

**Student Learning Committee (SLC)**  
Minutes from Meeting on April 30, 2012

**Committee members present:** Kendrick Brown (chair), Nancy Bostrom, Cheryl Browne, Adrienne Christiansen, Terri Fishel, Peter Mathison, Kimerly Miller, Libby Shoop, Yang Yu.

**Absent:** Jim Hoppe, Lisa Landreman, Harry Waters, Jr.

**I. Updates**

The revised Statement of Student Learning was sent to Macalester faculty and staff after Spring Break, and was unanimously approved at the Faculty Meeting on April 10, 2012. Student Affairs unanimously approved the Statement at its meeting on April 25, 2012.

Next steps are to present the document to the Academic Affairs and Campus Life Committees of the Board of Trustees. These committees will make a recommendation to the full Board for a vote on May 11, 2012.

**II. Plan for Communication**

SLC must develop a plan for communication to both internal and external audiences. The Committee brainstormed a few ideas:

- Post the Statement on Assessment, Provost, and Student Affairs Office websites.
- Review with Admissions Office, perhaps during one of their retreats (Timing: December? Spring?)
- The Spring Activities Workshop (SPAW) will include a two-day workshop for First Year Course Instructors. Build a review of the Statement into discussion of the College's Mission, etc.?
- Disseminate the Statement to the Parent Council, whose role is to welcome new parents to Macalester. SLC should communicate with Student Affairs, or perhaps the Development Office, to coordinate communication with the Chair of this group.
- Include the Statement in the online College Catalog, on the page with the Mission and Statement of Purpose of Belief. Ideally, provide a searchable webpage and a pdf for downloading the document.
- The Alumni community could be reached through Mac Today and/or the MacWire. SLC could draft an article and include a link to the Statement. Contact person—Lynette Lamb.
- SLC should engage employers of Macalester graduates, focusing on organizations that employ a large number of graduates.

- Disseminate the Statement to incoming first year students in May or June. Also provide the Statement to First Year Course Instructors and encourage conversations with students and their parents during Orientation.
  - Perhaps add under the “Academics” section of the website?
  - Perhaps add to the section related to General Education requirements?
  - Admissions page?
  - Mac Weekly article?
- Brainstorm with Senior Staff about best uses for the Statement.

### **III. Stage IIa—Inventory Coverage of Student Learning Outcomes (AY 2012-2013)**

SLC has completed Stage 1 of its charge, which was the development of institutional learning goals and outcomes agreed upon by faculty and staff, and approved by the Board of Trustees. Over the next academic year, SLC will turn its attention to Stage 2—creating an inventory of how/where/when students have the opportunity to develop in these particular areas.

SLC will need to determine the best way to track and store this information. For example, we could create an SLC google site or Moodle group as a repository for information. A google site could be a good repository for links to documents, while a moodle group would allow us to physically upload copies of files.

The inventory will require significant data collection and a number of follow-up conversations about how various departments connect to the goals and outcomes indicated in the Statement. As a starting point, Kendrick suggested these steps:

- Gather all available assessment plans for both Academic Affairs and Student Affairs (Kendrick and Nancy =33 academic department plans and 3 general education plans; Jim and Lisa=student affairs assessment plans; Cheryl=Institutional Research assessments; etc.)
- Ask staff and faculty to make what they perceive to be relevant connections between their individual assessment plans and the outcomes outlined in the Statement (faculty and staff)
- Review and evaluate connections (SLC)
- Meet with faculty and staff to resolve and discrepancies between perceived connections (Kendrick and SLC members)
- Develop inventory of coverage based on resolved connections for Student Affairs and Academic Affairs departments and offices (SLC)
- Share inventory with campus (Kendrick and SLC)

**IV. Concurrently, SLC will address Stage IIb—the Higher Learning Commission (HLC) Project: Testing the Lumina Degree Qualifications Profile (DQP)**

For the DQP project, SLC will compare Macalester learning goals and outcomes to those described in the DQP. Macalester's "Demonstrate Intellectual Depth and Breadth" will be compared with Lumina's "Specialized Knowledge"; Macalester's "Engage Community" will be compared to Lumina's "Civic Learning."

- SLC's role will be to review relevant outcomes and note where there is agreement between Macalester and the DQP, and where not. These notes will be reviewed with Department Chairs and SALT-ex.
- After further review, SLC will compile observations and submit a report to the Provost.

The DQP is not yet set in stone, and our work will be part of a national dialogue about liberal arts education. Our deadline is June 2013, by which time Macalester will submit our findings and observations to HLC; HLC will compile feedback from the 20 institutions engaged in the project and will in turn submit its report to Lumina.

**V. SLC Business for Next Academic Year**

Kendrick thanked SLC members for their work over the past year, with special recognition of members who will not be serving on the committee next year: Libby, Peter and Yang.

For next year, SLC will need a new at-large faculty representative; two student representatives (identified by MCSG); a GERC representative (identified by GERC); and an EPAG representative (identified by EPAG).

SLC meetings for the fall semester will be held every other Wednesday from 3:30 to 5:00.