University of Central Florida Reaffirmation of Accreditation
Quality Enhancement Plan Planning and Development Committee

Minutes – July 8, 2014 – 11:00 a.m.
Karen L. Smith Faculty Center for Teaching and Learning, CB1 205

In attendance: Weston Bayes, Divya Bhati, Melody Bowdon, Nataly Chandia, Marty Dupuis, Delia Garcia, Veena Garib, Hank Lewis, Eric Main, Brett Morrison, Dan Murphree, Alice Noblin, Kimberly Schneider, Elliot Vittes

I. Welcome, Introductions, and Information

Elliot Vittes welcomed the committee and encouraged committee members to submit suggestions for topics through the QEP website and to invite their colleagues and other stakeholders to do so as well.

II. Demonstration

Delia Garcia presented to the committee an idea for a potential system for tracking students' progress through their degree programs. The system, called Pegasus Path, would be capable of incorporating students' involvement in cocurricular and extracurricular activities, enabling instructors, advisers, and administrators to view a more complete and multifaceted picture of students' experiences at UCF. Such a system might be used to assess students' mastery of certain competencies that they are meant to acquire during their tenure at UCF.

III. Group Discussion

Melody Bowdon presented the committee with an opportunity to help develop a potential scenario for assessing student learning involving TeachLivE, a virtual assessment platform developed by Lisa Dieker, a professor in the College of Education and Human Performance. Vittes suggested that the committee form such a scenario around the idea of assessing students' global and cultural competencies, in keeping with one of the potential QEP topics that one of the committee's small groups has been discussing and refining.

The committee discussed several ideas for various settings that the assessment scenario might simulate as well as a number of specific cultural competencies whose acquisition and application might be assessed.

A. Setting(s)

Any of various situations in which a student or a graduate might be required to navigate within a different cultural context or in which they might directly encounter and interact with persons with different cultural backgrounds, especially in a country other than the United States. For example:

1. Communicating with someone who speaks a different language or who speaks a different dialect of one's native language.

2. Converting currency

3. Navigating an unfamiliar city, including using a map, taking public transportation, and asking for directions

4. Ordering and buying food, including communicating dietary restrictions and accommodating for unfamiliar cuisines or dining customs

B. Competencies Assessed

1. Ability to recognize and correct for implicit biases based on cultural differences such as ethnicity, language, and appearance

2. Ability to represent one's culture (e.g., American) abroad; answering for others' opinions, criticisms, or misperceptions of one's own culture

3. Awareness of different perceptions and opinions of one's own culture (e.g., How is the United States portrayed and what local issues are covered by international news sources?)

4. Communication, language, and listening skills, including accounting for cultural differences in customary greetings, mannerisms, accents, colloquialisms, and so forth

5. Critical-thinking and problem-solving skills; adaptability

6. Knowledge of geographical and historical significance of specific places; sense of place and appreciation of context

IV. Debrief of Discussion

Bowdon led the committee in a debriefing of the group discussion. Brett Morrison agreed to distill his notes from the committee's discussion into a document that Dieker might be able to present to a university-level task force on student employability and workforce preparation.

The meeting adjourned at 12:00 p.m.