REAL Council

Minutes

March 3, 2010, 1:30 p.m., Student Center 130

Attendees: Denise Martinez, Darla Doty, Art Low, Holly Lamb, Melissa Becker, Marilyn Robitaille, Johnny Robinson, Gilbert Hinga, Cynthia Carter, Benni Konvicka, Tara Whitson, Kelli Styron

Handouts:
• SACS info summary (Kelli) - attached

Discussion:
1. Actions since last meeting
   • Campus Conversations on Distinction (initiated by Drs. Peer and Dottavio)
     • Feb. 9 11-12, 3-4: ~95 people
     • Feb. 17 2-3, Feb. 17 4-5: ~90 people
   • Other campus updates:
     • Division meetings w/ Institutional Advancement
     • March 2 – Waco: ~25 people
   • Darla hosted a Keeping It REAL table at Job Fair March 3

2. Visit preparation
   • March 24th will be QEP all day with the SACS team
     • Please block off this entire day and be “on call” for SACS team visits or discussions
     • We do not yet have a firm agenda but will let the committee know as soon as we do.
   • Make sure you have thoroughly read the report and are fresh on all the content
   • Make a copy of the report and have it with you whenever you are meeting with any of the SACS team. They may reference something specific in the report when asking a question.
   • Look at the new SACS QEP requirements and know them inside and out. The SACS team may ask about them and/or about how we addressed any one or more of them
     • see core requirement 2.12 and comprehensive standard 3.3.2
   • Review the attached handout closely. This is notes from a conversation (March 3) with our SACS VP
     • The SACS team will make sure we are all extremely knowledgable about the whole QEP project
     • The REAL Council should be prepared to answer anticipated questions; we will do a presentation on the morning of the 24th to address as many of these as we can.
• Gilbert had breakfast with Dr. Josephine Davis, our SACS team chair, and got a heads up on some possible questions
• Members/groups have been assigned these preliminary questions so we can develop consistent responses
  • How did we come up with the five applied learning areas? - Denise
    i. Our process settled on engagement; these are well cited areas of promoting engagement in applied learning and were identified as areas in which we would like our student to be more active
    ii. Dr. Dottavio and Dr. Peer see these areas as ones that can make Tarleton education a distinctive and transformative experience.
    iii. Summarize the literature survey, etc. for each area and write a few sentences about why that area is important to the distinction, transformation, and engagement pieces – each ALE office leader
• There seems to be a gap in the identified weaknesses and our final QEP – Gilbert and Denise
  i. Highlight the broad based involvement; this is what faculty, staff, and students helped flesh out; all are pieces of engagement - Gilbert
  ii. Explain the common denominator of our identified weaknesses was engagement; our process includes critical thinking and writing; extract from report the areas that were excluded and why – everyone who has been involved in the development submit a few thoughts to Denise
• SLOs read like program outcomes – Melissa
  i. Add sub-bullets for each that explains the critical thinking and writing related learning as well as connection recognition that is occurring.
• How are we measuring the SLOs – Melissa
  i. Elaborate on the rubric for the required reflection (have each required to be reviewed by two people?)
  ii. NSSE and CLA – explain these
  iii. Additional methods?
  iv. Sampling will be done by the REAL council to keep the quality of the assessment up
  v. Use of results?
• Implementation procedure – Denise, Johnny, Darla
  i. From a student perspective, how do I get involved in an applied learning experience?
  ii. From a faculty/staff perspective, how do I get involved in an applied learning experience?
  iii. How does the application process work?
  iv. How does the participant tracking occur?
  v. How does assessment and tracking occur?
  vi. Need flowchart(s)
• Be able to answer “How does Keeping it REAL integrate with the university mission” or “How does <<insert ALE>> integrate with the university mission”
  • Know the university mission and the Four E’s
• Need a flowchart or bullet list about how the Chalk and Wire component will work; as a student and as a faculty/staff member - Tara
• Focused group discussions with the SACS Team
  • Group 1 – Focus and Assessment – Denise, Melissa, Benni, others?
  • Group 2 – Institutional Capacity and Campus Involvement – Gilbert, Cynthia, ALE office directors, others?
• Highlight with your colleagues and constituent that this is NOT what we are already doing
  • ALEs have to be different in some way from what is already occurring
  • This is typically going to be the eportfolio reflection component and the instructor/supervisor being more deliberate in helping students identify connections
  • Some courses and programs are very close to doing this, others are farther away
  • To get at how it is transforming courses, a question was added to the application template about how this is different than what is already being done
• Website – continues to be updated; please review it and let Denise know of any problems – all
• Posters – Johnny and Art
  • 1 banner, 1 letter size logo w/ words and website at bottom; each printed on glossy paper;
  • Send to each academic department, dean’s office, and nonacademic division office
  • Also on set for each REAL council member that is not currently on the distribution list (office or dept head)
• Letter to directors and department heads – Denise
  • Send Monday
  • Tell them to look for the poster and logo
• Marketing materials
  • Being distributed

3. Adjourn – 3:00
**SACS info summary from Kelli:**

Wednesday morning will begin with the opportunity for Tarleton to have a time of assisting the on-site committee to understand the importance of the QEP to Tarleton by allowing 2-3 REAL Council members to give a broad overview. Tarleton should use this time to answer any anticipated questions we believe they may have as well as concerns the Committee might have. Dr. Davis may (or may not as the case may be) send a list of specific questions the committee members have but as a general rule the following description is their general guide for this time frame:

The purpose of this meeting is to provide Tarleton State University’s QEP leadership team with an opportunity to present an overview of the plan to the committee. Following this general meeting, the Committee will conduct separate in-depth conversations about specific aspects of the QEP. During this general meeting, the QEP leadership team should address the following topics:

1. **Rationale for the project**
2. **Institutional capacity**
   - This discussion might include items such as prior activities or projects that suggest its capacity to undertake and complete this project. For instance, has the institution worked with other institutions or professional organizations on projects related to the QEP?
3. **Major topics or components of the plan**
4. **Expected learning outcomes**
5. **Plan for assessing the expected outcomes including the intended consequences of the plan for the institution.**

**Focused Group Discussions pertaining to the QEP**

**Group I**
**Exploring the QEP: An Examination of the Focus and Assessment of the QEP**

This meeting provides an opportunity for an in-depth discussion of major issues surrounding the QEP. Members of the committee will meet with individuals involved in developing the QEP and in determining the plans for the formative and summative evaluations to be used to assess the impact of the QEP.

Dr. Carter suggested that a number of REAL Council faculty members as well as others from the Council attend this group.

**Group II:**
**Exploring the QEP: An Examination of Institutional Capacity and Campus Involvement**

This meeting provides an opportunity for an in-depth discussion of major issues surrounding the resources (fiscal, human, physical) dedicated to implement and complete the QEP. The discussion will also explore issues related to the involvement of the campus constituencies in developing and implementing the QEP.

Dr. Carter suggested that the REAL Council members attending this group be representatives from fiscal areas and student service areas.