Fostering student learning through a collaborative and evidence-based assessment process.

Closing the \textbf{LOOP} \hspace{1cm} \textbf{MAY 2016}

\textbf{University-Wide Student Learning Outcomes}

1. Demonstrate intellectual preparedness for success in professional life, bolstered by integrative experiences and technological competence.
2. Demonstrate effective written and oral communication, including use of appropriate technology.
3. Apply critical thinking skills in deliberative decision-making and problem-solving.
4. Demonstrate civic awareness and responsibility, both locally and globally.
5. Negotiate ethical relationships with people who have different backgrounds, life experiences, cultures, beliefs, and values.
6. Demonstrate the knowledge, skills, and the self-awareness to sustain the life of ongoing, independent learning.

Co-curricular Assessment Events

Co-curricular areas are moving forward with their assessment efforts. Several departments submitted updated assessment plans after receiving feedback from the committee. To support departments in their assessment efforts, the co-curricular group sponsored a half day training session in January. Several departments new to student learning outcomes and assessment plans paired with more experienced departments in a working session. The morning concluded with members of the Assessment Committee offering instructions and advice on preparing assessment reports for submission.

The Assessment Committee has finalized deadlines for spring submissions. All departments with outcomes and plans on file will submit their reports by \textbf{June 30}. The co-curricular subcommittee commits to providing feedback on all reports by \textbf{October 1}. We will prioritize our review in order to provide feedback first to those departments and programs whose assessment efforts center around activities prior to or during Welcome Week, so that they may make suggested changes in a timely manner. Please direct any questions on timing to Diane Wolter. Those submitting initial outcomes and plans for review should have done so by \textbf{May 2}. 
LASC Assessment Update

As LASC Assessment nears the end of its second full year, there are three changes on the near horizon. First, we will continue to collect this data via the Qualtrics survey, however, feedback will be provided via a rubric that emphasizes the core purpose of assessment: reflective analysis of student learning to achieve continued improvement in student learning. Additionally, the rubric will provide feedback that the appropriate student learning outcomes were assessed and that the methods of assessment used were appropriate.

The 2nd change is that a series of Panopto video tutorials will be available to guide you through completion of the LASC forms.

By Fall 2016, rubrics will be available built into D2L for assessing LASC student learning outcomes. While not required, assigning a rubric in D2L is a simple way to provide feedback, and could allow for more uniform data across campus.

Participation in LASC assessment in the 2014-2015 academic year was sporadic, with some departments achieving 100% participation and other departments not participating. Each LASC and Writing Intensive class should complete LASC assessment this semester. Sections may be bundled across instructors and semesters, as long as common assessments are being used.

Please feel free to contact Richard Lahti (lahtiri@mnstate.edu) if you have any LASC assessment questions.