

## WT2 Minutes 4/12/2011

Present: Hanrahan, Hanson, Hoang, Rowley, Loberg, Odegard, Griffin, and LaMonica

Grady convened the meeting at 2:07pm, and relayed to the work team his meeting with Leanne about our team's progress and plans for Professional Development Day (PDD).

Grady met with Leanne who asked that each work team conduct a one-hour workshop with the entire Strategic Planning Committee (SPC) to update them on our progress. The workshop will most likely be led by the SPT liaisons (Grady, Paul and Haco).

Leanne asked if study abroad would be required, and Grady conveyed to her that it was discussed at one of our previous meetings and that we may not want every student to study abroad. It was also mentioned that we do not want to privilege one type of EL over others by requiring study abroad. It was agreed that the more diverse EL opportunities students are afforded, the better.

There was support for our plan to distribute the EL survey to at PDD in May. A point was made about whether we still plan to distribute the survey to the targeted focus group (the two people we each suggested), and there appeared to be a consensus that we should go ahead and have the target group fill out the survey. **By our next meeting, Tuesday April 19<sup>th</sup>, each of us should have our targeted respondents fill out the EL survey and bring it to the meeting.** Please refer to the minutes from the last meeting to see who you selected as your targeted respondents. We will then use those initial responses to tweak, if necessary, the survey before it goes to the entire SPC and campus at the PDD in May.

We discussed how/whether we planned to incorporate online courses and technology into our definition of EL. This generated a lot of discussion among the work team members. It was mentioned that technology and online courses would be addressed later on in the process. Someone also mentioned that questions 2 and 3 from our original questions (not the survey) were the more appropriate places to address these issues since they tackle subjects like delivery of programs and student retention. Someone responded that we can and should infuse issues of technology and online courses into our current discussion. It was suggested that perhaps we can include some aspect of technology resources as a barrier in the survey. A suggestion was also made that technology and online learning can augment EL.

Another suggestion was to consider adding a 5<sup>th</sup> question to our survey which asked where CLU might be if we did choose to make EL a major or highlighted component of the academic experience. There was consensus that the question should be added to the survey.

Someone expressed concerns about the new federal standards for ADEP courses that require 60% of class time and 40% online, and how EL might impact this requirement

and vice versa. It was suggested that EL might allow ADEP to retain schedule/time flexibility because the requirement calls for “faculty led activities” not direct contact hours; therefore, EL projects that are done for class will be faculty led but do not require class attendance/contact hours. It might also be an opportunity for ADEP to pave the path for academic innovation for the traditional undergraduate program. Furthermore, EL might be a good reason to introduce the idea of bringing online learning or hybrid courses into the traditional undergraduate program.

It was asked whether we can/should also distribute a survey about online learning, and the consensus was that this work team can recommend that CLU either pursue it or at least develop a survey to gauge interest about it. However, it was not required for the work team to conduct the survey or implement such changes but to make recommendations if appropriate.

*For the next meeting on Tuesday, April 19<sup>th</sup> please do the following:*

- 1) Distribute and collect the EL survey from the two people you selected as targeted respondents*
- 2) Send Grady possible session titles for our workshop at Professional Development Day*