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Curriculum Committee Minutes

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University of Minnesota, Morris
Morris, MN

MINUTES 2004-2005 CURRICULUM COMMITTEE MEETING # 14

April 20, 2005, 8:00 a.m. Behmler Conference Room

Present: John Schwaller, Mike Korth, Judy Kuechle, Jooinn Lee, Jenny Nellis, Harold Hinds, Mary Elizabeth Bezanson, Carol Marxen, Dave Roberts, Sarah Black, Nancy Helsper, Matt Conner and Sara Haugen

Absent: Blair Jasper, Joe Basel, Jeri Mullin, Lee Thao, Tom McRoberts Ruth Thielke, and Dorothy DeJager.

Visitors: Sandy Olson-Loy, Steve Granger

TEACHER EDUCATION COMMITTEE FINAL REPORT

MOTION: (Bezanson, Hinds) To accept the final report of the Teacher Education Committee

VOTE: Motion passed (7-0-0)

ASSESSMENT OF STUDENT LEARNING PRE-SURVEY

This item is a late addition to the agenda. The Assessment Committee has prepared a Gen Ed Pre-Survey for incoming freshman. This would compliment the Senior Gen Ed Survey. The Assessment Committee had been asked to do this a few years ago but it "fell through the cracks" during a change in committee members. Schwaller stated he would like endorsement by CC for this survey at this meeting so it could be on the agenda for the last CA meeting this spring. If not, it will have to wait until next fall to go to CA. A member asked when the survey would be taken and Schwaller stated that it would be during the FYS courses in the beginning of the semester. A member questioned why the students name would be asked and Schwaller indicated that the survey would be formatted for a web based survey and that type of information would be taken out to provide anonymity. Disclosure would need to be made if individuality would be tracked or not. There was some concern with the questions and the intent of the survey, either to track the importance of Gen Ed at UMM or how much the student learned. Schwaller tabled this discussion until the next meeting in order to move on to the NSSE survey.

NSSE Report

Olson-Loy began the presentation stating that the NSSE Survey was started in 2000, this is the second time UMM has participated, once in 2002 and again in 2004. Olson-Loy presented an overview of the NSSE survey and the 2004 Benchmarks. The response rate for UMM, with all freshman and seniors invited to participate, was 47%. Olson-Loy gave an overview of the results for the Benchmark sections comparing UMM from 2002 to 2004 and also to COPLAC, Bac-LA, and National scores:

- ❖ Level of Academic Challenge
- ❖ Active and Collaborative Learning
- ❖ Student-Faculty Interactions
- ❖ Enriching Educational Experiences
- ❖ Supportive Campus Environment

Olson-Loy pointed out that the benchmarks are the midpoint of each section. Olson-Loy went on to review the individual sections under the section "Level of Academic Challenge":

Results for the percent of students who:

- ❖ Spent more than 15 hours per week studying
- ❖ Are writing at least 5 or more papers of 5-19 pages in length
- ❖ Said coursework emphasizes synthesizing and organizing ideas, information or experiences
- ❖ Said coursework emphasizes making judgments about the value of information, arguments or methods.
- ❖ Said coursework emphasizes applying theories or concepts to practical problems or in new situations
- ❖ Worked harder than they thought they could to meet an instructor's standards
- ❖ Said the Campus emphasizes studying and academic work
- ❖ Said their experience at this institution contributed to writing clearly and effectively
- ❖ Said their experience at this institution contributed to speaking clearly and effectively
- ❖ Said their experience at this institution contributed to thinking critically and analytically
- ❖ Were challenged by their examinations to do their best work
- ❖ Often or very often made a class presentation
- ❖ Asked questions in class or contributed to class discussions
- ❖ Worked with other students on projects during class
- ❖ Worked with classmates outside of class to prepare assignments
- ❖ Often tutored or taught other students
- ❖ Participated in a community-based project as part of a regular course during the current year

Other specific questions were also reviewed. A member stated that the results of some specific questions in the survey do not match comments on student evaluation forms. Schwaller noted that even with the concern about writing papers, faculty members have indicated they are assigning papers in quantity and length.

Olson-Loy pointed out that the most troubling area is Academic Challenge.

Due to time constraints the discussion will continue at the next CC meeting on May 4, 2005.

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Meeting adjourned.

9:00 a.m.

Submitted by Karen Van Horn