

FROM THE COORDINATOR

Thank you for the positive comments on the first issue of this newsletter. A word of thanks also to all those who have filled out the CETL survey on student evaluations.

I also appreciate the emails that I received and the conversations around campus that I have had with faculty about the current system. It looks like there are strong feelings on all sides, but what is very clear is that faculty appreciated the opportunity to be engaged in this conversation.

If you have not had the opportunity to fill out the survey, it's not too late! Here is the link:

<http://tinyurl.com/ClarkCETLSurvey>

Lastly, we are still looking for ideas for an innovative teaching strategies in the form of a write-up for this newsletter, or a workshop.

Please email cetl@clarku.edu with any ideas, questions, or announcements.

Marianne Sarkis, Ph.D.

THE LEEP CORNER

Debunking LEEP Myths

Mary-Ellen Boyle, Ph.D.



MYTH #1: LEEP means “more” — high impact learning, faculty time, field trips, etc.

FACT: Best practices in pedagogy suggest that less is more when it comes to experiential education. So, one field trip or guest speaker, well-planned, is better than a semester full. What does well-planned mean? The learning goals are clear; students read and discuss the topics before; bring thoughtful questions with them; reflect afterwards in ways that connect to the broader course themes and overall LEEP Learning Outcomes.

Further reading: [Eight Principles of Good Practice for All Experiential Learning Activities](#)

MYTH #2: LEEP requires students to go beyond classroom

FACT: The LEEP Learning Model explicitly connects academics, co- and extra-curricular offerings, and world and workplace experiences. By definition, the latter take place outside the classroom. Neither co- and extra-curricular offerings nor world and workplace experiences are currently required. But it's important that we help students understand why and how they can learn beyond the classroom.

Further Reading: [It Takes More Than a Major: Employer Priorities for College Learning and Student Success](#)

CONTENT

- A note from the Coordinator
- The LEEP Corner
- CETL Event Report
- Upcoming Events
- Faculty UWTE Survey
- Faculty Development

ABOUT CETL

The Center for Excellence in Teaching and Learning (CETL) offers programs and services to enhance the quality of education at Clark University. These programs are designed to serve faculty and PhD students, are created in response to faculty-identified needs, and are guided by the CETL Steering Committee.

STEERING COMMITTEE

Faculty:

Jing Zhang (GSOM)
Louis Colonna-Romano (Physics)
Robert Boatright (Political Science)
Scott Hendricks (Philosophy)

Staff:

Mary-Ellen Boyle
(Dean of the College)

Rachael Shea (Library)

Cheryl Turner Elwell (ITS)

Jen Plante (LEEP Center)

Coordinator:

Marianne Sarkis (IDCE)



[@ClarkCETL](#)

CETL EVENT SUMMARY

Starting Points: Alumni Perceptions Regarding Institutional Support for the LEEP Learning Outcomes

Nancy Budwig, Ph.D.



The LEEP Compass Committee hosted an animated CETL lunch that previewed provocative findings from new analyses coming out of the committee's work with the Higher Education Data Sharing (HEDS) surveys conducted with alumni.

The Compass Committee has recently completed two reports, one from the 2011-2012 survey of alumni at five-years-out and another from a cohort of five-year-out and 10-year-out alums that responded to a survey administered in 2013-2014. These surveys were taken by alums who were at Clark before the LEEP outcomes were voted on by Clark faculty and provide baseline data.

While the HEDS surveys asks alums about many aspects of their college experience, the Compass committee has specifically focused the reports on alumni perception of institutional support for the LEEP learning outcomes.

Copies of all of the LEEP Compass Committee's Survey Reports and summary reports provided by the organizations administering the national surveys temporarily can be found at the following URL¹:

http://www.clarku.edu/departments/cetl/events/cetl_events_2015.cfm#Compass

1. In April, the LEEP Compass Committee will be launching new webpages that feature work on the LEEP Curricular Framework and Assessment.

The major findings of the 2011-2012 baseline report indicate that (for the most part) Clark alums at five-years-out report similar institutional support for the LEEP Learning outcomes when compared to alums from other schools.

In addition, Clark alums and their HEDS peers in the 2011-2012 sample report higher levels of institutional support for traditional liberal learning outcomes (such as learning outcomes 1-3) than learning outcomes 4 and 5 which focus on integrative learning and effective practice.

The 2013-2014 report showed similar trends for the 10-year-out group. The picture painted by Clark alums five-years-out was less positive, indicating that they perceived less institutional support for many of the outcomes than alums from other schools and when compared longitudinally to perceptions of their Clark peers from prior years. Both the 2011-2012 and the 2013-2014 reports are based on data from alums who attended Clark prior to the faculty vote on the LEEP Learning Outcomes and thus serve as a useful baseline.

CALENDAR

APRIL:

4/08/2015 (W): Moodle Gradebook Workshop from Academic Technology Services - 2:00 pm

4/15/2015 (W): Faculty Assembly

4/16/2015 (Th): Difficult Dialogues - 12:00 pm
(Higgins Lounge)

4/22/2015 (W): Academic Spree Day

4/27/2015 (M): Last day of classes

4/29/2015 (W): FYI Exemplar Learning Community Presentation - 9:30 - 10:30
FYI Workshop - 10:30 - 12:30

4/29/2015 (W): Tips, tricks, and tools for faculty mentoring LEEP Projects, undergraduate research projects, internships, and creative activities by Kathy Takayama - 1:30 pm

The impact of mentoring on student learning, by Kathy Takayama - 2:30 pm

FACULTY SURVEY

YOUR OPINION MATTERS



In light of many changes, including LEEP's implementation in the curriculum, CETL would like to solicit faculty's feedback about their experiences and thoughts about the current UWTE system.

The survey should take approximately 15-20 minutes to complete. It is anonymous, and will not be capturing any identifying information including your IP address.

Share with us your experiences and comments!

<http://tinyurl.com/ClarkCETLSurvey>

FACULTY DEVELOPMENT

CLARK | MOODLE Moodle Gradebooks can be good; can be bad; can be ugly. We are profoundly aware of how powerful (and frustrating) the Moodle gradebook can be and we're here to help. If you haven't used the Moodle Gradebook and would like to explore how to get started please get in touch with the academic technologist that works with your department ([see listing at this link](#).)

If you already use the Moodle Gradebook and would like to learn tips and tricks about how to tune it, making it work even more efficiently, please save the date for an upcoming workshop we will offer on **April 8, at 2:00 p.m.** Details about the workshop will be sent to the "Announcements" list soon.

