

Core Undergraduate Learning Experiences (CULE) Members:

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