

University of Minnesota Morris Digital Well

## University of Minnesota Morris Digital Well

---

Assessment of Student Learning Minutes  
(Inactive)

Assessment of Student Learning Committee  
(Inactive)

---

3-12-2019

### Assessment of Student Learning minutes 03/12/2019

Assessment of Student Learning Committee

Follow this and additional works at: [https://digitalcommons.morris.umn.edu/as\\_stu\\_learn](https://digitalcommons.morris.umn.edu/as_stu_learn)

---

#### Recommended Citation

Assessment of Student Learning Committee, "Assessment of Student Learning minutes 03/12/2019" (2019). *Assessment of Student Learning Minutes (Inactive)*. 151.  
[https://digitalcommons.morris.umn.edu/as\\_stu\\_learn/151](https://digitalcommons.morris.umn.edu/as_stu_learn/151)

This Minutes is brought to you for free and open access by the Assessment of Student Learning Committee (Inactive) at University of Minnesota Morris Digital Well. It has been accepted for inclusion in Assessment of Student Learning Minutes (Inactive) by an authorized administrator of University of Minnesota Morris Digital Well. For more information, please contact [skulann@morris.umn.edu](mailto:skulann@morris.umn.edu).

## Assessment of Student Learning Committee

March 12, 2019, 11:40am

Humanities Bldg. 112

Members present: Viktor Berberi, Sara Carman, Nina Ortiz, Tricia Rohloff, Nade Sotirova, Kristin Lamberty, Rebecca Dean, Rachel Johnson

Members absent: Sheila Wingstad, Nancy Helsper

Guests:

### ***In these minutes: Campus Student Learning Outcomes, 7.12 Statements***

#### **Announcements**

- Updated schedule for CSLO approval
  - Models sent out by the end of the week
  - April 2 Campus Assembly presentation of the models (for information)
    - Give constituencies until April 5 to respond
  - Give to Curriculum Committee by April 11
  - Vote in Campus Assembly by April 30
- Request sent to MCSA for second student member

#### **Approval of Minutes from February 26, 2019**

- [Link to minutes](#)
- Minutes approved

#### **7.12 Changes**

- Should ASLC request divisions consider the place of assessment in their 7.12 statements?
  - Evidence of excellence in teaching
  - Recognized service load
- Would be good to include, particularly in the teaching part
- Rebecca will draft an email and send out to the committee for approval before sending to division chairs

#### **Three Models for Campus Student Learning Outcomes**

- [Compiled Feedback on the Proposed CSLOs](#)
- Original: attributes (profiles) of UMM graduates model
- Humanities-initiated, skills-based model
- High Impact Practices (CLAWS), opportunities model
- Clean version of the models below, whole conversation can be seen [here](#)

#### **Next Steps in Updating Campus Student Learning Outcomes**

- Determine which models to send out
  - First two are both useful
  - They're not that different, honestly
  - Third one has some difficulty with assessment
- Determine the form of the models sent out (which components)
  - Send out the category "names" and defined outcomes
  - Ask the constituents to define the knowledge and skills from their program that would be relevant to the category, and what kind of assessment they would use
- Determine who should be asked for feedback

- Sandy Olson-Loy and all Student Affairs leaders, Judy Korn and Jeri Squier, All standing committees, Visioning task forces, MCSA, Quality Initiative committees, Library, Division chairs (ask them to send to disciplines), Office of Academic Success (Advising and Success Coaches), ACE Office, Admissions, Office of Advancement, Office of Communications and Marketing, PandA officers
- Send out widely, since constituencies can decide not to respond if they don't think it's relevant
- Make sure to ask that student reps are part of discipline discussions
- Determine the framing of the request for feedback
  - Rebecca will draft a generic email and send to committee for approval
  - Add that students should be included in the conversation
  - Change "focus on content of model", to "how would this apply to your..."
  - Add in having constituencies provide examples of knowledge, skills, assessments, where appropriate
  - Make it clear this can be short, or skipped altogether
  - Include information about the process, particularly a deadline of April 5, ASLC can discuss feedback on April 9 and send to CC for April 11 vote, in advance of April 30 Campus Assembly
  - Make the letter really clear about the process: if there is a clear preference we will only send one on to curriculum committee. Do NOT imply that people will have chance to change wording later, instead make sure that now would be the time to suggest alternative language, but with a focus on what fits better with our priorities/meaning of categories. Perhaps this can be done by making a separate question about how the constituency would change the wording or category to better fit their needs?
  - Make clearer that GenEds will flow from this, but they're not the same. These will not be a check-list. The requirements students need to check off will be in the majors and the GenEds. But CLSOs will determine or affect shape of GenEds and programs
  - Add in our current CSLOs and ask for pros and cons of those as well

Date of next meeting (if known): April 9

Adjournment time: 12:30

Submitted by Rebecca Dean

Date submitted to Digital Well

## Model 1: Attributes of a UMM Graduate

### Scholar

#### Outcomes:

- UMM graduates are Scholars who can address global and local problems through an interdisciplinary lens

#### Relevant categories of knowledge (this list is not exclusive, nor does it suggest all are required):

breadth of liberal arts curriculum, depth of major/program curriculum

#### Relevant skills (this list is not exclusive, nor does it suggest all are required):

communication, collaboration, critical thinking, creative expression, information/technology literacy

#### Assessment Tools:

AACU Creative Thinking VALUE rubric, AACU Critical Thinking VALUE rubric, AACU Information Literacy VALUE rubric, AACU Oral/Written Communication VALUE rubric, AACU Problem Solving VALUE rubric, AACU Teamwork VALUE rubric

### Environmental Steward

#### Outcomes:

- UMM graduates are Environmental Stewards who apply a holistic understanding of the environment to protect and sustain the environment.

#### Relevant categories of knowledge (this list is not exclusive, nor does it suggest all are required):

understanding of the physical/natural world and the interactions between people and the environment

#### Relevant skills (this list is not exclusive, nor does it suggest all are required):

leadership, scientific literacy

#### Assessment Tools:

AACU Inquiry and Analysis VALUE rubric, AACU Quantitative Literacy VALUE rubric, (I've asked Clement Loo if he has any assessment tools that he currently uses in the Sustainability Leaders for the Future program)

### Global Citizen

#### Outcomes:

- UMM graduates are Global Citizens who communicate within and across cultures.

#### Relevant categories of knowledge (this list is not exclusive, nor does it suggest all are required):

world languages, breadth of liberal arts curriculum, depth of major/program curriculum

#### Relevant skills (this list is not exclusive, nor does it suggest all are required):

communication, cultural sensitivity, creative expression

#### Assessment Tools:

AACU Global Learning VALUE rubric, AACU Intercultural Knowledge and Competence VALUE rubric, AACU Oral/Written Communication VALUE rubric

### Community Contributors

#### Outcomes:

- UMM graduates are Community Contributors who engage in creating positive changes in their community.

#### Relevant categories of knowledge (this list is not exclusive, nor does it suggest all are required):

ethics, social justice

#### Relevant skills (this list is not exclusive, nor does it suggest all are required):

communication, collaboration, leadership

*Assessment Tools:*

AACU Civic Engagement VALUE rubric, AACU Ethical Reasoning VALUE rubric, AACU Oral/Written Communication VALUE rubric, AACU Teamwork VALUE rubric

## **Model 2: Skills of a UMM Graduate**

### **Create**

*Outcomes:*

- UMM students will be able to create works of artistry and scholarship
- UMM students will be able to generate ideas to address global and local problems -- both academic and applied -- through an interdisciplinary and/or inter-cultural lens

*Relevant categories of knowledge (this list is not exclusive, nor does it suggest all are required):*

Art; Humanities; Languages; Writing process; Creative process; Society's values and critical responsibilities; History (local and global); Human cultures; Roles of individuals in society; Civics (local and global); Forces that shape interpersonal attachments and interactions; Interdependence among nations, peoples, and the natural world; Traditions and values of various groups in the United States and beyond; Structure and dynamics of the physical and natural world; Mathematics, proofs, and abstract constructions; Sciences; Scientific method; Advanced vocabulary, theories, and schools of thought within a field; Methods of inquiry and analysis; Contemporary questions

*Relevant skills (this list is not exclusive, nor does it suggest all are required):*

Creative thinking and artistic expression; Written, multi-media, and oral communication; Aesthetic/artistic engagement; Composition, theater, dance, studio art, and music; Intercultural competence; Intercultural communication; Second language proficiency; Environmental stewardship; Integration of multiple perspectives; Inquiry and analysis; Critical-thinking and problem-solving; Quantitative literacy; Information and technology literacy; Collaboration; Leadership; Connecting and applying knowledge to new and/or real-world problems/futures; Civic engagement; Evaluation and reflection on their own values and responsibilities

*Assessment Tools:*

### **Communicate**

*Outcomes:*

- UMM graduates will be able to communicate effectively within and across cultures, and within and across disciplinary boundaries

*Relevant categories of knowledge (this list is not exclusive, nor does it suggest all are required):*

Advanced vocabulary, theories, and schools of thought within a field; Methods of inquiry and analysis; Writing process; Sciences; Social Sciences; Humanities; Human cultures; Place (including local history, art, culture, and environment); Nature and significance of conscious experience; Forces that shape interpersonal attachments and interactions; Interdependence among nations, peoples, and the natural world; Traditions and values of various groups in the United States and beyond

*Relevant skills (this list is not exclusive, nor does it suggest all are required):*

Intercultural competence; Intercultural communication; Second language proficiency; Integration of multiple perspectives; Understand, analyze, discuss, and evaluate discourse; Creative thinking and artistic expression; Written, multi-media, and oral communication; Composition, theater, dance, studio art, and music; Public outreach

*Assessment Tools:*

**Appreciate:***Outcomes:*

- UMM graduates will be able to evaluate and contextualize artistic and scholarly endeavours
- UMM graduates will be able to express the value in diverse perspectives and sustainable communities

*Relevant categories of knowledge (this list is not exclusive, nor does it suggest all are required):*

Human cultures; Place (including local history, art, culture, and environment); Civics (local and global); Interdependence among nations, peoples, and the natural world; Traditions and values of various groups in the United States and beyond; Art; Humanities; Sciences; Social Sciences; Creative process; Structure and dynamics of the physical and natural world; Mathematics, proofs, and abstract constructions; Scientific method

*Relevant skills (this list is not exclusive, nor does it suggest all are required):*

Pursuit of intellectual growth; Sustained learning and personal development; Intercultural competence; Intercultural communication; Second language proficiency; Environmental stewardship; Integration of multiple perspectives; Inquiry and analysis; Critical-thinking and problem-solving; Quantitative literacy; Information and technology literacy; Understand, analyze, discuss, and evaluate discourse; Aesthetic/artistic engagement; Understanding, analyzing, and appreciating the arts; Collaboration; Connecting and applying knowledge to new or real-world problems/futures; Evaluation and reflection on their own values and responsibilities

*Assessment Tools:***Evaluate:***Outcomes:*

- UMM graduates will be able to evaluate information from many sources and perspectives to reach wise judgements

*Relevant categories of knowledge (this list is not exclusive, nor does it suggest all are required):*

History (local and global); Human cultures; Place (including local history, art, culture, and environment); Roles of individuals in society; Civics (local and global); Traditions and values of various groups in the United States and beyond; Art; Humanities; Society's values and critical responsibilities; Structure and dynamics of the physical and natural world; Sciences; Social sciences; Advanced vocabulary, theories, and schools of thought within a field; Contemporary questions

*Relevant skills (this list is not exclusive, nor does it suggest all are required):*

Pursuit of intellectual growth; Sustained learning and personal development; Integration of multiple perspectives; Inquiry and analysis; Critical-thinking and problem-solving; Information and technology literacy; Argumentation; Understand, analyze, discuss, and evaluate discourse; Collaboration; Connecting and applying knowledge to new or real-world problems/futures

*Assessment Tools:***Participate:***Outcomes:*

- UMM graduates will be able to create positive change in their community
- UMM graduates will develop the skills for personal well-being and growth within a sustainable, diverse community

*Relevant categories of knowledge (this list is not exclusive, nor does it suggest all are required):*

History (local and global); Human cultures; Place (including local history, art, culture, and environment); Roles of individuals in society; Civics (local and global); Forces that shape interpersonal attachments and interactions; Interdependence among nations, peoples, and the natural world; Traditions and values of various groups in the United States and beyond; Art; Humanities; Social sciences; Writing process; Creative process; Society's values and critical responsibilities; Structure and dynamics of the physical and natural world; Sciences; Contemporary questions

*Relevant skills (this list is not exclusive, nor does it suggest all are required):*

Pursuit of intellectual growth; Sustained learning and personal development; Intercultural competence; Intercultural communication; Second language proficiency; Environmental stewardship; Inquiry and analysis; Critical-thinking and problem-solving; Creative thinking and artistic expression; Written, multi-media, and oral communication; Aesthetic/artistic engagement; Public outreach; Collaboration; Leadership; Connecting and applying knowledge to new or real-world problems/futures; Civic engagement; Evaluation and reflection on their own values and responsibilities

*Assessment Tools:*

### **Model 3: Opportunities of a UMM Graduate**

#### **Campus Leadership**

- UMM graduates will be able to demonstrate leadership skills in and outside the classroom

#### **Local Engagement**

- UMM graduates will be able to collaborate with diverse communities on issues of importance to the community

#### **Applied Learning**

- UMM graduates will be able to apply their liberal arts education to contemporary problems big and small

#### **World Experiences**

- UMM graduates will be able to communicate and collaborate across cultural and national borders

#### **Scholarship**

- UMM graduates will be able to create works of art and scholarship

Letter requesting feedback:

The Assessment of Student Learning Committee (ASLC) shared a proposal to revise the UMM Campus Student Learning Outcomes (CSLO) on 2/11/19 (e-mail from Rebecca Dean). After gathering feedback at open forums, in Division meetings, and through online communication, the ASLC has updated our revised CSLOs. We have three models below that we would like you to consider.

From your perspective (or the perspective of your committee, taskforce, etc.), what are the strengths and weaknesses of each model?

Guidelines: Please focus on the content of the models. The wording can be changed, at this point we are focusing on the positives and negatives of each model as an expression of our educational goals as an institution. Furthermore, any examples are just that, examples. They do not imply that those are the only or sufficient activities or subjects.

Finally, CSLOs are not the same as a general education program. The curricular changes that may or may not need to be made are a separate discussion. At this point we are focused on defining our educational goals.

To give you an example of the type of feedback that would be particularly useful:

The ASLC's constitutionally-defined role is to create policy for the assessment of student learning at UMM, and in practical terms to assist with fulfilling the assessment-related requirements for accreditation. With those responsibilities in mind, we offer the following feedback of the models:

### **Model 1**

Pros:

- Clearly mission-based, which is helpful for fulfilling the HLC's expectations
- Clear outcomes that can be assessed through classroom and co-curricular activities
- Only four categories, so much easier/faster to assess than current CSLOs

Cons:

- CSLOs do not articulate as easily with current GenEd outcomes or PSLOs

Note: Our experience with assessing the GenEd curriculum suggests that the Human Village GenEds will all need to be required of all students if this CSLO model is adopted, since it requires students to have experience with environmental stewardship, unless steps are taken to ensure most students are exposed to principles of stewardship through co-curricular activities.

### **Model 2:**

Pros:

- Skill-based outcomes make this the most easily assessable of the three models
- Clear outcomes that can be assessed through classroom and co-curricular activities
- Only five categories, so much easier/faster to assess than current CSLOs (assuming each outcome doesn't have to be independently assessed)
- Clearer articulations between current GenEds and PSLOs than in Model 1

Cons:

- Not as clearly mission-based, but we can easily draw a relationship between the mission and these CSLOs
- If each outcome has to be independently assessed, then that is 8 different outcomes

Note: Our experience with assessing the GenEd curriculum suggests that this model would fit most easily with our current curricular structure.

### **Model 3:**

Pros:

- Only five outcomes, so much easier/faster to assess than current CSLOs
- Clear outcomes that can be assessed through classroom and co-curricular activities

Cons:

- Least mission-based of the models
- Focus more on what institution will offer than on what students will learn
- Difficult to require these outcomes for all students, which is what the HLC expects from our CSLOs