

University of Minnesota, Morris Assessment Activities and Schedule

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
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Campus-wide Assessment

Campus Student Learning Outcomes (CSLOs) ¹	Category 2: Written Communication	Category 2: Written Communication, Quantitative Literacy, Critical Thinking	Category 2: Written Communication, Quantitative Literacy, Critical Thinking	Category 3: Intercultural Knowledge and Competence, Civic Engagement, Ethical Reasoning	TBD	TBD
CSLO/GenEd Combined Survey: <i>First-year students</i>	Fall 2013		Fall 2015		Fall 2017	
CSLO/GenEd Combined Survey: <i>Seniors</i>		Spring 2015		Spring 2017		Spring 2019
Curriculum Mapping of Student Learning Outcomes	Category 2d			All Categories 2 and 3		
National Survey of Student Engagement (NSSE) (First-year and senior students every third year)	Spring 2014			Spring 2017		
Cooperative Institutional Research Program (CIRP) Survey (First-year students; last done in Fall 2011; every third year in fall)				Fall 2016		

General Education Assessment

CSLO/GenEd Combined Survey: <i>First-year students</i>	Fall 2013		Fall 2015		Fall 2017	
CSLO/GenEd Combined Survey: <i>Seniors</i>		Spring 2015		Spring 2017		Spring 2019
Catalog Revisions and General Education Reform		Revisions for 15-17 Catalog (Fall)		Revisions for 17- 19 Catalog (Fall)		Revisions for 19- 21 Catalog (Fall)

Discipline/Program Assessment

Program Student Learning Outcomes (PSLOs) in Majors, Concentrations, and other Academic Programs	Development of Program Student Learning Outcomes	a) Submit 3- year plan for 2014-15 to 2016-17 ² b) Conduct 2014-15 PSLO assessment	a) Submit program assessment report ² ; b) Conduct 2015-16 PSLO assessment	a) Submit 5-year plan for 2016-17 to 2020-21 ² b) Conduct 2016- 17 PSLO assessment	a) Submit program assessment report ^{2,3} b) Conduct 2017- 18 PSLO assessment c) Conduct PSLO reassessment ⁴	a) Update assessment plan b) Conduct 2018- 2019 PSLO assessment c) Conduct PSLO reassessment ⁴
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¹ Of the four categories of student learning outcomes, one ("Knowledge of Human Cultures and the Physical and Natural World") is assessed at the department/program level. The other three categories are assessed on a rotating basis at the institutional level.

² Program assessment plans and reports due September 15.

³ Fall 2017 report should document PSLO assessment from AY 2015-16 and AY 2016-17.

⁴ Report should document the assessment of program changes that were implemented in previous years (closing the loop).

UMM Student Learning Outcomes

Approved Unanimously by the Curriculum Committee, December 10, 2009 --- Approved by Campus Assembly, March 3, 2010

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

2. *Intellectual and Practical Skills, practiced extensively across students' college experiences, including:*
 - a. Inquiry and analysis
 - b. Critical thinking and problem-solving
 - c. Creative thinking and artistic expression
 - d. Written¹, multi-media², and oral communication³
 - e. Quantitative literacy
 - f. Information and technology literacy
 - g. Collaboration

3. *An Understanding of the Roles of Individuals in Society, through active involvement with diverse communities and challenges, including:*
 - a. Civic knowledge and engagement — local and global
 - b. Intercultural knowledge and competence
 - c. Aesthetic/artistic engagement
 - d. Environmental stewardship
 - e. Ethical reasoning and actions

4. *Capacity for Integrative Learning, including:*
 - a. Synthesis and advanced accomplishment across general and specialized studies, and through co- and extra-curricular activities
 - b. Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems
 - c. Skills for sustained learning and personal development