TO: Provost Faith Hensrud

FROM: HLC Assessment Academy Team

DATE: September 7th, 2011

RE: Recommendation to revise Liberal Education Learning Goals

The HLC Assessment Academy Team recommends to the Provost that the Faculty Senate revise the Liberal Education Learning Goals as follows:

- Eliminate the term 'and inclination' from all Liberal Education Learning Goals

HLC Accreditation requires SMART (specific, measurable, attainable, relevant and timely) assessment goals. This will be their standard of evaluation during accreditation. Despite 18 months of work, the HLC Assessment Academy Team has been unable to identify a reputable method of assessing 'inclination'.

There are widely divergent views on the UWS campus on the utility and necessity of assessing as nebulous a concept as 'inclination' in a coherent manner. The HLC Assessment Academy Team has visited with most departmental units and many campus committees and continues to be asked why 'inclination' was included and how we are planning on assessing it.

In consulting with experts in the assessment field, we found that the definition and measurement of the concept 'inclination' are problematic. We have been specifically asked about the use of 'inclination' by all of the HLC consultants we have worked with in the last 18 months and all have asked about the inclusion of this term and the utility of assessing it. Some have gone so far as to say that we will not be able to adequately assess it.

Given the specific and short timeline for the HLC accreditation process, the removal of 'inclination' from the Liberal Education Learning Goals is a necessity.

We would ask that the Liberal Education Learning Goals would be modified to remove the term 'and inclination' from each goal. Thus, the revised goals would read:

The ability to:

1. Think and make connections across academic disciplines
2. Express oneself through multiple forms
3. Analyze and reflect upon multiple perspectives to arrive at a perspective of one's own
4. Engage as a global citizen
5. Engage in evidence-based problem solving