REAL Council

Minutes

June 23, 2010, 9:00 a.m., Student Center 130

Attendees: Denise Martinez, Justin Carrell (for Tara Whitson), Johnny Robinson, Benni Konvicka
By Phone: Kim Rynearson

Handouts:
  • agenda

Discussion:
  1. Previous items:
     • Chalk and Wire:
       • When students are submitting artifacts, we can add demographic-type questions to the exercise, such as “How many ALEs have you completed including this one” etc. Denise and the Office Directors will work on these over the summer. Need to schedule meeting with Doug and Tara.
       • Doug will be setting up accounts for REAL Council members and Tara will let us know when that is available.
     • ALE requirements: Marilyn will define the specific details (e.g. minimum of 3 weeks) for study abroad and provide them to the REAL council (to clarify ALE qualifications vs. other efforts around campus). She is currently on travel but has some cool stuff to share.
     • Need our operational definition of applied learning – see Apr. 19 minutes for links;
       • Subcommittee: Russell (lead), Melissa, Benni, Mark, Gilbert
       • Task: finalize a brief definition of applied learning as appropriate to our QEP; due asap (mid July at latest);
       • This is part of our SACS response.
     • Example applications: posted the available ones on the website;
     • Glossary of terms: applied learning, each ALE area (criteria) – Denise is working on it
     • Examples of valid experiences – provide real or hypothetical experiences; this can help people develop their own experiences. (office directors; Denise will add brief pilot descriptions)
     • Denise met with joint EIM/Academic Council to make sure they are aware of the proposal process and ask them to encourage their people to apply.
       • Dr. Chilton also sent out a reminder
     • Meeting with the pilots – June 17 – summary – see minutes
     • Apps need to address REAL SLOs and office SLOs, so office SLOs need to be on the website – Denise
     • a guide is needed for what an acceptable number of hours is for the experience;
• Need examples of how each ALE area may address these; this will lead to the behaviors we are identifying in our SACS response

2. Chalk and Wire update from Justin/Tara
   • rubric details (criteria) were not showing when assessing student work - Prior to a recent Chalk & Wire upgrade, the assessment defaulted to an “Express View.” When using Express View, the criteria descriptions do not show. If you do not select Express View, the descriptions will show; i.e. this should be fixed now.
   • Receiving multiple assessments for one student for one experience - Student submitted three separate experience entries instead of including the three separate files in the one experience; provided instructions on how to clarify this with students; add to C&W training of both instructors and students.

3. Notes from SACS phone call regarding response (June 21)
   • Our current SACS VP is retiring July 31; his replacement, Claudette Williams, was present for the phone conversation. Both will review a draft of our response
     • Therefore we need a draft of our response by July 15.
   • The SACS reviewers will have a copy of the QEP report, so we can reference specific parts of the document
   • RECOMMENDATION: The Committee recommends that TSU review and revise its QEP implementation plan, including the human resource requirements, projected timeline and budget, based on clarification of the QEP goals, expected outcomes, and instruments for assessing same as stated in its revised assessment plan.
     • Clarify who is participating and the estimated ramping up of involvement; e.g. ~15-20 experiences this year, xxx additional each year for the remainder
     • Clarify how the oversight by the REAL Council is structured
     • Specify timeline and link directly to budget
   • RECOMMENDATION: The Committee recommends that TSU clarify the goals, identify indicators to assist in assessment of the goals, develop well-defined student learning outcomes, and measurements to assessment to assess those outcomes.
     • Develop specific definition of applied learning
     • Refine the objectives and the rubric to include indicators and behaviors that can be measured.

4. Timeline
   • July draft preliminary response
   • August workshop and finalize response

5. Adjourn