carry with the exception of courses that count for Ignite; Cura Personalis 1, 2, and 3; Written and Visual Communication, and Oral and Visual Communication. She asked if there was a willingness to revise these guidelines, noting that this revision would be a material change. Alternatively, she proposed that stronger guidance for transfer articulation and course approvals could be created.

8. Adjourn