Active and Collaborative Learning (ACL)

- Would like more in-depth data
  - Actual institution list
  - Actual data (what is the actual significant difference in the comparisons)
  - More data at departmental/college level
  - What are the specific questions that were asked—student response, faculty response, and other schools responses.
- Link to Characteristics of National Distinction
  - What are our goals; relate where we are to our goals.
- How do we know what the outcomes are (long-term)?
  - Survey alums 5 years later
  - What do you remember most about your classes, what did you learn/recall?
- We see more collaborative learning
  - How are we assessing outcomes of this?
  - May vary by discipline.
  - Are we getting desired outcomes?
- Definition of Project:
  - Ex: eng 101, assignments may not be considered projects but could still be collaborative.
  - Community-based projects
    - What are student perceptions of what this is?
    - Student perceptions may also be based on their conversations with peers at other institutions
    - Ex: length of BU semester
- What Stands Out
  - Data is too fuzzy at this level to pull out of important trends.
  - Students are very involved in community based project- tutoring in Smith Career Center.
  - Sororities/Fraternities: not curriculum, but still service based.
  - May need to get the word out that people know about resources.
- What are comparison schools?
  - i.e. catholic school may be very different.
  - Finding 7 (students interacting less with each other) - may relate to type of institution (culture)
    - Related to Finding
      - We could have Coffee/conversation for students to share
      - Not really a space for students to hang out together on campus
      - Student are engaging with smaller groups-numerous student organizations
      - Could be using facebook, email, etc.—still conversing with each other.
• We gave some projects that cross disciplines (i.e. body project) and we may need more of these
• Communicating effectively; teamwork—important skills for real world.
  o ex: faculty member-forum with students; public, faculty to engage in discussion about an important topic
  o ex: (session of auditorium) could go under IPL for community topics- ethics, values, relevant topics, health care reform.
• A better way to express their views in a forum.
• Students want to keep activities outside of school as private.
• They might not consider the ‘fun’ stuff outside of class on this survey.
• Having individual knowledge is more important initially than collaborative learning.
  o One could argue that there could be too much collaborative learning/not enough individual learning.

**Level of Academic Challenge (LAC)**

FSSE and NSSE (past year/seniors)
Faculty/Student Response Rates ≈ 50%

Administered by: Indiana University Bloomington

• More interesting to compare/look at LAC/ACL Together
• Analyzing/synthesizing- do people know what it is/significance
• Are students applying the information they are learning?
• If not emphasized, may not know what they are engaged in.
• Length of each assignment vs. # of pages written relevant to the subject matter.
  o Also, is this important?
  o BU strategic plan- preparing students to be productive members of society- are 20 page papers important for that?
• Engineers writing based on evidence/data is just as important.
• 1 page research proposal/ 40 1 Paragraph entries – could be more valuable today than a longer assignment.
• Would like to see the questions respective to the results
• Student results can be broken down by major
• Faculty results reported in aggregate (can’t separate by dept.)
• All Students surveyed
• may have surveyed FT faculty only
• What kind of books/readings?; articles, etc. could also be valuable?
- Journal articles may not be considered.
  - May underestimate books/readings.
- Student may not be reading/comprehending the literature of their discipline (may not be expected to or many no have the reading comprehension level needed to utilize these sources).
  - How are they progressing?
    - Clarify what students should retrieve, strategies/information to enable them to be successful; looking at search terms.
- Find more value in senior data
  - See ↑ from first-year data