

## **Assessment Committee Minutes**

***\*December 11, 2013***

***JSC Conf Room 115***

***12:00 pm– 1:00 pm***

***\*December 12, 2013***

***JSC Conf Room 115***

***3:00 pm– 4:00 pm***

***\*Two meetings were held due to varying schedules of Committee members.***

***Present:*** Stacie Iken, Tanya Moses, Bruce Emmil, Lee Friese, Amy Helgeson, Ryan Caya, Amy Juhala, Drake Carter, Annette Martel, Katherine Netzer, Scott Helphrey

***Absent:*** Joan Mapel, Nita Wirtz, Tony Mwene Musumba, Kimberly Gutierrez, Joshua Kern, , Sean Thorenson, Holly Burch, Liz Braunagel

Stacie handed out the preliminary “Institutional Learner Outcomes” (Draft in development phase) Discussions occurred regarding staying with ACT guiding/overarching terminology. Another option is to change focus to LEAP terminology. Consensus was reached to stay with the ACT format and infuse LEAP terminology so active learning outcomes are reflected.  
(Attachments included with minutes)

Comments regarding faculty needs/perception – “this is how it is and this is how to do it..” Discussion occurred regarding how one set of outcomes could be used for each level of education. Clarification that each level still has to meet minimum standards of demonstrating skills so the programs/departments will be able to articulate how the outcome is met and where it addressed within that respective program.

Certificate = “Skills sets appropriate to their program”

AAS – 15 General Ed. credits we expect this in addition...

AA/AS– all Gen Ed we expect this

Where do we learn these skills

Cert – only in special programs

AAS – includes Gen Ed so more options / areas to learn something

Individual programs not responsible for not meeting all ILO’s but as an institution we need to be able to identify if overall we are lacking in an area we have identified within our mission and outcomes. If students lacking in something on a larger scale or across programs, we need to make adjustments on varying levels.

As the process moves forward, it will be important to share with campus (why decisions were made)

On the ILO draft, discussion occurred to revise active learning items. Progress was made in a few specific outcomes.

Ideas and action words for "Awareness:

Respecting rights and responses of citizens in society

We may not be able to measure in each program.

Awareness = Attitude

Over-arching

Needs to have program specific language

"Recognize" is overused → finding an alternate word.

Technical approach is not always the best for addressing every area

Technology meaning ???

What is our definition?

"Ethical" needs to be somewhere in the three groups: Awareness, Communication and Thought

Handout #2: Identifying campus Affinity for the LEAP Essential Learning Outcomes

The four starred items were agreed upon by Gen Ed State Reps and are items we need to make sure are included in the outcomes. We can add more as we deem appropriate for BSC.

Stacie will add the revisions that have been discussed so far by the committee and send that out for further input/revision. Committee members encouraged to provide input before next committee meeting in order to move the process forward.

Minutes by: tm

Institutional Learner Outcomes (Draft in development phase)

Bismarck State College is dedicated to providing innovative educational programs that develop individual abilities, strengthen human relationships, enhance community life, and heighten global consciousness. Institutional Learner Outcomes at Bismarck State College promote the development of an informed and educated person who recognizes and respects the diversity of communities; understands the value of active, critical thinking; and is competent and proficient at fundamental skills which encourage a positive attitude toward lifelong learning and equip students to participate in a complex, interdependent world.

Awareness

Students develop the ability to successfully function in a diverse society which requires knowledge and awareness through:

- Recognize the diversity of people
- Examine one’s attitudes, values and assumptions
- Recognize the impact of past events on contemporary society
- Respecting rights and responsibilities of citizens in society.

This outcome is evidenced by:

Students’ successful study in sciences, mathematics, social science, humanities, histories, languages and the arts providing foundational knowledge of human cultures, the physical and the natural world.

Communicate

Students develop the ability to communicate which is essential in interpersonal relationships, working environments, and civic duties. This includes:

- Clearly articulate ideas across audiences in oral and written communication
- Use technologic means to present and transfer ideas
- Express ideas and emotions through innovative methods

This outcome is evidenced by :

Thought

The ability to think and reason in a manner that is imaginative, methodic, and even provocative can be the cornerstone of success for a student. This includes:

- Recognizing impacts of technology on society and of the responsible and ethical use of technology *(necessity?)*
- Recognize and solve problems in a manner that is realistic and/or creative *(ambiguity?)*
- Analyze arguments that support divergent theories and perspectives
- Construct decisions based on results from various sources of information

This outcome is evidenced by:

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Learning?  
 Doing?...solving? Achieving?  
 Something active.....



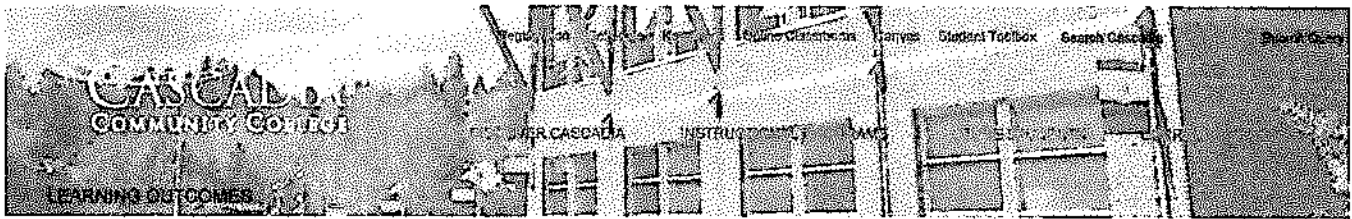
North Dakota Interim General Education Council  
**IDENTIFYING CAMPUS AFFINITY FOR THE LEAP ESSENTIAL LEARNING OUTCOMES**

NAME     SUMMARY OF CAMPUS RESPONSES     DATE     Spring 2010 Summit    

Essential Learning Outcomes (LEAP)	Easily Accept (Strong commitment)	Might Accept (Possible commitment)	Problematic Acceptance (Doubtful Commitment)	Comments
<b>Category I</b>				
<b>Knowledge of Human Cultures and the Physical and Natural World</b>				
* Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts	10/10 100%			
<b>Category II</b>				
<b>Intellectual and Practical Skills</b>				
* Inquiry and analysis	10/10 100%			
* Critical and creative thinking	10/10 100%			
* Written and oral communication	10/10 100%			
* Quantitative literacy	9/10 90%	1/10 10%		
* Information literacy	9/10 90%	1/10 10%		
* Teamwork and problem solving	8/10 80%	2/10 20%		
<b>Category III</b>				
<b>Personal and Social Responsibility</b>				
* Civic knowledge and engagement –local and global	10/10 100%			
* Intercultural knowledge and competence	9/10 90%	1/10 10%		
* Ethical reasoning and action	9/10 90%	1/10 10%		
* Foundations and skills for lifelong learning	9/10 90%	1/10 10%		
<b>Category IV</b>				
<b>Integrative Learning</b>				
* Synthesis and advanced accomplishment across general and specialized studies	7/10 70%	3/10 30%		

Summary results are the compilation of individual campus reports submitted in preparation for the Third General Education Summit at NDSCS in Wahpeton. Ten of the 11 NDUS institutions responded and are included in this summary. At this point no private or tribal colleges are represented in the summary, but will be included in future survey activities.

\* items agreed upon by Gen Ed State Reps.



Learning Outcomes

- Teaching and Learning
- Learning Outcomes
- Work in Small Groups
- Integrated Learning
- Global Awareness
- Environmental Stewardship

Connect with us

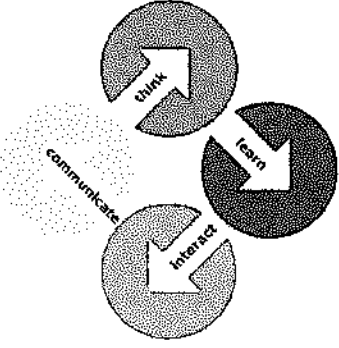
Any Cascadia student can tell you the 4 outcomes that guide us: Think, learn, interact, and communicate. Inside and outside the classroom, students, faculty, administrators, and staff use these outcomes as goals in learning, decision making, and actions.

Decades of research have shown that students learn most from teachers who emphasize active, collaborative learning. As a lifelong habit, pursuing these outcomes encourages personal growth, enhances productive citizenship, and fosters individual and cooperative learning.

**Think critically, creatively, and reflectively**

Reason and imagination are fundamental to problem solving and critical examination of self and others.

- Create, integrate, and evaluate ideas across a range of contexts, cultures, and areas of knowledge
- Recognize and solve problems using creativity, analysis, and intuition
- Examine your own attitudes, values, and assumptions, and reflect on their implications and consequences



**Learn actively**

Learning is a personal, interactive achievement that results in greater expertise and a more comprehensive understanding of the world.

- Develop expertise, broaden perspectives, and deepen understanding of the world by seeking information and engaging in meaningful practice
- Construct meaning from expanding and conflicting information
- Engage in learning, both individually and with others, through reading, listening, observing, and doing
- Take responsibility for learning

**Interact in diverse and complex environments**

Successful negotiation through our increasingly complex, interdependent, and global society requires both knowledge and awareness of others and enhanced interaction skills.

- Build interpersonal skills through knowledge of diverse ideas, values, and perspectives
- Collaborate with others in complicated, dynamic, and ambiguous situations
- Practice civility, empathy, honesty, and personal responsibility

**Communicate with clarity and originality**

The ability to exchange ideas and information is essential to personal growth, productive work, and societal vitality.

- Organize and articulate ideas for a range of audiences and purposes
- Use written, spoken, and symbolic forms to convey concepts creatively
- Use technology to gather, process, and communicate information

# The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

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## ★ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused by engagement with big questions, both contemporary and enduring*

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## ★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

*Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*

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## ★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored through active involvement with diverse communities and real-world challenges*

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## ★ Integrative and Applied Learning, including

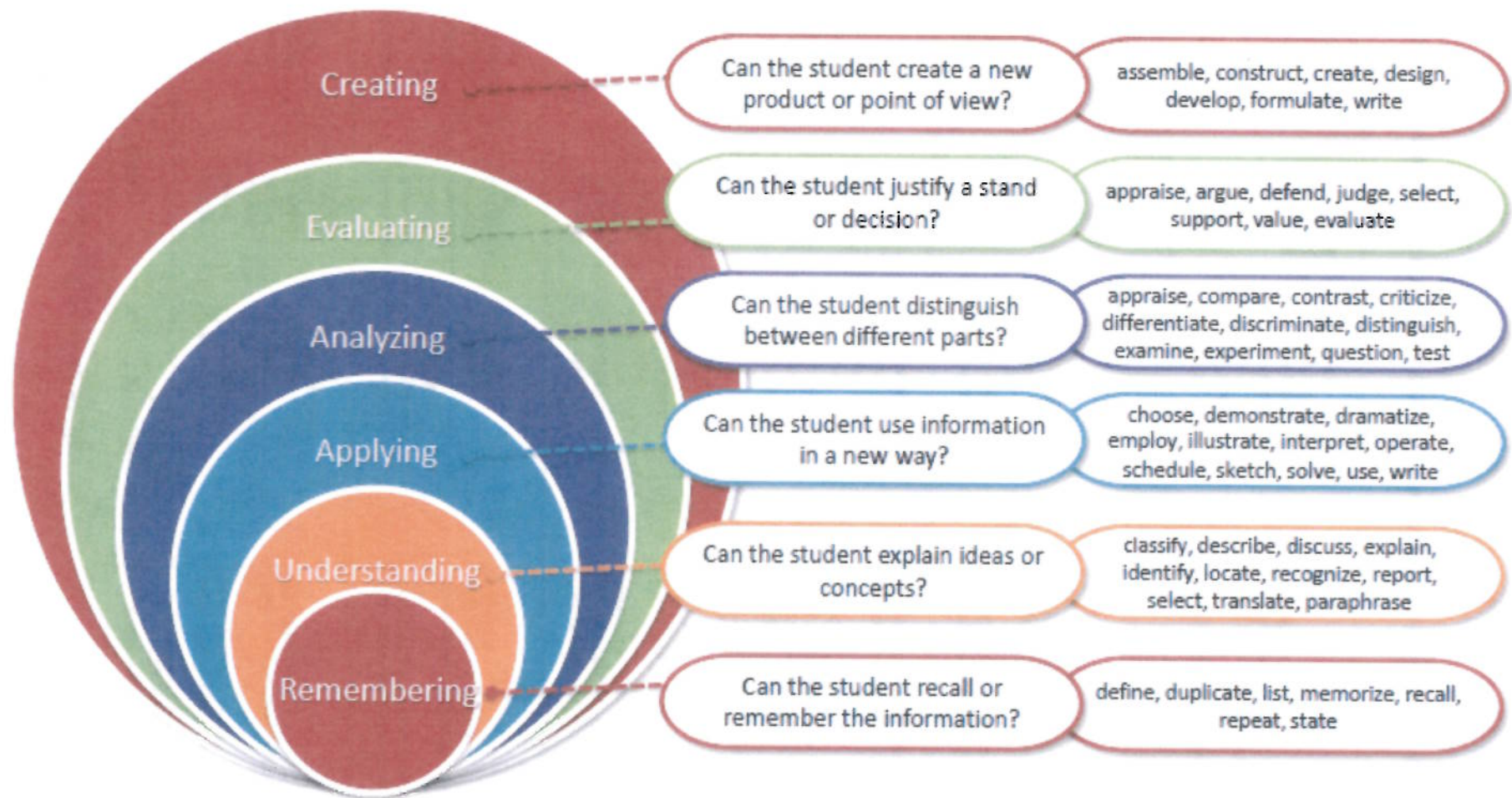
- Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*

**Note:** This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see [www.aacu.org/leap](http://www.aacu.org/leap).



# Bloom's Taxonomy (Revised)



## Bloom's Taxonomy, Revised – Developing Learning Skills<sup>1</sup>

Competency	Skills	Activities or Materials	Example Learning Outcomes	
<b>Remember</b> <ul style="list-style-type: none"> <li>• Observation and recall of information</li> <li>• Knowledge of dates, events, places</li> <li>• Mastery of subject matter</li> </ul>	Collect Define Describe Examine Identify Label List	Match Name Quote Show Tabulate Tell Write	Books Diagrams Timeline Films Models Concept maps Videos	<p><b>List and describe</b> an event that led to World War II.</p> <p><b>Name a mineral or vitamin and identify</b> its use</p>
<b>Understand</b> <ul style="list-style-type: none"> <li>• Understanding information</li> <li>• Grasp meaning</li> <li>• translate knowledge into new context</li> <li>• Interpret facts</li> <li>• order, group, infer causes</li> <li>• Predict consequences</li> </ul>	Associate Contrast Convert Defend Describe Differentiate Discuss	Distinguish Estimate Extend Interpret Predict Summarize Tell	Cartoons Consequences Painting Play Tables Trends	<p>If this story was to continue, <b>predict</b> how it would progress.</p> <p><b>Contrast</b> your response with one of your classmate's responses.</p>
<b>Apply</b> <ul style="list-style-type: none"> <li>• Use information</li> <li>• Use methods, concepts, theories in new situations</li> <li>• Solve problems using required skills or knowledge</li> </ul>	Apply Calculate Change Classify Complete Compute Construct Demonstrate	Examine Illustrate Modify Operate Relate Show Solve Use	Collage Illustration Journal Model Photographs Puzzle Sculpture	<p>Give the dimensions of a room in your home and <b>calculate</b> the square footage.</p> <p><b>Solve</b> one of problem in this forum.</p>
<b>Analyze</b> <ul style="list-style-type: none"> <li>• Seeing patterns</li> <li>• Organization of parts</li> <li>• Recognition of hidden meanings</li> <li>• Identification of components</li> </ul>	Analyze Arrange Classify Compare Connect Diagram Discriminate Divide	Explain Infer Order Outline Relates Select Separate	Questionnaire Survey Diagram Chart Graph Report Webquest	<p><b>Analyze</b> one of your classmate's computer programs and <b>explain</b> how it can be improved.</p> <p><b>Arrange</b> the parts of the sentence in the best order.</p>
<b>Evaluate</b> <ul style="list-style-type: none"> <li>• Compare and discriminate between ideas</li> <li>• Assess value of theories, presentations</li> <li>• Make choices based on reasoned argument</li> <li>• Verify value of evidence</li> <li>• Recognize subjectivity</li> </ul>	Appraise Assess Compare Conclude Convince Criticize Debate Decide Discriminate Explain	Grade Judge Measure Rank Recommend Select Summarize Support Test	Court trial Discussions Letters Panel Self-evaluation Survey	<p><b>Compare</b> <i>Moby Dick</i> to Dr. Seuss's <i>Oh the Places You'll Go!</i></p> <p><b>Rank</b> the characters in order of the most ethical to the least ethical and <b>support</b> your ranking.</p>
<b>Create</b> <ul style="list-style-type: none"> <li>• Use old ideas to create new ones</li> <li>• Generalize from given facts</li> <li>• Relate knowledge from several areas</li> <li>• Predict, draw conclusions</li> </ul>	Combine Compile Compose Create Design Formulate Generalize Integrate	Invent Modify Plan Prepare Rearrange Rewrite Substitute	Article Inventions Poetry Radio show Role play Short story Video	<p><b>Compose</b> a 10 line poem</p> <p>Read five articles on one topic and <b>compile</b> a list of similarities.</p>

[1] Adapted from <http://www.coun.uvic.ca/learn/program/hndouts/bloom.html> and <http://www.kent.k12.wa.us/KSD/MA/resources/blooms/blooms.html>