

CSM Committee Report - Friday, February 2, 2007

Chair:	Christina A. Bailey (chem & biochem)	John Hagen (chem & biochem)
	Kellie Hall (kines)	Dylan Retsek (math)
	Karl Saunders (physics)	Larisa Vredevoe (bio)
	John Walker (stat)	Kristi Weddige (advising)

*\*Commitment to Intellectual Retention*

Our discussion centered upon the process of student learning, not its product - a degree. While there are many wheels that can be greased to facilitate the efficiency of student progression to degree, the keys to real success lie in the resolve of the faculty and students to make the most out of every course whether required, support, general education, or elective. Rather than perceiving courses as hurdles to be breached, faculty and advisors should be encouraging students to view their experiences as an interrelated whole designed as a commencement to careers and becoming part of a functioning society. There must be a commitment to intellectual retention and the connections among disciplines.

There was strong support for a global language requirement and an emphasis on ethics in all programs.

*\*Critical Thinking*

If students are to be proficient in communication and critical thinking skills, undergraduate research must be acknowledged as both a valuable experience for the students and a valued activity of the faculty. It is necessary that the interactions in these projects be maximized and of quality, that is, the groups must be of manageable size and allow the research director enough time to adequately train, supervise, and consult with his/her student group.

*\*Assessment of Learning*

Assessment of student learning can be designed for use at benchmarks set out by individual programs. For some it may be a capstone course, for others a local or national examination. But for all, there should be multiple opportunities for students to integrate concepts vertically and horizontally across their curricula.

*\*Progression to Graduation*

It seemed as if many of the difficulties encountered in progressing to graduation involve timely evaluations of transcripts for transfer students and for graduating seniors. Transfer within our college is usually accomplished without much trauma. Transfer between colleges can be quite problematic. We acknowledged that our college departments should engage more frequently with the advising center.

The ability to “flag” students within our programs who are not progressing in the major or are having academic difficulty could be greatly facilitated by IT by issuing timely quarterly reports which can be transmitted in digital format for ease of use by the advising center and departments.

*OVERALL*, the group felt that communication across the disciplines in CSM is vital but the time and resources to carry it out were scarce.