

**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.
  - ex: faculty member-forum with students; public, faculty to engage in discussion about an important topic
  - 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.
  - One could argue that there could be too much collaborative learning/not enough individual learning.
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### **Level of Academic Challenge (LAC)**

FSSE and NSSE (past year/seniors)  
Faculty/Student Response Rates  $\approx$  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.
  - Also, is this important?
  - 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