Culminating Task Force Meeting  
October 5, 2016  


1. Task force started by discussing the models that struck them as interesting and/or similar to what we had talked about in a previous meeting. What surprised the group about the information that was gathered?  
   a. Some really liked Gonzaga’s model. Amber is going to speak with a representative from Gonzaga on Friday morning to get more information. We suspect that there is not much information online since it is just being rolled out now.  
   b. It was noted that the examples we found did not look like the culminating experience we had discussed. Also disappointing to note that some students, such as nursing students, could opt out of the capstone experience course.  
   c. While useful to look at other models, it is unlikely for us to find something to just adopt.  

2. Noted that general feeling of colleges is a desire to come together for the core and a commitment to making it work.  

3. In thinking about decisions, this core is smaller than some of the existing models.  

4. Discussion of e-portfolios  
   a. Beth pulled some information on portfolios that might be helpful for us to integrate into the discussion.  
   b. Could encourage students to reflect and discuss  
   c. Most colleges and universities across the U.S. have established Writing Across the Curriculum (WAC) or Writing in the Disciplines (WID) programs. E-portfolios necessitate WAC/WID programs, and we see evidence of this across the programs sampled (it’s also what’s advised in the CCCC position statement, which was shared). Portfolios, therefore, would require an institutional commitment toward building and funding WAC or WID.  
   d. Reflection pieces could help pull these capstones together as a way to integrate themes.  
   e. E-portfolio seen as not a replacement for a course but as a complement to the course.  
   f. Question of when the portfolio would be introduced.  
   g. Important to know that there are multiple types of portfolios and we’d need to determine our goals for the portfolio (professional, formative, assessment of student learning).  

5. Discussion of how experiential learning is defined
a. University has stated goal is to have 70% of undergraduate students experience three or more high impact learning practices.
b. From the listening sessions it was clear that students should be expected to take the knowledge they have learned in class and take it outside of the classroom -- being and doing things in the world.
c. Noted that it would be important to develop a rubric that could be used in coordination with current experiential pieces.

6. Discussion of options
   a. One model entailed coupling – multiple components
      i. Campus lectures or symposiums tied to themes
      ii. Student experiences
      iii. Reflection sessions where students come together to talk about experience
   b. One model is course based and focuses on a common experience
      i. An example is Santa Clara
      ii. Provides for different tracks and themes and a means of putting it together
   c. There could be more than these two models, such as an option of choosing among multiple culminating experiences or courses. We also see many institutions (e.g., the University of Washington, the University of Kansas, and the University of Louisville) providing options to choose among
   d. With all models need to look at:
      i. Logistics
      ii. Benefits of common experience vs. diverse experiences

7. Next meeting will be a working session to work out details of these options.