FOCUS 2015: GOAL STATEMENT:

Expand early and ongoing experiential learning opportunities including undergraduate applied research and entrepreneurship.

During the summer retreat, a small group will be charged to develop a draft university priority to help accomplish this FOCUS 2015 goal. Please use this space to list up to 3 big ideas that emerged from today’s discussion that you would like this small group to consider as they do their work:

- Require Coop/ internship
- Commit to academic program
- Curricular requirement
- Learning objectives
- Tracking system
- Experiential learning is larger – separate out the Co-op/internship/practicum from the service learning.
- Research should stand alone.
- Volunteerism/ community service/ service learning should stand alone.
- Further encouragement that students consider participating in community service activities. (market to students)
- Focus on areas where probability of success is high – Co-ops, internships, etc. branding of existing capstones experiences.
- Create a student business incubator center
- Consider having faculty always include active student involvement in every grant and contract proposed. Perhaps a co- PI position.
- Need good definitions and goals that are measurable for experiential learning.
- Very large and complex goal may need to be more specific.
- Need to help students understand the different elements that make up experiential learning.
- I like the idea someone said about creating an engaging culture – if we engage our students in research, if we engage our students in community service, etc they will be connected to the “Stout experience”
- Define terms
- Make them measurable
• Don’t focus on service learning right now.

• Definitions

• Integrating early

• Get cooperation from faculty/staff. (Too many of them have no idea of some of the community experiences.) – My opinion

• Keep community service in! (may help resource strapped local org’s)

• Need clear definitions of each “concept” discussed. Service learning, experiential learning etc.

• Get incremental goals related to UG research – build in strategies for the early innovation influencing resistant faculty.

• Narrow this down to what is most important – a goal that includes too many things becomes meaningless.

• What are we really trying to accomplish?

• What is most important to our students?

• Research and service are two very different concepts.

• Creating a culture related to this goal

• Focus – on “culminating” experience capstone but also “early” experiences.

• Is the category too large/broad?

• How do we get students involved in prof learning opportunities?

  - prof orgs

  - applied research

  - require for major

• Better definition

• Better communities

• Start culture change.

• Separate undergraduate research from Co-op/internships etc.

• Propose a mechanism for discipline specific program specific definitions undergraduate research.

• Define Entrepreneurship who’s this really at?

• Defining the different possible options required
• Promotion of an organized and defined process.
• Create culture of excellence and achievement.
• Building a “culture”
• Clear definitions of terms (student and faculty friendly.)
• How this would look beginning as a freshman and moving forward.
• Keep service learning and community service out of the definition of this goal.
• Review the goal statement, description and benefits/anticipated outcomes and stay true to the intent of the goal.
• Recommend that program plan sheets be redesigned to include a capstone classification.
• Need to define research and experiential learning – what do we mean?
• Need to identify the research culture that we want to engage our students in.
• Need to identify which research/experiential outcome we value most at UW-Stout.
• Define topics included in goal.
• Require Co-op, etc for graduation.
• Define and interpret all of the words and definition in question.
• What’s the best way to get students involved and aware.
• Identify all research and service learning opportunities.
• Using this as an opportunity to define and quantify out-of-class activities. Match those efforts with org sync capabilities.
• Amy’s suggestion of an experiential learning definition.
• A unified experiential learning – learning outcomes list would be great.

**How valuable was today’s meeting in preparing you for the summer retreat?**

- Very valuable - 13
- Somewhat valuable - 7
- Not Valuable -

**Comments:**

- Helped to define the various aspects of experiential learning.
- Undergraduate research should be the singular focus.
• Concern about how broad the goal is lots of discussion about service learning, community service – where does this fit?

• There were a lot of important topics addressed that should aid in the development and implementation of these initiatives.