REAL Council

Minutes

March 30, 2010, 10:45 a.m., Student Center 130

Attendees: Denise Martinez, Gilbert Hinga, Johnny Robinson, Tara Whitson, Mark Shipman, Darla Doty, Benni Konvicka, Marilyn Robitaille, Art Low, James Reed, Melissa Becker, Holly Lamb

By Phone: Coady Lapierre

Handouts:
- Agenda

Discussion:
1. Feedback from the SACS visit
   - Denise read the raw notes from the SACS visit
   - Need refinement of QEP assessment
   - Team chair asked:
     - What are the “indicators” we will be using for assessment? When asked for clarification: “indicators”, “behaviors”, “big questions in the discipline”
     - What in the literature shows that connecting equals learning? What in the literature are indicators of applied learning?
       - Look at National institute for assessment of student learning (NIASL) and American association of colleges and universities (AACU) Principles of Excellence and Principles for Engaging Students
     - Discussion – what are “indicators” as referenced by the team chair?
       - Gilbert has SLO = “time management”; indicator = “gets to work on time”
       - Maybe we only have “affective” learning outcomes
       - In sciences for example, we explain observations, patterns in observations, how does it impact the issues in the discipline
       - SLO should be clear cut enough to measure the difference between participants and non-participants
       - Indictors are going to look different for each experience; need generic indicators; probably commonalities within the ALE areas
     - The SACS team struggled to connect the ALE office SLOs to the QEP SLOs
       - Maybe the ALE SLOs are closer to the indicators?
   - How many faculty, staff, and students will be involved: need a timeline and human resource involvement
     - Can we eventually develop by major a list of activities/courses that are ALEs? (Marilyn)
     - Put on webpage by major as well as non-major specific activities
     - Show activities/courses that will always be conducted as ALEs
2. Additional notes from the exit conversation (note these are not official until we get their written exit statement)
   - Need a working definition of applied learning
• Students need to be trained on writing a reflection
  • To make it transformative we need to make students reflect at a higher level
• To be transformative it will also need to impact the way an instructor is teaching or supervisor is offering an experience
  • Consider assessing faculty development
  • We can’t just be adding an essay onto the end of an existing course or experience
  • Evolve to a higher order of teaching as well as learning
  • Faculty/supervisors need to think more about how to provide the activity
• Consider aligning QEP rubric with other rubrics used to assess (things) around campus
• Focus more on student learning and less on meeting UULOs
• We are not teaching the students to write, so don’t assess the writing mechanics, or make it an objective

3. Tasks
• To attempt to get at something more “indicator” like, let’s begin by rehashing the ALE area SLOs to the QEP SLOs (just a mapping)
  • May help identify key words, behaviors, indicators
  • Office directors (and anyone who would like to pitch in) - work on linking your ALE area SLOs to the QEP SLOs
• Literature – Art will work on literature references; start with revisiting the ones in our report;
• Definition of applied learning – All – research an “operational” definition of applied learning
• Assessment – Denise and Melissa will work with Gay Wakefield on defining “indicators” and looking at the QEP SLOs, prompts, and rubric in terms of lacking indicators.

4. What comes next?
• We will make these edits and send them to SACS over the summer.
  • Likely these are reviewed by the SACS Commissioners (or subset)
• SACS COC votes on our reaffirmation status at their December meeting

5. Adjourn - noon