REAL Council

Minutes

June 17, 2010, 2:00 p.m., Tarleton Center 130

Attendance: Denise Martinez, Gilbert Hinga, Karen Murray, Cynthia Carter, Russell Pfau, Johnny Robinson, Darla Doty, Justin Carrell for Tara Whitson
By phone: Kim Rynearson
Guest: Gay Wakefield

Handouts:
- Agenda
- Application form
- Prompt
- Rubric

Discussion:

Questions for pilots:

1. Changes on the application form
   i) Denise has almost all of these and needs to upload them asap.
   ii) Apps need to address REAL SLOs and office SLOS, so office SLOs need to be on the
       website – Denise
   iii) the question asking if the applicant has done C&W training seemed to imply one could
       not apply until that was done; rephrase to “had training” and “need training”
   iv) is the form too long? No
   v) a guide is needed for what an acceptable number of hours is for the experience; refer
      to the office requirements; if no requirements are stated, the office should provide a
      guide
   vi) Some do not read page 1; when asking how they will address the SLO, either restate
       the SLO or refer the applicant to the info on page 1.
   vii) Again, examples are needed for how activities may fulfill those objectives
   viii) Question 8 about partnerships: info may not be available at the time of application;
        indicate unknown is ok.
   ix) Question 9 additional artifacts: info may not be available at the time of application; add
       “anticipated” or “typical” artifacts

2. Clarity of the SLOs
   i) Is it difficult to distinguish between 1 & 2? Committee members say no; Gay says
      somewhat; will follow up with the current applicant
   ii) Add an explanation either on the app or website like the one on Melissa’s pilot
       application
iii) The word “global” in #3 causes confusion
   (1) The students’ understanding of “global view” as evaluated by the pilot instructors/supervisors was below expectation; could the instructor/supervisor have prompted or discussed this more?
   (a) In our training emphasize this needs to be discussed with the students a few times during the semester to help them connect and understand
   (2) Does “global” make it too hard to gauge or measure?
   (a) What about “ALE broadened their view of cultural, …” or use “diversity”, “cross-cultural”, or some other word in place of “global”
   (b) How do we address this in undergrad research in biology for example? policy, environmental impact, etc
   (c) Ask the applicant to consider the “cultural aspects” in the description of the ALE
   (d) Need examples of how each ALE area may address these; this will lead to the behaviors we are identifying in our SACS response
   (e) Note that #5 on the rubric does not match.

3. Clarity of the prompt
   i) Students did not want to take the time to look at the rubric; need more instructions to emphasize this
   ii) Some students got two C&W emails, so two sets of credentials – confusing
   iii) Some students deleted the C&W email thinking it was spam
   iv) In our training, the ALE leader can facilitate this with reminders to the students
      (1) Can CITDE let the instructor/supervisor know when the credentials email for C&W will go to the student and what the subject line will be? – Justin/Tara
      (2) The BlackBoard powerlink may solve this problem. – Justin/Tara
   v) C&W rubric did not have descriptions section for some assessors
   vi) World 1 and world 2 (two lines to evaluate world view) are not distinct in C&W
   vii) Language of the prompts may not be easy to understand by a student. Change “Highest SLO indicator…” to something like “a quality reflection will …”

4. Clarity of the rubric – covered in #3

5. Ease of use of C&W for students and for instructor/supervisor
   i) Overall not too many problems
   ii) One student had size issues when uploading photos so the instructor had 3 sections to go to to assess them

6. Other
   i) Refine SLOs and rubric to include Bloom’s terms so we can distinctly identify behaviors and develop our SACS response – REAL Council – will discuss at next meeting
   ii) Attach the rubric to the application; may help people explain how they may meet the SLOs – Denise
   iii) Those who are conducting ALEs should get an email prompt 2-3 times during the semester/experience to remind them to discuss with the students – Denise and office directors
   iv) REAL Council – look at past student submissions and assessments
      (1) Provides information for training sessions; Add rubric calibration to training