

Breakout Session

- Does a handbook exist? Exhibits, etc – tbd.
 - Length of reports.
 - How do you define values & themes?
 - This process seems more inclusive. Seems to create a continuous quality improvement model that is defined internally at each institution.
 - This process seems to support additional sets of expectations from other entities and agencies.
 - This process requires a well-developed institutional research process, including staff.
 - Key idea is an attempt to define indicators early on.
 - How do you develop a team(s)?
 - Ongoing discussions – review annually.
 - Questions regarding Sharepoint or other centralized communication tools.
 - Differences/perceptions regarding old process & new process.
 - Learning outcomes software.
 - How do you get faculty engaged?
 - How do you get faculty to adjust to a paradigm shift like this?
 - This process may help to provide more clarity regarding relationships between institutional outcomes, indicators, etc. & instructional outcomes, etc.
 - Seems as if learning outcomes data might be tied more clearly to themes and institutional indicators.
 - Is data tracking software necessary?
 - Concerns regarding cost to institutions (staff, software, etc.).
 - When is a good time to begin convening committees?
 - This task represents significant change and this will require a lot of patience.
 - It also presents an opportunity for learning.
 - The process will be more meaningful if colleges have more latitude in the process rather than highly prescriptive directions.
 - Represents a shift from product to process.
 - Shift to process approach can be very empowering.
 - Clarity vs. freedom.
 - Process is defined internally, which probably makes it more valuable.
 - Externally driven process probably gives clearer definition but is less meaningful.
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