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3-3-2010

Curriculum Committee Proposal: Student Learning Outcomes 03/03/10

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UNIVERSITY OF MINNESOTA

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MEMO TO: Jacquie Johnson, Chair, Executive Committee
FROM: Cheryl Contant, Curriculum Committee
SUBJECT: UMM Student Learning Outcomes

The Curriculum Committee requests that the UMM Student Learning Outcomes be placed on the Campus Assembly agenda for action on March 3, 2010.

The process for development of our student learning outcomes has been extensive and has involved a wide variety of campus groups and individuals over the past three years. In May 2007, the University Faculty Senate adopted seven outcomes for the Twin Cities (TC) campus and asked us to adopt these same outcomes for our campus or develop our own. In fall 2007, the Curriculum Committee decided not to adopt the TC outcomes because they were not focused on liberal arts education, not tied to our unique campus mission, and did not integrate student personal development as part of the educational process.

At that point, the Curriculum Committee worked on developing a set of learning outcomes for our campus. This proposal was presented at the 2008 Fall Faculty Retreat and comments received. In spring 2009, the Curriculum Committee reviewed several alternatives for learning outcomes and passed a set of draft student learning outcomes for review and feedback from members of the Morris campus community.

In fall semester 2009, the Curriculum Committee's subcommittee on Student Learning Outcomes sought input and comments from students, faculty, and staff on campus. The draft Student Learning Outcomes were posted on the Curriculum Committee website and an email message was sent to all members of the campus referring community members to the website and inviting input and comment. In addition, the subcommittee conducted an extensive array of meetings, forums, and open conversations, including:

- Student Services Committee
- Assessment of Student Learning Committee
- Scholastic Committee
- Morris Campus Student Association
- Division of Education meeting
- Division of the Humanities meeting
- Division of Science and Mathematics meeting
- Division of the Social Sciences meeting
- Open forum with students
- Open forum with staff and faculty
- Email comments received from campus community members

In December 2009, the subcommittee revised the proposed outcomes to reflect the comments and suggestions received through this extensive review and comment process.

On December 10, 2009, the Curriculum Committee unanimously approved the attached set of UMM Student Learning Outcomes. On behalf of the Curriculum Committee, I move approval of the UMM Student Learning Outcomes.

UMM Student Learning Outcomes

(Approved Unanimously by the Curriculum Committee)
December 10, 2009

The University of Minnesota, Morris's goal is for students to have gained, by the time of graduation:

1. Knowledge of Human Cultures and the Physical and Natural World through:

- Core studies in the liberal arts: arts, histories, humanities, languages, mathematics, sciences, and social sciences
- In-depth study in a particular field: its schools of thought, advanced theories, language, and methods of inquiry
- Engagement with big questions, both contemporary and enduring

2. Intellectual and Practical Skills, practiced extensively across students' college experiences, including:

- Inquiry and analysis
- Critical thinking and problem-solving
- Creative thinking and artistic expression
- Written, multi-media, and oral communication
- Quantitative literacy
- Information and technology literacy
- Collaboration

3. An Understanding of the Roles of Individuals in Society, through active involvement with diverse communities and challenges, including:

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Aesthetic/artistic engagement
- Environmental stewardship
- Ethical reasoning and actions

4. Capacity for Integrative Learning, including:

- Synthesis and advanced accomplishment across general and specialized studies, and through co- and extra-curricular activities
- Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems
- Skills for sustained learning and personal development