

**Student Learning Committee (SLC)**  
Minutes from Meeting on February 27, 2012

**Committee members present:** Kendrick Brown (Chair), Nancy Bostrom, Cheryl Browne, Terri Fishel , Jim Hoppe, Peter Mathison , Libby Shoop,

**Absent:** Adrienne Christiansen, Lisa Landreman, Kimerly Miller, Harry Waters, Jr., Yang Yu.

**I. Review feedback and suggestions for the initial draft**

SLC completed its discussion of Goal F: Engage Community. Larger issues brought forth in the discussion are included here, but for specific edits, see the revised draft.

- There was a brief discussion regarding LO#5. Is the use of the term “civic” too narrow for this outcome? Would “common goal” or “community goal” better match with the goal language? The majority agreed that the term “civic” could be anything related to citizenship, and therefore, a broad term appropriate for the outcome.
- SLC approved all edits suggested in the revisions dated 2.27.12

SLC began its discussion of the section on “Student Responsibilities for Learning.”

- Faculty and staff brought forth a number of suggestions for student responsibilities. Comments centered on two themes: Ideals and Process Orientation. Kendrick began the discussion by asking SLC whether the emphasis in this section should be on ideals, processes, or both. The consensus was that both should be emphasized.
  - Ideals suggested in the feedback:
    - Curiosity
    - Self awareness
    - Skepticism
    - Commitment to common good
    - Collaboration
    - Civil discourse
  - Processes suggested in the feedback:
    - Engage
    - Apply
    - Reflect
    - Synthesize/Create
- SLC discussed the purpose for this section. The statement on student learning identifies student learning outcomes that we expect all Macalester graduates to achieve. The student responsibilities section is intended to make students aware of their own responsibility for learning, and the types of ideals and/or processes that will help them achieve the College’s

goals, e.g. if students cultivate/develop/advance these ideals/processes, they can take better advantage of the learning opportunities available at Macalester.

- The committee revised the introductory paragraph. Please see the next set of revisions for the latest wording.
- The title of the section was changed from “Student Responsibilities...” to “Expectations for Student Learning...”
  - Eventually, this might be shared with students in the First Year Course.
- SLC discussed whether it would be more helpful to frame the section in ideals or processes, but both frameworks presented challenges:
  - If this section is grounded in ideals, where should we stop the list? We could easily add items like timeliness and ability to accept feedback, for example.
  - If this section is grounded in processes, traits like “curiosity” might appear multiple times.
  - Could the two be combined? For example, students can engage with their education by showing curiosity and skepticism. “Reflect” could tie into self-awareness, and students reach the synthesis stage when they commit to the common good, collaborate with others, and/or participate in civil discourse.
  - Would it be helpful to connect this “How-to” section with literature about student learning? Why is it important to engage, reflect, etc.? It may be useful to include something like: research in higher education shows that students make greater gains when they reflect upon or take the time to make meaning out of their college experiences in the classroom, and in co-curricular activities.
- Other comments:
  - SLC should reconsider using the word “skepticism” which could be taken out of context in a shortened statement, or may have a negative connotation.

***Action Item: Kendrick will revise the draft and circulate to SLC before our next meeting. Track changes will be used to identify points for further discussion. Kendrick will draft several options for the approach to this section, e.g. ideals, processes, etc. SLC members are asked to review the options before the next meeting.***