Core Undergraduate Learning Experiences (CULE) Members:

Marion Harris, AFSNR
RaNelle Ingalls, Student Affairs
Rajesh Kavasseri, E&A
Andrew Mara, AHSS
Charlene Myhre, Libraries
Cynthia Naughton, PNAS
Lisa Nordick, DCE
Larry Peterson, Provost/Assessment
Seth Rasmussen, S&M
Susan Ray-Degges, HDE
Kent Sandstrom, Deans’ Representative
Carolyn Schnell, University Studies
Herbert Snyder, Business
Kelly Hoyt: Recorder
Mike Christoffers (guest)

Meeting, 9:00-9:50, Tuesday, January 15, 2013, Peace Garden Room, Memorial Union

Tentative Agenda:

1. Approve minutes from 12/05/12 emailed on 12/05/12

2. Next steps on Six Core Questions and preparing for Faculty Senate vote
   - Please schedule SCQ meetings with all colleges and/or college chairs/heads groups
   - SCQ Open Forums at 1:00 pm on 01/17 and 01/28

3. Materials requested for organizing our DQP Capstone Review Project report
   - HLC Quality Initiative Report Panel Review and Recommendation Form (sent previously, but also attached)
   - DQP Capstone Proposal sent to President Bresciani on August 12, 2011 (attached)
   - NILOA DQP in Practice at NDSU (attached)
   - CULE DQP Capstone Survey Monkey Results (attached)
   - CULE DQP Applied Learning Template Results (attached)
   - CULE DQP Applied Learning Summary Information (attached)
   - CULE DQP Examples and Possible Best Practices (attached)
   - CULE DQP Applied Learning Template Feedback on DQP (attached)
   - 2005 GE Committee Report to Senate on Capstone Review (attached)
   - 2005 GE Committee Capstone Review Matrix (attached)

4. Discuss above materials

5. Discuss possible additional materials
   - Track capstone courses in assessment reports?
   - Compare present syllabi with 2005 capstone study?
     - Purposes of Capstone Courses Reviewed by Committee
       A) Extending the field;
       B) Critiquing the field;
       C) Applying the field; and
       D) Comparisons to other fields.
• Intended General Education Outcomes for Capstone Courses Reviewed by Committee
  A) Effective writing;
  B) Effective speaking;
  C) Group work;
  D) Critical thinking;
  E) Effective use of the Library; and
  F) Values and views of life.
• Other analyses or data?

6. Divide into working groups
• Scope and Impact of the Initiative (2 people each?)
  • Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative’s hypotheses and findings.)
  • Evaluate what worked and what did not during implementation.
  • Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.
  • Explain any tools, data, or other information that resulted from the work of the initiative.
  • Describe the biggest challenges and opportunities encountered in implementing the initiative
• Team of three (?) for:
  • Commitment to and Engagement in the Quality Initiative
    • Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.
    • Describe the most important points learned by those involved in the initiative
  • Resource Provision
    • Explain the human, financial, physical, and technological resources that supported the initiative.
• Plans for the Future
  • Describe plans for ongoing work related to or as a result of the initiative.
  • Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful

7. Questions, concerns, issues, or brainstorms about our journey