

Draft-

Sample student learning outcome text mined from recent ECAS entries:

SLO#1 Identify, define, and solve problems

HSCI 3XXX

* Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

You will learn to identify, define, and solve problems by learning to look beyond immediately apparent explanations, and by assessing critically the way various scholars have approached the same historical questions. By analyzing the history of how some scientific ideas and discoveries were developed and adopted as part of European Enlightenment culture, while others were not, you will learn that science's image as operating in a largely culturally independent way hardly accurate or as self-obvious as it often seems. To understand such historical phenomena you will be required to contextualize your arguments in response to questions in writing (essays and exams) and orally (in class and section discussions).

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

For example, students will be asked to identify possible problems in their use of primary source materials in their essays (HSCI 3xxx students) and in their term papers (HSCI 5xxx students), and their papers will be evaluated on their ability to solve these problems by using a variety of methods (discussed in sections and modeled in lecture) to evaluate the uses and limitations of their primary source materials.

ARCH 3XXX

* Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

Students' most concrete interface with real life building analysis occurs during their work on the final project (which requires four to five weeks of intense commitment) when they are asked to analyze existing environments. In the past, we have chosen case studies in the vicinity of the University of Minnesota campus, such as dormitories, the Weisman Museum, and 4th Street Dinkytown. In comparing environments that serve similar purposes, students are asked to make observations, interview subjects of varied socioeconomic cultural groups, and collect historical/socio-cultural data on existing communities. An example of a class assignment is copied below: GROUP I: IDS Center and Butler Square Trace the histories of the design and

development of these spaces. Analyze their spatial layout, relationship to site and context, exteriors, interiors, movement patterns, and areas designated as public and/or private. Identify the vertical distribution of services that these two buildings provide (public-friendly retail and businesses on the lower levels versus private office spaces above). What particular aspects of the two lobbies make them particularly amenable for an architectural analysis of the everyday environment (seating for public, water sculpture, presence of the stores, store facades opening to the interior space, signage, etc.)? Describe the character of the lobby space and what aspects of it make the space a successful public space. How would you map the lobby interiors in terms of functional uses (cafes, cell-phone shops, clothing stores, daycares)? How do movement patterns in these spaces change from summer to winter and at different times of the day? You can choose a combination of approaches to study these aspects -- Observations made during different times of the day (obtrusive and/or unobtrusive); Interviews; Questionnaires; Circulation diagrams and Drawings; Photographs

How will you assess the students' learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated.

Students are provided with specific presentation guidelines and the grade distribution is as follows PRESENTATION GUIDELINES You will consult with your teaching assistants to decide the format of your presentation. It may include: site plans, knowledge maps, color-coded circulation pattern diagrams, analytic charts, photographs, line drawings of exteriors, and/or sample surveys and questionnaires you may have used in order to conduct your study. Please note that comparisons are easier to make when there is consistency in format and when you can see images or drawings of the same scale on the same page. At the end of the term you are required to turn in a final project summary in which you summarize the key points of your analysis. The summary should not be more than two double-spaced pages. GRADE DISTRIBUTION Individual Effort: 90 percent of the grade (35 percent visual presentation, 35 percent oral presentation and 30 percent final project written summary) Group Effort: 10 percent of the grade

SLO#2 Locate and critically evaluate information

AFRO 1XXX

* Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome.

To achieve this outcome, students will learn how to hone the task of synthesis. They will learn how to bring together seemingly disparate reading assignments and lecture and discussion notes, as well as their own insights to achieve coherence and focus in their arguments and written work. This emphasis on synthesis is particularly relevant in a course that challenges students to go beyond and ultimately reject the understanding of race as a synonym for skin color. It demands students to grapple with and critically evaluate theoretical frameworks and

analytical orientations within the field of critical race studies.

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated

All of the assignments for this course are written essays, designed to introduce students the essential skill of synthesis in academic thinking and writing. This course places an emphasis on the synthesis of multiple readings because it is the basis for cultivating analytical skills, that is to say learn to locate and critically evaluate information. I evaluate their written work based on the quality of their arguments, the demonstration of the breadth of knowledge of the topic, as well as independent thoughts and keen analytical insights, and overall writing skills.

ANTH 5XXX

* Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

Students discuss course readings in class and complete three critical comment papers where they critique specific arguments from them. In addition, each student leads a large group exploration of a specific course topic, first identifying and then presenting additional sources of information to the rest of the class (evaluation information below).

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated

1) Class attendance and participation. Active participation in classes is required - expect to regularly contribute to discussions (10%).

2) Critical comment papers. These are short (no more than 1 double-spaced page) commentaries which zero in on some critical part of a reading of your choice. You might find this format helpful: 1) Briefly sketch the author's general thesis; 2) then focus on one particular (and important) argument and critique it from the standpoint of other disciplinary perspectives or salient educational problems or practices; and 3) briefly state the implications of your critique for the author's general thesis. We will do 3 of these throughout the quarter (30%).

3) Leadership of class discussion/exploration. At our first class meeting each of you will sign up to lead discussion of one class reading. Our general routine will be that I will briefly summarize main points from the reading, then I would like you to use that as a jumping off point to explore a particular dimension of the topic/process/problem that interests you. Feel free to be creative in this role, drawing on multimedia resources, in-class activities, and supplementary materials. Email me your idea for how you plan to spend this time by the Sunday evening before that week's class (20%).

Biol 1XXX

* Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

Students will build a framework of knowledge within the Liberal Education theme of the course (Civic Life and Ethics) through debate preparation and presentation. For their assigned class debate, students will be required to locate and evaluate relevant scholarly and popular sources using library resources and web-based searches of literature, websites, blogs, and other sources of information. This includes finding credible information on the scientific background, the social, political and legal background, and popular opinion polls. In groups, students prepare a video of the background material, present the two sides of the ethical issue, then participate in the group discussions that follow.

Students will have practice examining data frequently throughout the lecture portion of the class to help them learn critical analysis skills. Then, students will be required to locate and critically analyze professional biological research reports and articles in support of their lab research project.

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated

The debate preparation and presentation are evaluated using a grading rubric that students have before beginning their work. Students also are required to do weekly reflections on the debates; these are not evaluated since they are reflections and personal opinions, but they are used as a basis for continuing class discussions on the debate topic. Instructors can also add comments to encourage deeper thinking or to point out flaws in logic.

The laboratory work is also graded using a presented rubric.

SLO#3 Have mastered a body of knowledge and a mode of inquiry

ARTS 5XXX

* Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

Students demonstrate a set of critical, technical foundry skills in one of the most complete sculpture making settings in the country, and apply these advanced skills, along with an appreciation and sympathy for materials and techniques, to their personal artmaking choices. They create sculptural work that successfully integrates craft and design with content that stems from a personal and authentic voice and a relationship to and an understanding of critical theory, the history of sculpture, and contemporary trends in sculpture. They engage in methodology for the self-evaluation of progress through critical discussion and dialogue with peers and faculty.

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated

Evaluated by instructor: Original, cast metal artwork demonstrates their understanding of the formal elements as well as their creative abilities and craftsmanship. Oral responses in critique sessions, the degree of participation in critique, and written responses to gallery visits and visiting artists presentations are also evaluated in regard to an understanding of contemporary theory and contemporary sculpture practice.

SLO #4 Understand diverse philosophies and cultures within and across societies

AMIN 3XXX

* Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

Coursework in AMIN 3XXX offers students an in-depth engagement with the varieties of tribal governments and the philosophies and values that inform these forms of governance. Comparison to Western forms of nation and governance is undertaken to explore both similarities and differences in how indigenous governments provided for the needs of their citizens, both pre-European contact and post-European contact. The course examines the ways contact with Western governments have altered indigenous notions of governance, as well as examining impact of indigenous forms of governance have informed Western forms of governance. Through such comparisons and examinations of change in governance over time, students gain insight into the historical events that have impacted, and the differing philosophies that have informed, the shape of indigenous governments today. Course introduces these ideas through lectures, readings, and discussion during the semester and students develop a research project in which they delve into a particular indigenous government to apply firsthand the ideas the class has exposed them to.

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

A mid-term essay exam and an optional final exam allow students to explore the ideas from course lectures and readings and a final term paper allows them to apply the ideas to a particular topic of their choice. Exams and paper are evaluated on rubrics created by faculty teaching the course. The rubrics assess the depth and thoroughness of student engagement with course lectures, discussions, and readings and their ability to engage the critical concepts of the course in their research paper as well as assessing the clarity with which they express their understanding.

RUSS 3XXX

* Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome.

Nineteenth-century Russian high culture provides many examples of the tension between artistry and ideology in works of literature. This is emphatically true in the case of Fyodor Dostoevsky whose novels are often said to have been written "in the margins of other books." An omnivorous reader, Dostoevsky was engaged in a more or less continuous polemic with his artistic and intellectual predecessors and contemporaries. At the same time he sought to give his fictions the appearance of maximum open-endedness and unpredictability by hiding his own voice behind those of a series of putative narrators. His novels are an unparalleled ground for the discussion of competing world views in tension with one another. By placing Dostoevsky's work within its historical context, there is also ground for fruitful discussion in understanding the relationship between the general cultural values of a particular time and its literary expectations, especially when those values and expectations are as much in contrast as those of 19th-century Imperial Russia and 21st-century America.

How will you assess the students' learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated.

The quality of student participation in class discussions is tracked and written responses pertaining to this line of instruction are included among the topics for the three 7-10 page essays required of students over the course of the semester. For example, discussion of whether "Notes from Underground" is better seen as a polemical indictment of the logical failures of the leftist intelligentsia of the day (the 1860's) or as an ironic self-revelation of the failures of the underground man himself, or as both; or whether the contesting ideologies in "The Brothers Karamazov" are actually as evenly matched as they often seem to the narrator (who often confesses that he feels out of his depth) or whether and how Dostoevsky, standing behind that narrator, yet manages to organize the apparent polyphony of the text into a thematic symphony.

HSCI 3/5XXX

* Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome.

Understanding diverse philosophies and cultures within and across societies is a fundamental component of this course. Ideas about heredity, race and the beginning of human life (both evolutionarily and developmentally) are among the most controversial and difficult issues we face. In this course (which focuses mostly on the US context but includes some analysis of the Anglo-European context as well) we look at the response to scientific ideas across both time and cultures. For example, as part of the development of the Human Genome Project 3% of the budget was committed to the study of Ethical Legal and Social Implications (ELSI) of the project. Students are challenged (in both exam essays and quiz questions) to sort through the varied responses to privacy issues raised by the prospect of complete sequence information. These

kinds of analyses are supplemented by our science in the news discussions. As direct to consumer genetic sequencing products become more and more common students must grapple with issues that historians and legal scholars writing just a few years ago had not even considered. Students become aware of the ways that political and social systems (i.e. national health care) can affect the acceptance and trajectory of scientific research.

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

This is again largely assessed through grading and through probing questions in lecture. In lecture I often will play devil's advocate to push the students beyond their standard assumptions regarding these issues. In a recent discussion about the biological reality of racial categories we looked at a recent population genetic analysis from Nature and compared the racial categories with those developed by Friedrich Blumenbach in the late 18th century. This was followed by a brief writing exercise comparing the 18th and 21st century approaches to racial categorization.

SLO #5 Can communicate effectively

CHIC 3XXX

* Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

Throughout the term, students will develop the ability to articulate how Chicana/o political thought and organizing works to affirm cultural identity and challenge discriminatory practices through in class writing exercises, reflection papers and either expository essays or research papers. Students will also be required to engage in classroom discussion (both in small & large groups) and to do a class presentation on a final project. They will also practice interpreting data and translating this information into a highly readable narrative.

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

Using a rubric appropriate to the course, the instructor will assess students' papers, in-class writing exercises and guided discussions according to the students' abilities to think critically about the assigned topics; to read and analyze data; to apply the theories and methods they've learned; to consider and create new ideas around existing social problems; to develop and apply new insights toward problem-solving; and to understand themselves as active agents in sociopolitical systems.

WRIT 3XXX

* Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

Can communicate effectively within a healthcare, caregiver /patient relationship. Students will study material that provides multi-discipline approaches to the subject of communication in humanistic healthcare. Students will also write weekly papers on works of art created by healthcare professionals that examine the role of empathy in practitioner/patient communication and the effects of its absence. Experts from fields such as the history of medicine, bioethics, public health, health communication, risk communication will lecture on how their fields provide insight into the patient/practitioner interaction.

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

Students write weekly short papers, a group paper which is a script for a podcast interview with a healthcare practitioner on at least one of the themes of the course and they also write a 10+page paper on instructor approved topics the explore the role of communication not only on improved care but also on health outcomes. All assignments are graded on both the student's demonstrated understanding and application of course themes and content, but also on the student's ability to communicate effectively.

BIOL 1XXX

* Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

Students are required to communicate with each other frequently in the 7-9 person groups in the Active Learning Classrooms. In these groups, students discuss debate topics, collaborate on weekly assignments, and work as a team on various instructor-posed problems. These groups also work together to prepare for the weekly debates; in this case, they are expected to communicate effectively in online team collaboration sites that are monitored by the instructor. Students are required to write thoughtful reflections on each weekly debate topic.

In the laboratory, the students must choose a research topic, design an experiment, execute the experiment, analyze the data, and report their results to the class. All of this requires effective communication; students are provided with written and oral guidance, as well as examples, to help them achieve this effective communication.

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

The debate preparation and presentation are evaluated using a grading rubric that students have

before beginning their work. Students also are required to do weekly reflections on the debates; these are not evaluated since they are reflections and personal opinions, but instructors can comment on them and provide students with clarification of points, add comments to encourage deeper thinking, or to point out flaws in logic.

CHIC 3XXX

* Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome.

Students will work in a community group or organization in a variety of roles and positions. All of which, will require effective communication between and among their colleagues, co-workers, supervisors and me, the instructor. Additionally, upon completion of their work in the community, students will present on their experience and learnings to the class. Finally, in their group project-organizing an educational event for National Farmworker Awareness Week, due to the time and resources constraints, students must learn to work together and effective communication is key to this process and successful outcome.

How will you assess the students' learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated.

Agencies will evaluate student performance including the student's communication-specific questions will reflect back student's ability and behaviors to be timely and respectful. Additionally, part of the rubric I develop for the student's class presentation looks to a student's ability to effectively express their ideas and opinions. Another variable in the rubric looks to the presentation itself --volume, eye contact, professionalism, etc. Finally, students will self-evaluate and evaluate others in their small group for their work on the group project. One of the questions they must self-grade and grade others focuses on communication between and amongst group members.

GWSS 1XXX

* Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome.

Students practice writing analytical essays on literature in their informal postings on the readings. The first half of the semester students are given specific questions to answer, and all postings must be written in standard English, with correct grammar, syntax, and spelling. Students must complete two drafts each of three formal papers, on topics assigned by the instructor. The first drafts of the first two papers are critiqued by the instructor and/or TA and returned to the student who uses the feedback to revise the paper. For their third paper, students engage in peer review, in which they must both communicate their own ideas in the papers and, following a rubric developed by the instructors, communicate their critiques of their peers' drafts.

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

Informal writing is graded on the students' ability to answer questions effectively in the first part of the semester, and then on their ability to frame and present a cogent response to the readings. The three formal writing projects are assessed using rubrics created by the faculty teaching the course. In order to receive credit for their papers, students must turn in a first draft for comments and then hand in both the marked-up first draft with revised paper.

SLO#6 Understand the role of creativity, innovation, discovery, and expression across disciplines

TH 5XXX

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

Students experience the nature of form. This course acts as a synthesis of dramaturgy, sound, performance practice and other forms. This course is run by open lab, and students are judged on their own rigor, and own growth through exploring their own process. They discover and explore a new mode of creative process based on self discovery through lab work.

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

Students are expected to engage in rigorous play as adults. Students are assessed through participation, internal growth through personal and external critique, one-on-one studio visits between student and professor, and a final process performance. Even failure is considered discovery.

ART 3XXX

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

In this interdisciplinary course, students from the schools/departments of Journalism, Graphic Design, and Design, Housing and Apparel collaborate with Goldstein Museum of Design (GMD) staff in conceptualizing an immersive app. The app will bring the museum and its collection to new users with an engaging, interactive presence that puts GMD on equal footing with larger museums. The dynamic, fast-paced curriculum includes developing a client situation analysis, determining best practices by studying existing apps, creating site maps, generating wireframes

and presenting a design concept to GMD. During the Spring Semester, students further develop the design concept into a working app prototype (with User/Developer Manual) completed with user experience and content (photography, text, video),

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

The dynamic, fast-paced curriculum includes developing a client situation analysis, determining best practices by studying existing apps, creating site maps, generating wireframes and presenting a design concept to GMD. During the Spring Semester, students further develop the design concept into a working app prototype (with User/Developer Manual) completed with user experience and content (photography, text, video),

SLO#7 Have acquired skills for effective citizenship and life-long learning

Biol 1XXX

Please explain briefly how this outcome will be addressed in the course. Give brief [examples](#) of class work related to the outcome.

Students learn about meanings of health care concerns and costs, especially as a public affairs and citizenship issue. They also explore the ethical issues of human health and society, e.g., genetic predisposition to diseases, genetic engineering of children, pre-implantation genetic diagnosis, newborn genetic screening, vaccinations, abortion, euthanasia, and the government's role in the health of its population. In this exploration, we look at the biological basis of ethical issues, the scientific data supporting both sides of the debate, and how to evaluate the credibility of information sources.

Preparation for debates requires significant use and evaluation of information sources.

Class sessions also include presentation of current news information (e.g., news articles, new diets or exercise regimes, urban folklore) for analysis during class.

How will you assess the students' learning related to this outcome? Give brief [examples](#) of how class work related to the outcome will be evaluated.

The debate preparation and presentation are evaluated using a grading rubric that students have before beginning their work. Students also are required to do weekly reflections on the debates; these are not evaluated since they are reflections and personal opinions, but instructors can comment on them and provide students with clarification of points, add comments to encourage deeper thinking, or to point out flaws in logic.

Exam questions also require students to analyze research data or current news events with the

goal to have them use critical thinking in their daily lives.

CHIC 3XXX

Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome.

Students work in a community or governmental agency and as such gain real life experience and opportunities rarely offered in traditional classroom settings. Past students often remark on life-changing experiences and opportunities gained as well as new perspectives and ways of viewing the world. Additionally, students will work for and under the tutelage of farmworkers, union organizers and others with perhaps less formal education than they. As students gain confidence, skills and understanding that only the workers can offer the perspective and framework sought, desired or valued, the student's perspective changes to incorporate a wider understanding of what is considered valid information and valued knowledge. This perspective is an important skill for effective citizenship and lifelong learning.

How will you assess the students' learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated.

Agencies will evaluate student performance including the student's actions and behaviors-if they were respectful and responsible. Additionally, students will reflect on their learnings-both formal and informal in their classroom presentation and on various smaller assignments in class-both written and in small group work.

REC 1XXX

Please explain briefly how this outcome will be addressed in the course. Give brief examples of class work related to the outcome.

Students participate in service learning projects throughout the semester with a variety of agencies that provide a multitude of services to persons of all background and abilities. Students gain a better understanding of how to become involved in activities that benefit society and encourage being a more engaged citizen while serving others. Students learn about programs and opportunities to promote life long learning for all populations.

How will you assess the students' learning related to this outcome? Give brief examples of how class work related to the outcome will be evaluated.

Students create a Powerpoint presentation for the class sharing the experiences gain through

the service learning projects. Participation during the field experiences and supervisor evaluation of work completed during the practicum will be considered for course grade.