

Greetings,

Thank you all once again for taking your time this summer for our working group meetings in preparation for the CASL-BE activities in the Fall. We have one more working group meeting scheduled for July 23, 1:00 pm in the Zuhl Library Conference room. Our next official meeting will be August 28 at 2pm in the Zuhl Library Conference room.

If you only have a second, the important note is that we will spend time next week further developing the journaling prompts in bold below.

A quick summary of our last meeting:

As a means to communicate the vision for the baccalaureate experience (VBE) and support the motivational needs of ENGL 111 students, 5 randomly selected sections of ENGL 111 will integrate the vision and rubric into the curriculum. These five sections will:

- Produce self-ratings using the VBE rubric at mid semester and at the end of the semester
- Complete the Intrinsic Motivation Inventory at mid semester and at the end of the semester
- View a video at mid semester that explains the VBE and the importance of baccalaureate level learning outcomes surrounding post-secondary education and preparation for the workplace
- Complete weekly journal entries (8 weeks starting at mid semester) designed for students to build a disposition that values the baccalaureate experience and to reflect upon connections between their experiences, goals, and development

These activities will give us three data points: pre-post self-ratings, pre-post intrinsic motivation scores, and the journal entries themselves. These data points will then be analyzed to determine any effect the activities have on intrinsic motivation and student dispositions. These variables can then also be correlated with success in ENGL 111. The analysis will provide feedback to guide a larger scale roll out of the VBE if we justify the value of the activities.

The journal entries are centered around three motivational purposes: goal orientation, autonomy, and competence. **Our goal next week is to flesh these out.**

**Goal Orientation: Why did you decide to attend College?**

**Goal Orientation: What are your goals for your post-secondary experience?**

**Goal Orientation: Connect the student learning objectives in the Vision for the Baccalaureate Experience to your personal goals regarding your post-secondary education**

**Autonomy: How much control do you have over your success at NMSU?**

**Autonomy: Describe instances where you went out of your way to seek out the learning objectives in the Vision for the Baccalaureate Experience.**

**Autonomy: Describe some experiences where something got in the way of your success at NMSU.**

**Competence: Reflect upon your personal strengths with respect to the Vision for the Baccalaureate Experience**

**Competence: Reflect upon your opportunities for development with respect to the Vision for the Baccalaureate Experience**

**Competence: How has your baccalaureate experience helped you develop as a student and a person?**

Each journal entry will also ask for one example of an activity in the previous week where the student encountered an opportunity to work toward one of the baccalaureate objectives.

Best,



*Tim W. Hand -*

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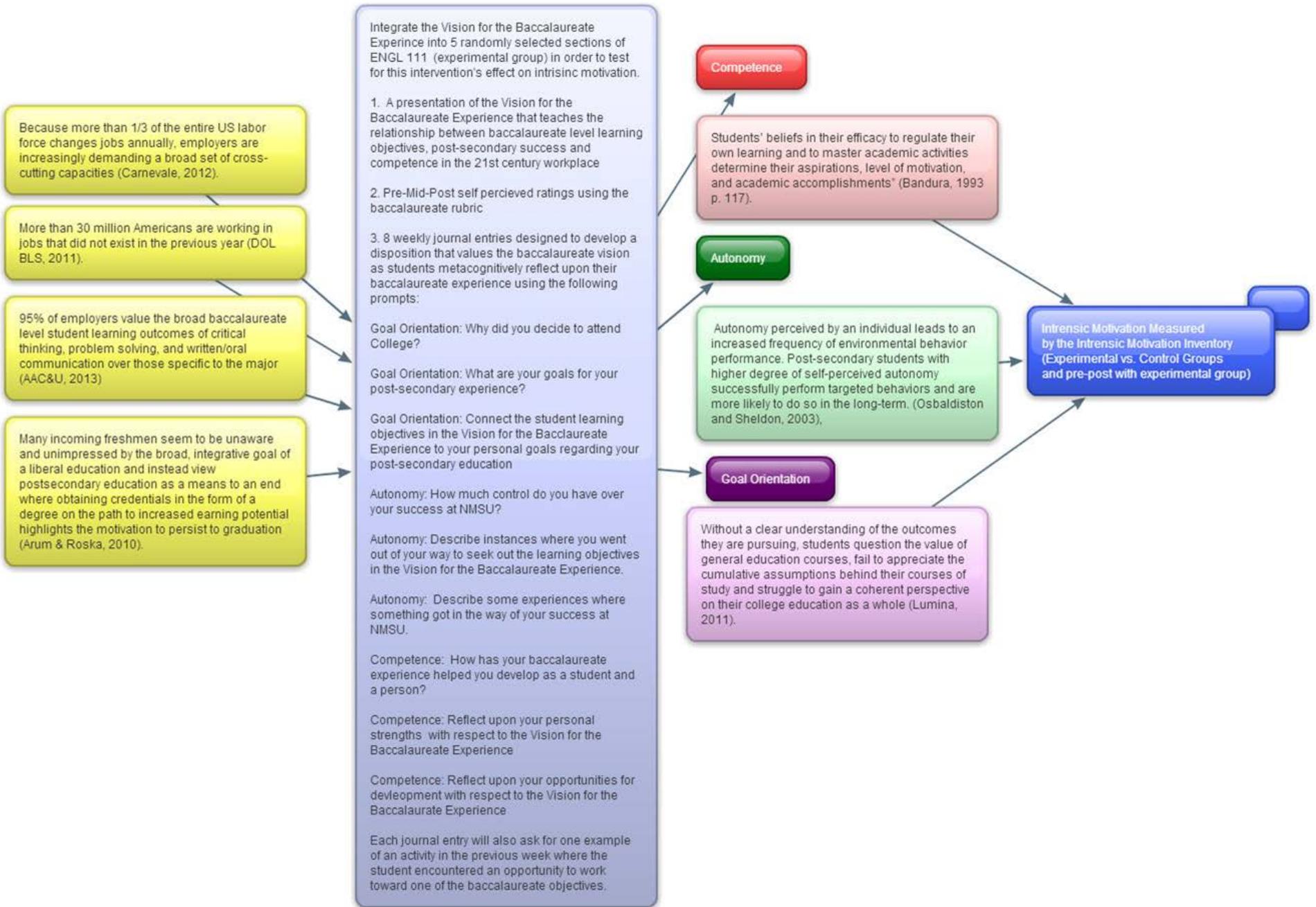
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**\*\*See diagrams on following page\*\***



**"Needs specify the conditions under which people can most fully realize their human potential"**  
 (Deci & Ryan, 2000 p. 263)

