Introduction

The meeting was convened with a discussion of what was learned from the WASC Annual meeting:

Satinder

• The presence at many institutions of a culture of anecdote as opposed to a culture of evidence.
• E-portfolios are emerging as an important trend. It creates a living document for students and faculty.
• There needs to be a greater synergy between student affairs, co-curricular, academic departments.

Paul

• Need for the development of a common set of definitions and terms.
• Can’t let language get in the way of movement.
• Need for construction of systems that are easily replicable.
• Need for continuous communication.
• Message conveyed at Annual Meeting: need to “assess everything”.

Zelda

• GE workshop was good, but redundant based on Woodbury’s GE progress.
• In assessing teaching and learning, students are not always aware of what is best for them.
• E-portfolios have pluses and minuses, and it would be best in assessment efforts to use random sampling. Otherwise, amount of data would be overwhelming.
• An interesting model of assessment is provided in physical therapy, where client’s status is a clear indicator of success.
• Woodbury was much further ahead in the process compared with many other universities.

Ilene

• Campus-wide shift in cognition & accountability for actual learning outcomes vs. teaching intentions
• Concepts about brain research and education - using what we’ve learned about the brain to shift away from teaching memorization of facts and figures, for example:
  o Students learn what they experience
  o Assist brain in making meaningful connections
  o Emotions are a primary catalyst in learning process
Learning something new requires the brain to fit the new information into an existing memory category (e.g., network of neurons).

- From a Student Affairs perspective, learning about one college’s unique approach to Alcohol Education and Prevention (in general, throughout the conference, I attempted to apply all the information I received about evaluation, learning outcomes, teaching methods to the context of Student Affairs work. For example, I already find myself thinking about everything we do now in a different way...conceptualizing educational objectives and developing outcomes with possible ways to approach evaluation.

Nick

- The electronic portfolios that I saw from CSU Sacramento and CSU Hayward were very impressive. Admittedly they had a $300,000 grant to develop their websites, but the breadth and depth of the data were staggering.

- A session I attended on measuring outcomes from undergraduate research projects motivated me to measure how much students have learned about research methods from their architecture degree project. The presenters showed a simple before and after questionnaire technique that would be readily applicable to other disciplines.

- Our conversation with Richard Winn about co-curricular learning suggested ways that we could include some of Satinder’s Personal Mastery learning into the architecture program. For example, helping students with creativity, or looking inside themselves to find a topic are really interested in for their degree project. The challenge is to do it in a way that appeals to undergraduates and that does not appear too “New-Agey.”

Randy

- Studio Models - Studio model of teaching was illustrated as a good model for learning centered education
  - All work is made public, not just as a final product but also while work is in progress
  - Intermediate and final critiques make the learning process more transparent
  - Learning is acculturated into the studio community

- Re-evaluation of Learning Centered Models of education and Contact Hours - Learning Centered education places more responsibility of acquiring knowledge on the student. A quote from a course evaluation: “He (the instructor) is getting paid for the teaching while I’m doing all of the work of learning”. There is a need to redirect the expectations students have for the learning centered model versus the teaching model. The readjustment needs to come from the faculty’s ability to develop learning centered exercises that increases the students’ engagement with the subject matter. With a learning centered model emphasis on contact hours and class time needs to shift focus
to learning time. The development of learning centered exercises need to take into account team work and collaborative efforts outside of traditional class time.

- Development of University Learning Requirements - The development of a campus wide philosophy on assessment needs to incorporate a concerted effort by parts of the institution. Program evaluations need to include University Learning Requirements (CS Monterey Bay’s terminology) that are global enough to be applicable to all departments while allowing for the specificity of operational strategies specific to the individual programs. University Learning Requirements need development from the entire community. They need to be discussed by all of Woodbury in a town hall format rather than in a single committee. Just for reference the University Learning Requirements for UCMB included the following:
  - Community Participation
  - Creative and Artistic Expression
  - Democratic Participation
  - English Communication
  - Ethics
  - Language
  - Literature and Popular Culture
  - Science
  - Technology
  - US History
  - Vibrancy (the ethical care of the self)
  - Culture and Equity

- The description of what each entails starts from the global and abstract and turns into the specific and concrete in the course syllabus.

4. Development of proposal, Preparation and capacity Review and Educational Effectiveness Review needs to occur simultaneously

Recap of Board Meeting

Although it was determined that the presentation to the Board’s Committee on Student and Academic Affairs was successful, a presentation to the entire board was deemed essential.

Recap of Town Hall Meeting

There was a discussion of one comment regarding the flow of the themes. General comments about how the meeting went were discussed.

Next Steps
It was decided that it might be time for some external consultation. Also, workshop plans were discussed concerning program review. A few comments were made at this point: there is a need to address curricular coherence; there is a need for engagement throughout the community; there is a need to get involved with the institutional identity.

Four points for next steps:

- “Identity Retreat” in the fall
- “Best Practices in Program Review” for the summer
- Institutional Researcher position
- Staff development during the summer