

Core Curriculum Committee Meeting Minutes
April 5, 2013
WHTC 125

Members Present: Ray Bachnak, Frances Bernat, Manuel Broncano, Carmen Bruni, Pablo Camacho, Stephen Duffy, Rohitha Goonatilake, Conchita Hickey, Michael Kidd, Bede Leyendecker, Kevin Lindberg, Juan Lira, Jose Carlos Lozano, Paul Madlock, Bill Manger, Veronica Martinez, Mark Menaldo, Paul Niemeyer, Phil Roberson, Deborah Scaggs, Mary Treviño, Carol Waters, Richard Wright

Members Absent: Chris Ferguson, Tom Mitchell, Dan Mott, Bernice Sanchez

Guests: Lisa Flores

Proceedings

Approval of minutes

Juan Lira requested that the minutes for March 29, 2013 be read. Mary Treviño moved and Manuel Broncano seconded a motion to approve the minutes. Motion passed.

Consideration of Foreign Language Courses to help meet Component Area Options

- FREN 1311 Elementary French I
- MAND 1311 Introductory Mandarin Chinese for Non-Native Speakers
- PORT 1311 Beginning Portuguese I
- SPAN 1311 Introductory Spanish for Non-Native Speakers I
- SPAN 2313 Spanish for Heritage Language Spanish Speakers I

Lisa Flores spoke regarding the impact of the reduction by 3 SCH in foreign language for the core. Juan Lira reminded the faculty about the changes in the core requirements that necessitate the reduction from six to three SCHs. After some discussion, Dr. Lira requested a motion to approve the proposed courses

Paul Niemeyer moved and Carmen Bruni seconded a motion to accept the foreign language courses as candidates for the core curriculum approval process. Some discussion followed. Motion passed.

Consideration of Analytical Rubrics for Core Curriculum Objectives (CCOs)

Juan Lira explained the process employed thus far that resulted in the drafts of the rubrics presented to the Core Curriculum Committee. He then asked the chairs of the subcommittees to lead the review and discussion of their respective committees.

Deborah Scaggs: Communication.

Some discussion followed regarding whether oral and visual communication skills were adequately incorporated into the proposed rubric. Paul Madlock recommended that some additional language (e.g. voice, non-verbal language) be used in the rubric to be more inclusive of oral and non-verbal communication.

Rohitha Goonatilake moved and Manuel Broncano seconded a motion to approve all the rubrics developed by the subcommittees.

During the subsequent discussion, mention was made that Core Curriculum Committee members had received the rubrics two weeks prior to this meeting to examine them. Mary Treviño recommended that all the rubrics follow the same visual layout and exclude the percentage used in the Empirical and Quantitative rubric. Consensus was reached that the rubrics would be modified, as needed, after they were implemented based upon feedback from the different users and the data collected. Motion passed.

Consideration of Criterion/Target for Students to Demonstrate on Analytical Rubrics

Juan Lira shared a proposal that the Core Curriculum Committee consider adopting students' performance at the "competent" level as the target as measured by the rubrics to assess the core curriculum objectives.

Kevin Lindberg moved and Carmen Bruni seconded a motion to accept this proposal. Following extensive discussion, a friendly amendment to the motion was made and the following revised proposal was offered:

The target will be that 70% of the native TAMIU students will meet or exceed a *competent* level of performance as measured by the rubrics for the core curriculum objectives.

During subsequent discussion, those present agreed that this target could be raised, as appropriate, based upon careful analyses of students' performance over a period of time.

Additionally, although everyone agreed that all efforts should be made to help 100% of the students reach the "proficient" level, Richard Wright questioned the reasonableness of this expectation, since previous experience with students indicated that this target was unlikely to be reached for different reasons. Frances Bernat stated that negative publicity could follow if we did not meet the 100% target, while other institutions with a lower criterion could be heralded for having met theirs. Others commented that some faculty could feel pressured to lower their expectations and academic standards in an effort to help students meet the 100% criterion.

Pablo Camacho recommended that mention be made in the Core Curriculum Report that although we expect at least 70% the native TAMIU students to reach the *competent* level on the CCO rubrics by the time they complete the core curriculum, we also expect a greater proportion of them to be at the *accomplished* and *exemplary* levels of performance by the time they earn their degrees. The rubrics have been designed to be used in capstone and other appropriate end of program courses to assess students' proficiency of the CCOs by the time they complete their degrees.

Carol Waters inquired as to whether there were any data to indicate the degree of compatibility among the rubric scores from the CCO analytic rubrics, the ETS Proficiency Profile, and NSSE. Several individuals mentioned that this would be an important issue to address once the assessment process was initiated.

In response to a question as to what ETS Proficiency Profile performance target could be established for students completing the core curriculum at TAMIU, Juan Lira distributed and explained normative data for Reading, Critical Thinking, Writing, and Mathematics from this instrument. He also mentioned that a possible target could be for our students to reach the mean established for the norming sample.

Vote called: Ayes: 11; Nays: 4. Motion passed.

New Business:

Juan Lira requested that all Core Curriculum Committee members review the draft of the Core Curriculum Report distributed and to ready to discuss it at the April 12, 2013 meeting.

Adjournment

Ray Bachnak moved and Marc Menaldo seconded a motion to adjourn. Motion passed.