

Core Curriculum Review Committee
Wednesday, January 19, 2005 3-5 PM AMU 313
Approved Minutes

Members Present: Drs. Eckman, Hathaway, Vater, Laatsch, Hay, Griffin, Deahl, Quade, Ropella, Snow, Lueger, Moyer, Block, Ramey, Bloom; Rev. Laurance, SJ, Mr. Lowrey.

Members Excused: Drs. Steinmetz, Ksobiech.

The meeting was called to order at 3:10 P.M.

1. Dr. Hathaway offered the opening prayer.
2. Dr. Snow introduced Dr. Ramey to CCRC members who had not been present at the December meeting.
3. Dr. Snow distributed the recommendations of the Report on the Formative Evaluation of the First Year of the Core. These will provide agenda items for further CCRC work this semester. She also distributed a hand out from Dr. Bloom with useful performance verbs for use in the focus groups.
4. She then turned to approval of the minutes of 12.6.04. They were approved by the unanimous vote of all present with one abstention.
5. Dr. Snow shared the schedule of Core focus groups that will be meeting to revise knowledge area learning objectives. The schedule is:

Knowledge Area (numbers invited)	Date and Time	Location	Facilitator/Assistant
Human Nature and Ethics (25)	Tuesday, Jan. 25, 3-5 PM	Raynor Conference C	Mike Vater/Nancy Snow
Science and Nature (23)	Wednesday, Jan. 26, 3-5 PM	Raynor B	Kris Ropella/Mark Steinmetz
Diverse Cultures (26)	Wednesday, Jan. 26, 3-5 PM	Raynor C	Heather Hathaway/Andrea Griffin
Literature (42)	Monday, Feb. 7, 3-5 PM	Raynor B/C	Ed Block/Nancy Snow
Histories of Cultures and Societies (16)*	Monday, Feb. 7, 3-5 PM	Raynor D	Carla Hay/Linda Laatsch
Performing Arts (8)	Monday, Feb. 7, 3-5 PM	Raynor J	Ellen Eckman
Mathematical Reasoning (26)	Tuesday, Feb. 8, 3-5 PM	Raynor C	Jack Moyer/Nancy Snow

Theology (20)	Thursday, Feb. 10, 3-5 PM	Raynor B	John Laurance, SJ/Nancy Snow
Individual and Social Behavior (45)	Friday, Feb. 11, 3-5 PM	Raynor B/C	Bob Lueger/Nancy Snow

*Could be rescheduled pending further information from the History Department Chair.

Dr. Snow also reported that Drs. Krista Ratcliffe and Ken Ksobiech will meet independently to revise knowledge area learning objectives in Rhetoric. She further stated that numbers of focus group attendees are low for some knowledge areas, despite the fact that she had e-mailed department chairs to encourage further faculty participation. She stated that she would apprise Dr. Wake of this situation and ask that it be reported at the Deans' Council meeting on January 21, so that the Deans could be asked to further encourage faculty participation. Faculty have until noon on Friday, January 21 to respond. This is when the Raynor Library needs to know numbers of attendees for set up. She then turned the meeting over to Dr. Bloom, who had graciously agreed to share ideas on process and method with focus group facilitators.

6. Dr. Bloom distributed the kinds of materials that will be used in the focus groups. She proposed that CCRC members should go through the same kind of exercise that they will facilitate in the groups. She proposed thinking in terms of student learning outcomes – what we want students to have achieved when they have completed the core curriculum, and what specific courses contribute to this endpoint. She offered a terminological clarification: ‘outcomes’ are what the student has learned at the end of a curriculum or of the Core; ‘objectives’ are what you want the student to learn in your course. The outcomes to be crafted for students upon completing the Core may, but need not, refer to students’ knowledge, skills, and dispositions. According to one of Dr. Bloom’s handouts, the Core contributes directly to institutional learning outcomes for undergraduates. The Core functions like a program with student learning outcomes and courses that contribute to these outcomes by design. Each knowledge area should have one to three outcomes. Student learning outcomes: state what students can do; state what knowledge, attitude, commitment, and behaviors the student will have learned; are measurable and will be measured; and take the form “At the completion of four years, at Marquette, each student will be able to ...”. Each core course should have clearly stated learning objectives which are measured. Students’ level of attainment of these objectives is assessed and reflected as a grade. Each core course will have one central learning objective that contributes to the Core learning outcomes for a knowledge area.
7. The purpose of the focus groups is to build consensus around three learning objectives for each knowledge area. Dr. Bloom reviewed mechanics (i.e., group size, needed materials and space), then began a discussion of process. She suggested that the CCRC actually go through the process of formulating

learning outcomes for the pretend knowledge area “Transformation.” In round 1 of this process, each CCRC member was asked to write on an index card what they think to be the most important student learning outcome that reflects transformational education at Marquette – i.e., the transformation they would want each student to demonstrate upon completion of four years here. After writing down their outcomes, every other CCRC member was asked to read theirs. Dr. Bloom then asked the group to identify common themes among the outcomes, the breadth and depth of the learning desired, and the scope of the knowledge area as suggested by the outcomes. In round 2, CCRC members were asked to consider the outcomes they had just heard, then write on a post-it note the one essential outcome from among those just considered. CCRC members were asked to break into groups of five and place their post-it notes on the wall. Groups were asked to arrange the post-it notes into clusters, then select the two most important learning outcomes. Outcomes from each group were then shared. The process concludes with the collection of materials. Focus group participants will be advised of the next step in the process. Dr. Bloom fielded questions from CCRC members as they went through this process. She advised facilitators to focus on the question, “How does the experience in our Core contribute to what we want our graduates to know?” The focus groups should concentrate on student learning outcomes: what we want our students to have learned upon completion of a given knowledge area.

8. The meeting was adjourned at 4:55 PM.

Respectfully submitted,

Nancy E. Snow, Ph.D.
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Director of Core Curriculum