UNIVERSITY OUTCOMES MEETING SUMMARIES FOR 4.4.13

University Outcomes working group meeting summary 2.13.13
The group brainstormed about possible themes that should be captured within the outcomes and important structural elements. The themes listed below were generated organically, then as conversation continued the groupings began to form based on a desire to narrow the list.

Theme A:
- make a difference
- civic engagement (or awareness) in range of communities
- teamwork, interpersonal interactions

Theme B:
- skills and aptitude for 21st century employment
- lifelong learners
- able to apply their skills and knowledge
- disciplinary knowledge
- synthesize
- balance between technical and general
- well-rounded (also appears in theme D)

Theme C:
- scrappy (resilient)
- resourceful
- problem-solvers

Theme D:
- ethical decision-makers
- personal responsibility
- “good people”
- honest
- how I execute my life
- well-rounded (also appears in theme B)

Some possible labels for the themes (in order A through D) are socially interactive, intellectually astute, behaviorally ..., and ethically grounded. Other important words that might describe these themes include maturity, sophistication, life experience, veteran. The group reviewed the current senior experience course approval criteria to determine overlap and consistency and decided there is a generally good fit with the existing criteria and the ideas generated for the themes if there is a future decision to use data from that course for measuring the University Outcomes. A suggestion was made to put all of these words in a wordle (www.wordle.net) to see what is produced. An example appears below.

In terms of the structural composition of the University Outcomes, there was general agreement that a small number of high level themes (maybe 4 or 5) should each be accompanied by a
more specific set of measurable outcome statements. In this way, the various elements of the University Outcomes could be used for different purposes (i.e. branding and marketing) and with different audiences.
University Outcomes—Jane’s group

We talked about pillars (taking the language from both the strategic plan and California State University, Northridge’s University Outcomes. The pillar that our group seemed most interested in naming was DIVERSITY. The layers of diversity at MSU-Denver are multiple—age, class, social status, gender identities, disabilities, etc. In addition, a valuable and practical application of the levels of diversity is seen in the classroom environment where students frequently engage in group work with students often very different from themselves and quite representative of colleagues they might encounter upon graduation.

Our number one goal was to highlight what was unique about our students and how this uniqueness could make our Outcomes not generic sounding. What is unique about a MSU-Denver graduate and MSU-Denver?:

- An institution that focuses on undergraduate education with small class sizes and the integration of education with local community.
- We provide a practical education where students learn to integrate/balance life and work, which is done through developing problem-solving skills, critical thinking skills, and communication skills.
- The institution and faculty are accessible to our students providing all sorts of resources to help them succeed.
- Our students have a strong work ethic that comes from balancing multiple life aspects—family, jobs, and school—at the same time.
- Our students are “scrappy”—driven, persistent, mature, practical, applied and hard-working—and have learned to mesh a real world awareness with the academic environment preparing them for a new workforce upon graduation.
University Outcomes Themes

Here are the five broad themes (in no particular order) from subcommittee that met on 1/31/13:

1. The General Studies requirements (e.g. the uniqueness of the MSU Denver program relative to other schools' general education programs)

2. The Multicultural/Global Diversity requirement (and its features that are unique to MSU Denver)

3. Senior Experience requirement; integrated learning; lifelong learning; ability to adapt

4. Community engagement; civic engagement (e.g. the Center for Innovation, internship opportunities, Field Experience coursework, student teaching, service learning, etc.)

5. Self-determined; resilience; "grit"; "scrappy"; persistent; resilience in the face of adversity