Undergraduate Student Learning Outcomes

Draft (10/6/14)

Augsburg's Mission statement offers a series of *educational values*:

Augsburg College educates students to be informed citizens, thoughtful stewards, critical thinkers, and responsible leaders. The Augsburg experience is supported by an engaged community that is committed to intentional diversity in its life and work. An Augsburg education is defined by excellence in the liberal arts and professional studies, guided by the faith and values of the Lutheran Church, and shaped by its urban and global settings.

A statement of outcomes offers a more specific set of *assessable goals for student learning*.

In this statement, we, the faculty, are identifying a set of outcomes for student learning. These areas reflect our shared commitment to offering a vibrant liberal arts education, combined with career preparation and vocational development. We expect students to achieve these outcomes cumulatively, through the completion of General Education courses, majors / minors and electives. In addition to providing a framework for effective assessment, these outcomes may also offer a framework for curriculum revision and development, ensuring that our goals are aligned and our academic program remains strong for years to come.

As Critical Thinkers, students will …[1]

- demonstrate substantial knowledge of a field and its methods of inquiry (Disciplinary Learning)
- use appropriate methods to gather and analyze evidence, identify underlying assumptions, recognize qualitative and quantitative claims (Critical Thinking / Information Literacy / Quantitative Literacy)

As Thoughtful Stewards, students will …

- critically engage their own beliefs and articulate their gifts and goals for meaningful life and work in a pluralistic context (Vocation / Pluralism and Worldview)
- identify the broad foundations for personal as well as ecological sustainability and apply them in demonstrable ways (Health and Wellness / Ecological Sustainability)[2]

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[1] In parenthesis are competencies that we might choose to assess. Some correspond to our current graduation skills; others represent curricular goals we set during the 2002-03 Gen Ed overhaul, but never fully tracked. To aid with assessment, the AACU has developed 16 "VALUE" rubrics for the following SLOs: Written Communication, Critical Thinking, Creative Thinking, Civic Engagement, Teamwork, Reading, Quantitative Literacy, Problem Solving, Oral Communication, Foundations and Skills for Lifelong Learning, Intercultural Knowledge and Competence, Integrative Learning, Inquiry and Analysis, Information Literacy, Global Learning, and Ethical Reasoning. The Teagle Foundation has also developed assessment rubrics, including one for "Pluralism and Worldview Engagement." If we as a faculty are not satisfied with these rubrics, we may develop our own.

[2] For outcomes like Health and Wellness and Ecological Sustainability, if we choose to keep them, we will need to develop our own assessment rubric.

As Responsible Leaders, students will …

- construct coherent and persuasive arguments, narratives and explications in written, oral and other formats (Writing / Oral Communication)
- demonstrate a sense of agency to create change in the world and apply it in ethical and informed ways (Civic Engagement / Ethical Reasoning)

As Informed Citizens, students will …

- explain diverse positions and collaborate effectively across social, cultural and geographic differences (Global and Intercultural Competence)
- formulate and solve problems in analytical, innovative, and integrative ways (Problem Solving / Integrative Learning)