UMD: INTEGRATIVE LEARNING IN THE 21ST CENTURY

Student Development Assessment Team

Preface

The primary responsibility of colleges and universities is to produce learning for the benefit of all citizens. To do this well requires educational structures, activities, programs, services, and relationships that are organized in a focused and efficient manner on student success.

The report from the Higher Learning Commission’s site visit to UMD in 2008 called for the establishment and assessment of student learning outcomes. As a result, UMD convened the Council for the Assessment of Student Learning (CASL) and the Student Development Assessment Team (SDAT) which created the UMD Student Learning Outcomes Framework consisting of six broad learning goals and nine student learning outcomes (see Appendix A). This evidence-based framework was approved by the Campus Assembly on November 5, 2009. All departments and programs have been charged with developing program-level student learning outcomes and assessment plans that align with these campus-wide goals and outcomes. This work done by the UMD campus creates opportunity to enhance UMD’s learning environment to foster student success.

One clear measure of student success lies in the degree to which students develop mastery of learning goals and outcomes. UMD is poised to enhance its learning environment as it implements and assesses student learning outcomes. Through its efforts to build a collaborative campus learning environment with an emphasis on integrative learning, UMD will prepare its graduates to “face complex issues in their professional lives and in the broader society” (Huber & Hutchings, 2004).

Integrative learning is the “synthesis and advanced accomplishment across general and specialized studies demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems” (AAC&U, 2005). By intentionally helping students connect and make meaning of their learning experiences across all six of UMD’s learning goals, students will gain an education of enduring value.

This report includes brief descriptions of, and reference to, characteristics common among high-performing colleges and universities. The SDAT team proposes in this report broad recommendations for revitalizing UMD’s learning environment to effectively support students in mastery of UMD’s learning outcomes.

How can UMD best prepare its graduates for life in the 21st century?

“Higher education in the U.S. is a system that accomplished the learning requirements of the 20th century very well. But the challenges of the current age are of a different order, and new behaviors are needed. Higher education must organize its resources for increased responsiveness to, and engagement with, society’s core challenges in the century ahead” (Wegner, 2008).
Introduction

Imagine UMD like this:

UMD students, staff, and faculty are actively engaged with one another in a variety of connected academic and co-curricular learning experiences. Faculty and staff members are awarded innovation stipends to design and implement new learning strategies and for engaging in the scholarship of teaching and learning. Students, faculty, and staff frequently join in learning conversations over lunch and other settings. Students are engaged in activities: recreational, leadership, internship, residential, and advising, to name a few. Students gather in capstone seminars to demonstrate and celebrate their integrated learning accomplishments before graduating. Graduates depart UMD with a robust portfolio of evidence of learning, reflections, and experiences demonstrating achievement of UMD’s learning goals and outcomes. Graduates are greeted by employers, graduate, and professional schools eager to interview them because of their UMD education.

How can UMD transform itself into a high-performing university?

How is this vision going to be realized, especially in a time of diminishing resources? SDAT believes that UMD can transform itself to meet these challenges not in spite of, but because of financial and other challenges to our educational system. SDAT believes that UMD must transform itself in order to meet the demands of the 21st century. Now is the time for UMD to become a 21st century learning institution.

Findings from studies on high-performing colleges and universities suggests that institutions with better than expected graduation rates and higher levels of student engagement share common characteristics (Kuh, Kinzie, Schuh, & Whitt, 2005a; Carey, 2004; AASCU, 2005). In the “Documenting Effective Educational Practice” (DEEP) study, conducted by Kuh and associates, these conditions are organized around six main themes:

- “Living” Mission and a “Lived” Educational Philosophy
- An Unshakable Focus on Student Learning
- Improvement Oriented Ethos
- Clear Pathways to Student Success
- Shared Responsibility for Educational Quality and Student Success
- Environments Adapted for Educational Enrichment

In this document, the DEEP framework is used to summarize best practices that apply directly to UMD and to organize recommendations for enhancing UMD’s learning landscape to support campus and program-level learning goals and outcomes. SDAT hopes the UMD community will discuss, debate, refine, and ultimately implement a refined set of recommendations the UMD community as a whole finds reason and energy to support.
**LIVING MISSION AND A LIVED EDUCATIONAL PHILOSOPHY**

A living mission is one that is clearly written, well known, and embraced by the campus community. It becomes a lived educational philosophy when it is not only espoused, but is enacted in such a way that it is the de facto guide for critical decisions. Not only does the living mission guide university decisions, but it also welcomes students into an engaging, integrative, and demanding course of study.

Absent from UMD’s current mission statement (see Appendix B) is a clear focus on student learning. UMD’s mission does not articulate a compelling vision for what students can expect to get out of a UMD education, nor does it sufficiently describe the intentional design of UMD’s unique and inviting learning environment.

For these reasons, the UMD campus community must create a new mission statement. This statement needs to acknowledge where UMD will focus its finite resources, especially now in a time of financial challenge. Most importantly, UMD’s revised mission must include integrative learning, student success, and UMD’s unique, developing, and dynamic educational culture.

**Recommendations**

1. Rewrite the UMD mission statement, incorporating input from all sectors of the campus community—students, staff, and faculty—through a thoughtful and inclusive process leading to a living mission that is supported widely and serves as a guide for UMD decisions.

2. Develop a learning-centered culture at UMD in alignment with campus and program-level learning goals and outcomes.

3. Align policies, programs, and practices with the new learning-centered university mission. Widely communicate UMD’s learning-centered identity as it is reflected in the mission statement.

---

"A college’s mission is a public declaration of its educational purposes and values, intended to guide all aspects of institutional life, including the policies and practices that foster student success" (Kuh, et. al., 2005b).
AN UNSHAKABLE FOCUS ON STUDENT LEARNING

In their article entitled “From Teaching to Learning: A New Paradigm for Undergraduate Education” (1995), Barr and Tagg assert that a “college’s purpose is not to transfer knowledge but to create environments and experiences that bring students to discover and construct knowledge for themselves, to make students members of communities of learners that make discoveries and solve problems.” The authors emphasize the purpose of universities is to produce learning rather than to merely provide instruction.

With an attitude of support for student success, UMD is well situated to enhance its diverse learning environments by aligning them with campus and program-level learning goals and outcomes. Because UMD has a history, not unlike other universities, of focusing on instruction at the expense of a focus on learning, there must be conscious effort to redirect teaching and learning activities on demonstrable growth around desired learning outcomes.

Best practice indicators of an unshakable focus on student learning include:

- Clearly stated expectations around well-defined student learning outcomes
- A rich array of highly efficient and effective teaching and learning practices
- Communities of learners collaborating to develop desired learning outcomes and knowledge
- Ample opportunity to apply learning in practical settings
- Assessment activities used effectively for formative and summative feedback that enhance student learning
- Reflective culminating experiences that demonstrate integrative learning

**Recommendations**

1. Use the mapping of programs, curricula, and services to UMD’s learning goals and outcomes to promote an integration of academic and co-curricular learning experiences.

2. Develop strategies for the actualization and on-going support of integrative learning at multiple stages of the student experience.

3. Resources, support, and reward structures are provided for staff and faculty for practices that efficiently and effectively produce mastery of stated learning outcomes.

Upon graduation, have students achieved the learning goals and outcomes espoused by the university?

“The mission of the college is to produce learning” (Barr & Tagg, 1995).
**AN IMPROVEMENT-ORIENTED ETHOS**

High-performing colleges and universities describe a positive restlessness that the colleges emanate. These institutions monitor their progress and strive to improve through continuous learning.

An improvement-oriented ethos puts staff, faculty, and administration in the role of being continual learners. UMD’s assessment initiative is formalizing a process of ongoing improvement that is essential to creating a learning-centered culture and achieving integrative learning across the UMD experience.

Effective assessment processes are designed to provide feedback in such a way that mission, goals, and outcomes are taken into consideration as well as action strategies to improve learning activities. Called “double-loop learning,” feedback that is designed to improve programs as well as challenge governing values has been demonstrated to be effective for optimal organizational management (Argyris & Schon, 1978; Tagg, 2007).

The abundant scholarship on teaching and learning in higher education provides a rich resource for UMD faculty and staff to stay current in the field of student learning and development. These resources and networks are used regularly by high performing schools and can inform and guide UMD’s teaching and learning practices to foster acquisition of learning outcomes.

**Recommendations**

1. Foster curiosity and excitement about the scholarship of teaching and learning across the campus.

2. Develop a comprehensive professional development program and campus network to create a learning environment in which staff and faculty engage with colleagues around the research on student learning.

3. Ensure that UMD’s assessment process is formalized into an information system that provides continuous feedback for programs and mission statements.

By continually assessing the impact of their programs and the satisfaction of their students, faculty, and staff, UMD can adapt to changing conditions and improve the quality of its academic offerings.
CLEAR PATHWAYS TO STUDENT SUCCESS

Successful journeys, like trips, start with clear expectations, excellent planning and preparation, good maps and gear, and resources and skills for adjusting quickly to adversity along the way; they include a commitment to stay together throughout the trip toward a successful completion.

Clear pathways at UMD should include the following:

- Hold all students to high expectations for engagement and learning, in and out of class, on and off campus
- Help students map out their path to success
- Create spaces and settings where teaching and learning can flourish
- Implement a comprehensive system of early warning and guidance
- Incorporate a wide spectrum of people, expertise, and multiple perspectives in the advising process
- Connect students to co-curricular learning opportunities
- Recognize, affirm, and celebrate the educational value of diversity

Since learning outcomes are foundational, UMD should communicate clear expectations to prospective students about why learning outcomes matter. Students must be oriented to campus learning goals and outcomes their first term on campus and to program-level learning outcomes once admitted to their program of study. Expectations must be made clear to students how to effectively document and reflect on acquisition of learning outcomes and how evidence of learning will be used for formative and summative purposes.

Recommendations

1. Facilitate student understanding of UMD’s campus learning goals and outcomes and liberal education program with prospective and admitted students.

2. Communicate and hold students to high expectations for their learning efforts. Support them by helping them practice engaged learning.

3. Provide support for students as they develop plans and progress towards timely graduation.

4. Create the opportunity for a capstone experience through which students can submit for review a portfolio of integrated learning prior to graduation.

5. Ensure that student pathways from recruitment through graduation are navigable through an annual process audit by a task force empowered to make improvements.
SHARED RESPONSIBILITY FOR EDUCATIONAL QUALITY AND STUDENT SUCCESS

At DEEP institutions, responsibility for educational quality and student success is shared by all staff and faculty. The prevailing belief on campus is that student learning is everyone’s business. UMD can make this happen through powerful partnerships between faculty and staff when we all view ourselves as educators.

Kinzie and Kuh (2005) conclude from their study of DEEP schools that “what is common among high-performing schools is that a mix of administrators, faculty, staff members, and students work together to set direction and to create and maintain student success efforts.” Strong collaboration and partnerships between academic and student affairs are the hallmark of high-performing institutions.

In a learning-centered environment, everyone is immersed in the learning-centered culture. Concomitant with such responsibility is immense opportunity. Whereas the teaching-centered focus puts most of the burden for learning on faculty, the learning-centered environment distributes responsibility across the organization, thereby creating an opportunity for improving learning.

Recommendations

1. Share information about campus and program level learning outcomes across campus in the spirit of collegial support.

2. Examine campus structures in light of ease of collaboration in achieving student learning goals and outcomes.

3. Support staff and faculty in constructing collaborative partnerships that enhance student learning.

4. Include faculty and staff membership on campus-wide, college-wide, and department-wide committees and task forces.

How can we make student learning and success become everyone’s priority at UMD?

“As we, staff and faculty alike, undertake the job of transforming our colleges and universities into learning-centered institutions, what can we use to guide our efforts? How can we move beyond our separate areas of expertise to cultivate a shared vision of what learning is and the best ways to make it happen?” (Potter, 1999)
ENVIRONMENTS ADAPTED FOR EDUCATIONAL ENRICHMENT

The shift from an emphasis on teaching to learning has profound implications for the environment. In the learning paradigm, described by Barr and Tagg (1995), it is the institution’s responsibility to create environments and experiences that bring students to discover and construct knowledge. Such environments extend from the classroom to the physical environment adjacent to campus, across the online learning environment, and through co-curricular involvement.

What does this mean for UMD? It means taking a fresh look at the physical environment, both indoors and outdoors, in order to intentionally provide space and design for quality diverse learning activities. It means the campus (inclusive of living spaces, recreational spaces, and study spaces) is open and inviting to cooperative, collaborative, and supportive learning. It means there are flexible spaces for learning on the weekends and in the evenings where students can move furniture and whiteboards around to meet their learning needs. It means there are stages and open performance areas where students can direct their own creativity. It means the campus buildings, natural environments adjacent to campus, and the broader communities in and around UMD are taken into consideration as rich areas for discovery and learning.

The campus environment extends to online learning environments. Technologies present opportunities, as well as challenges, to support and enhance learning communities. Through the emergent discipline of “technology stewards” participants “select and configure technology ... supporting its use in the practice of community” (Wenger et al., 2009).

Recommendations

1. Create multiple learning environments that are personalized, open, and customizable (i.e., intentionally design spaces where individuals and groups can customize their physical setting to facilitate learning).

2. Design living and eating areas as a means to facilitate social interactions among all members of the campus community.

3. Open the campus in the evenings and weekends as a welcoming place that encourages students, staff, faculty, administration, and guests to use common areas.

4. Create rich, pedagogically-sound, learning opportunities and environments for both curricular and co-curricular programs.

Do students at UMD have a rich campus learning environment?
CONCLUSION

UMD’s Student Development Assessment Team (SDAT) undertook a study of best practices in higher education in order to recommend student learning outcomes for the campus that include student development. Through this study, the SDAT team examined results of studies of colleges and universities with higher than predicted student engagement and graduation rates. Those studies remarkably reached similar conclusions about environments that foster student success.

The SDAT team applied those findings to UMD, recommending a call to action. The resulting actions have the potential to accomplish two important things: one, they will create conditions that support campus initiatives that are underway at UMD for the establishment and assessment of student learning outcomes and two, they will contribute to the enhancement of the overall quality of education for UMD students by intentionally creating best practice conditions that lead to integrative learning.

Foremost among the SDAT recommendations is the call to rewrite UMD’s mission to include student learning and success towards mastery of desired learning outcomes. Following this recommendation in terms of importance is the intentional development of a UMD culture that is student learning focused. One essential way to accomplish this is to promote the development and mastery of well defined student learning outcomes that are integrated through and across academic and co-curricular programs. Additional recommendations in this report suggest ways to develop a learning-centered culture at UMD.

SDAT encourages everyone across the UMD campus to use the recommendations in this report, and in the literature cited, to contribute to UMD’s integrative, learning-centered culture.
Historical information

The Student Development Assessment Team (SDAT) was appointed in November 2008 by the Vice Chancellor for Academic Support and Student Life to be an ad hoc committee to develop UMD’s campus student development learning outcomes that would complement, and hopefully integrate with, the campus academic learning outcomes that were being developed at the same time. The SDAT team consists of eight individuals who have a depth of knowledge and experience with student learning and development theory and practice. The team met throughout 2009 and early 2010 to discuss ideas about student development in order to meet its charge.

The SDAT team studied leading frameworks for learning outcomes (SDAT, 2009). In particular, frameworks from Learning Reconsidered (2004), the American Association of Colleges & Universities (2007), and the Council for the Advancement of Standards and Learning Reconsidered (2008) were analyzed in light of UMD’s campus climate. As a result of this study, recommendations were brought forward to UMD’s Council for the Assessment of Student Learning (CASL) and working collaboratively these were incorporated into the UMD Student Learning Outcomes Framework (June, 2009) consisting of six evidence-based student learning goals and nine student learning outcomes (SDAT and CASL, 2009). UMD’s Campus Assembly voted unanimously to approve this framework in November 2009.

Using multiple resources and discussions drawing on a variety of student development experiences, SDAT wrote this report, “UMD: Integrative Learning in the 21st Century” and submitted it to the Vice Chancellor for Academic Support and Student Life in March 2010.
REFERENCES


Student Development Assessment Team (2009). *Student Learning Outcomes Frameworks*, University of Minnesota Duluth.

Student Development Assessment Team and Council for the Assessment of Student Learning (2009). *UMD’s Campus Goals and Learning Outcomes*, University of Minnesota Duluth.


Photo Credits, UMD Photo Library, 2010
### APPENDIX A: UMD's 6 Learning Goals and 9 Learning Outcomes

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>THINKING</th>
<th>SELF-REALIZATION</th>
<th>RELATIONSHIPS</th>
<th>SOCIAL RESPONSIBILITY</th>
<th>LIFE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition, Construction, Integration, Application</td>
<td>Cognitive Complexity</td>
<td>Intrapersonal Development</td>
<td>Interpersonal Competence</td>
<td>Civic Engagement &amp; Humanitarianism</td>
<td>Practical Competence</td>
</tr>
<tr>
<td>Outcomes 1 and 2</td>
<td>Outcome 3</td>
<td>Outcomes 4 and 5</td>
<td>Outcome 6</td>
<td>Outcomes 7 and 8</td>
<td>Outcome 9</td>
</tr>
</tbody>
</table>

**GOAL: KNOWLEDGE**

**OUTCOMES:**
1. Demonstrate competence in a major field(s).
2. Construct, integrate, and apply knowledge from instruction and experience.

- **Knowledge acquisition** from study and experience. Possess knowledge of human cultures and the physical world; possess knowledge of [a specific] one or more subjects
- **Knowledge integration.** Connecting knowledge to other knowledge, ideas, and experiences. Use multiple sources of information and their synthesis to solve problems; know how to access diverse sources of information such as the internet, text observations, and data bases
- **Knowledge construction.** Personalize learning; make meaning from text, instruction, and experience; use experience and other sources of information to create new insights; generate new problem solving approaches based on new insights; recognize one’s own capacity to create new understandings from learning activities and dialogue with others
- **Knowledge application.** Seek new information to solve problems; relate knowledge to major and career decisions; make connections between classroom and out-of-classroom learning; articulate career choices based on assessment of interests, values, skills, and abilities; provide evidence of knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences, for example in resumes and portfolios

**GOAL: THINKING (cognitive complexity)**

**OUTCOME:**
3. Think critically and creatively in seeking solutions to practical and theoretical problems.

- **Critical thinking.** Identify important problems, questions, and issues; analyze, interpret, and make judgments of the relevance and quality of information; assess assumptions and consider alternative perspectives and solutions
- **Reflective thinking.** Apply previously understood information, concepts, and experiences to a new situation or setting; rethink previous assumptions
- **Effective reasoning.** Use complex information from a variety of sources including personal experience and observation to form a decision or opinion; are open to new ideas and perspectives
- **Creativity.** Integrate mental, emotional, and creative processes for increased insight; formulate a new approach to a particular problem
- **Systems thinking.** Have the ability to analyze and act using holistic problem-solving skills based on understanding of characteristics of effective systems or organizations. Lead and relate to change as an organizing force; develop capacity to respond to change rapidly and with resiliency; involve others in experimentation, solution generation, and reflection; examine complex problems as a whole
- **Quantitative reasoning.** Explain information presented in mathematical form; successfully perform calculations; make informed judgments based on quantitative analysis of data; clearly communicate quantitative information to others, shaping it into an argument, solution or conclusion as appropriate

**GOAL: SELF-REALIZATION**

**OUTCOMES:**
4. Use ethical reasoning to make informed & principled choices.
5. Demonstrate self-knowledge across a range of developmental areas.

- **Realistic self-assessment and understanding.** Assess, articulate, and acknowledge personal skills, abilities, & growth areas; use self-knowledge to make decisions such as those related to career choices; articulate rationale for personal behavior; seek and consider feedback from others; critique and subsequently learn from past experiences; employ self-reflection to gain insight; function without need for constant reassurance from others; balance needs of self with needs of others
- **Identity development.** Integrate multiple aspects of identity into a coherent whole; recognize and exhibit interdependence in accordance with environmental, cultural, and personal values; identify and commit to important aspects of self
- **Moral development.** Explore and articulate the values & principles involved in personal decision-making; act in congruence with personal values & beliefs; gain awareness of the relationship between community & personal values/moral standards; accept personal accountability
- **Emotional intelligence.** Identify and manage emotions, control impulses and handle anxiety and anger; display a capacity for resiliency in response to setbacks; are able to read and respond to the emotions of others with appropriate empathy
- **Spiritual awareness.** Develop and articulate personal belief system; understand roles of spirituality in personal and group values and behaviors; critique, compare, and contrast various belief systems; explore issues of purpose, meaning, and faith
<table>
<thead>
<tr>
<th>GOAL: RELATIONSHIPS (interpersonal competence)</th>
<th>OUTCOME: 6. Communicate effectively through writing, speaking, and interpersonal &amp; group interactions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Meaningful relationships.</strong> Establish healthy, mutually beneficial relationships with others; treat others with respect; manage interpersonal conflicts effectively; demonstrate appropriately assertive behavior</td>
<td></td>
</tr>
<tr>
<td>• <strong>Interdependence.</strong> Seek help from others when needed and offer assistance to others; share a group or organizational goal and work with others to achieve it; learn from the contributions and involvement of others; accept supervision and direction as needed</td>
<td></td>
</tr>
<tr>
<td>• <strong>Collaboration.</strong> Work cooperatively with others, including people different from self and/or with different points of view; seek and value the involvement of others; listen to and consider others’ points of view</td>
<td></td>
</tr>
<tr>
<td>• <strong>Effective leadership.</strong> Demonstrate skill in guiding and assisting a group, organization, or community in meeting its goals; identify and understand the dynamics of a group; exhibit democratic principles as a leader or group member; communicate a vision, mission, or purpose that encourages commitment and action in others</td>
<td></td>
</tr>
<tr>
<td>• <strong>Effective communication.</strong> Convey meaning in a way that others understand by writing and speaking coherently and effectively; write and speak after reflection; influence others through writing, speaking or artistic expression; effectively articulate abstract ideas; use appropriate syntax and grammar; make and evaluate presentations or performances; listen attentively to others and responds appropriately</td>
<td></td>
</tr>
</tbody>
</table>

| GOAL: SOCIAL RESPONSIBILITY (humanitarianism) | OUTCOME: 7. Apply understanding of cultural differences in diverse environments  
8. Contribute to communities in which they live |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Cross-cultural collaboration.</strong> Understand one’s own identity and culture; seek involvement with people different from oneself; articulate the advantages and impact of a diverse society; identify systematic barriers to equality and inclusiveness, then advocate and justify means for dismantling them; in interactions with others, exhibit respect and preserve the dignity of others</td>
<td></td>
</tr>
<tr>
<td>• <strong>Global perspective.</strong> Understand and analyze the interconnectedness of societies worldwide; demonstrate effective stewardship of human, economic, and environmental resources</td>
<td></td>
</tr>
<tr>
<td>• <strong>Ethical social action.</strong> Incorporate ethical reasoning into action; recognize social systems and their influence on people; appropriately challenge the unfair, unjust, or uncivil behavior of other individuals or groups; translate the values and principles involved in personal decision-making into ethical action; affirm and value the worth of individuals and communities</td>
<td></td>
</tr>
<tr>
<td>• <strong>Civic engagement.</strong> Demonstrate consideration of the welfare of others in decision-making; engage in critical reflection and principled dissent; understand and participate in relevant governance systems; educate and facilitate the civic engagement of others</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL: LIFE SKILLS (practical competence)</th>
<th>OUTCOME: 9. Apply life skills to succeed in college and beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Pursuit of goals.</strong> Set and pursue individual goals; articulate rationale for personal and educational goals and objectives; articulate and make plans to achieve long-term goals and objectives; identify and work to overcome obstacles that hamper goal achievement</td>
<td></td>
</tr>
<tr>
<td>• <strong>Technological competence.</strong> Demonstrate technological literacy and skills; demonstrate the ethical application of intellectual property and privacy; use technology ethically and effectively to communicate, solve problems, and complete tasks; stay current with technological innovations</td>
<td></td>
</tr>
<tr>
<td>• <strong>Management of personal affairs.</strong> Exhibit self-reliant behaviors; manage time effectively; develop strategies for managing finances</td>
<td></td>
</tr>
<tr>
<td>• <strong>Career development.</strong> Take steps to initiate a job search or seek advanced education; construct a resume based on clear job objectives and with evidence of knowledge, skills, and abilities; recognize the importance of transferable skills</td>
<td></td>
</tr>
<tr>
<td>• <strong>Professional skill development.</strong> Accept supervision and direction as needed; value the contributions of others; hold self accountable for obligations; show initiative; assess, critique, and then improve the quality of one’s work and one’s work environment</td>
<td></td>
</tr>
<tr>
<td>• <strong>Maintenance of health &amp; wellness.</strong> Engage in behaviors and contribute to environments that promote health and reduce risk; articulate the relationship between health and wellness in accomplishing goals; exhibit behaviors that advance the health of communities</td>
<td></td>
</tr>
<tr>
<td>• <strong>Sense of purpose.</strong> Make purposeful decisions regarding balance among education, work, and leisure time; act in congruence with personal identity, ethical, spiritual, and moral values</td>
<td></td>
</tr>
</tbody>
</table>

Developed by the Council for Assessment of Student Learning (CASL) and Student Development Assessment Team (SDAT) at the University of Minnesota Duluth  
Adapted from the learning and developmental outcomes established by the Council for the Advancement of Standards in Higher Education (CAS) [www.cas.edu](http://www.cas.edu)  
Approved by the UMD Campus Assembly on November 10, 2009
APPENDIX B. Mission Statements

University of Minnesota Duluth Mission (2010)

UMD serves northern Minnesota, the state, and the nation as a medium-sized comprehensive university dedicated to excellence in all of its programs and operations. As a university community in which knowledge is sought as well as taught, its faculty recognizes the importance of scholarship and service, the intrinsic value of research, and the significance of a primary commitment to quality instruction.

At UMD, a firm liberal arts foundation anchors a variety of traditional degree programs, outreach offerings, and selected professional and graduate studies. Active learning through internships, honors programs, research, and community service promotes the development of skills, critical thinking, and maturity sought by society. Demanding standards of performance for students, faculty, and staff make UMD attractive to students with strong academic potential.

The campus contributes to meeting the cultural needs of the region and serves as a focal point for the economic development of the region through community outreach and through an emphasis on the sea-grant and land-grant components of its program.

UMD significantly contributes to enhancing the national stature of the University of Minnesota by emphasizing quality programs central to the University and the distinctive mission of UMD within the University system.

Providing an alternative to both a large research-oriented university and to a small liberal arts college, UMD seeks students looking for programs that emphasize personalized living and learning experiences on a medium-sized campus of a major university.

University of Minnesota Mission Statement (2010)

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world.

The University's mission, carried out on multiple campuses and throughout the state, is threefold:

Research and Discovery - Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.

Teaching and Learning - Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as non-degree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.

Outreach and Public Service - Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers the individuals within its community.