

Attendees: Ellen Crowell, Annie Smart, Jessie Headley, Nathaniel Rivers, Allen Brizee, Joya Uraizee, Grant Kaplan, Atria Larson, Ben Perlman, Ali Fusinoglu, Tim Huffman, Fr. Steve Schoenig, Gary Barker, David Kaplan, Dan Kozlowski, Sheri Anderson Gutierrez, Peggy Dotson, Marissa Cope, Liz Burke, Bobby Wassel, Renee Davis, Kathy Kienstra, Jackie Barnes, Natalie Floeh, Hamish Binns, Jesse Helton, Maria-Jose Morell, Natasha Case, Benton Brown, Elena Bray Speth, Kyle Crews, Carolyn O’Laughlin, Mike May, Heather Bednarek

1. Call to Order / Announcements

- Nearly 30 applicants for the open Undergraduate Core Fellows positions
- Currently have 9 applicants for the Core Curricular Innovation Fellowships; capacity for 20, and applications are due today
- May 9th Core end-of-year celebration
- SP24 Ignite instructor of the year award nomination form went out
- May 15 is last UCC meeting; there will be breakfast
- Core policies work for UCC next year
- Incoming student enrollment is a moving target and could be much lower than we expected and plan for; admissions is expecting enrollment number changes this summer

2. Approval of Minutes from 3.27.24

- Minutes approved

3. Approved Courses

Ignite

CORE 1000: Philosophy in Science Fiction

Cura Personalis

THEO 2515: Social Justice

Reflection-in-Action

SWRK 4100: Social Work Practicum I

SWRK 4150: Integrative Practice Seminar I

SWRK 4200: Social Work Practicum II

SWRK 4250: Integrative Practice Seminar II

Eloquentia Perfecta: Oral and Visual

CMM 1230: Speaking for the Health Professions

Eloquentia Perfecta: Creative Expression

CVNG 1000: Intro to Civil Engineering

SPAN 4175: Introduction to Translation English-Spanish

THR 3560: Advanced Theater Workshop

Eloquentia Perfecta: Writing Intensive

ENGL 3270: American Literary Traditions to 1865

POLS 3160: Campaigns and Elections

Identities in Context

HIST 3720: Cultural Encounters 1500-1700

Global Interdependence

HIST 3390: Seeds of Empires: An Introduction to Food and Environmental History

Dignity, Ethics, and Just Society

THEO 2515: Social Justice

Ways of Thinking: Aesthetics, History, and Culture

HIST 3720: Cultural Encounters 1500-1700

HIST 3390: Seeds of Empires: An Introduction to Food and Environmental History

Ways of Thinking: Natural and Applied Sciences

PPY 1450: Drugs We Use and Abuse

PHYS 1350: Aviation Physics

(All courses approved)

4. SLO 4 and SLO 6 Assessment Rubrics

- SLO 4 developmental process overview (Star Wars themed!) by Allen Brizee
 - Began with AAC&U value rubrics/layered multiple rubrics together
 - Developed multiple drafts of the rubric; eventually, went back to the basics
 - Rubric was tested in March
 - The five learning outcomes are central to the rubric and needed to be flexible to be used to assess multiple modalities of *eloquentia perfecta*
 - Final draft presented here and linked for review
 - Feedback due by May 6; vote on finalized version on May 15

- SLO 6 developmental process overview by Joya Uraizee
 - One year of rubric development; draft tested in February
 - Overview of parts that were heavily discussed in subcommittee: “ask complex questions about...” ; “emotional dimension of more than one worldview”
 - Because in these courses students must demonstrate “achieve” level of this SLO, subcommittee felt it important that the rubric assesses how well students deeply understand these topics
 - Final draft presented here and linked for review
 - Rubric began development in Summer 2022 with Dr. Wynn Moskopf
 - Feedback due by May 6; vote on finalized version on May 15

5. SLO 1 Assessment Report

- Atria's SLO 1 assessment overview report
- Tremendous work from Atria and Marissa
- Discussion:
 - It is difficult to create an artifact to hit all SLO's—faculty do need more guidance
 - This is also a difficult thing to capture from students this age—are they “there” in their intellectual journey at this point in their lives and careers?
 - Question: elaborate on the fact that students don't even know what a tradition is—partially related to the artifact design; there is no evidence (could be prompt, could be students didn't understand, etc.)
 - Students may be confused because there is not enough messaging; how much can realistically be expected of students, especially those who don't have a religious background?
 - We do have evidence that students can do this; if we had lower levels of achievement we might consider that students are not yet capable of doing this intellectual work but we just need to do more work to have consistency
 - It is important to broaden where we ask students to demonstrate understanding of a tradition—they will encounter this across the curriculum at SLU
 - Synthesizing is the highest possible level of skill which needs practice and feedback; a lot of higher education uses the model of telling students what they should know, stepping away, and then asking them to tell us what they know at some later point
 - It would be beneficial to help faculty understand that they need to provide students with multiple opportunities for feedback and help with lesson planning, assignment design; this is beyond “What does your syllabus look like?” Instead, how are you getting people from idea to artifact
 - Broadening conversation around background design
 - We will vote on this on May 15

6. Adjourn