

Student Learning Committee (SLC)
Minutes from Meeting on April 9, 2015

Committee members present: Kendrick Brown (chair), Nancy Bostrom, Polly Fassinger, Jim Hoppe, Jaine Strauss.

Absent: Keith Edwards, Terri Fishel, Diane Michelfelder, Kimerly Miller, Paul Overvoorde, student representatives yet to be named by MCSG.

I. The April 30 meeting has been cancelled. The committee will next meet in the fall.

Action Item: *Nancy will work with Winnie to arrange next year's meetings.*

II. The committee discussed the schedule for the next years:

- In Academic Year (AY) 15-16, SLC will review "Demonstrate Intercultural Knowledge and Competence (DIKC)." In AY 16-17, SLC will review "Engage Community."
- The process of reviewing a goal appears to require approximately 16 months, with some overlap between goals, for example:

	Think Critically and Analyze Effectively	Demonstrate Intercultural Knowledge and Competence	Engage Community
Fall 2014	Review pertinent institutional and general education data.		
Spring 2015	Review data from academic affairs and student affairs.		
Summer 2015	Create draft report.		
Fall 2015	Review and revise report, submit draft for community input, finalize report.	Review pertinent institutional and general education data.	
Spring 2016		Review data from academic affairs and student affairs.	
Summer 2016		Create draft report.	
Fall 2016		Review and revise report, submit draft for community input, finalize report.	Review pertinent institutional and general education data.
Spring 2017			Review data from academic affairs and student affairs.
Summer 2017			Create draft report.
Fall 2017			Review and revise report, submit draft for community input, finalize report.

- III. SLC reviewed a summary of several items from student affairs departments that may be used as exemplars of connections to Think Critically and Analyze Effectively (TCAE).

The committee perceived possible connections between TCAE outcomes and information from these departments:

Outcomes:	1	2	3	4	5
Residential Life	Indirect	--	--	Indirect	Indirect
Conduct	Indirect	--	--	Indirect	Indirect
Health and Wellness Center	Indirect?	Indirect?	--	Indirect?	Indirect?

In some cases, additional detail will be necessary to determine whether these connections are indeed a good match for the outcome. In addition, the Department of Multicultural Life has evidence related to Outcome #5, however, this information may be better suited to Demonstrate Intercultural Knowledge and Competence.

Action Item: In cases where additional information is needed, Nancy will follow-up with departments for clarification.

- IV. The committee reviewed the report framework, which was circulated via email before the meeting. Over the summer, Kendrick will create the draft report. In fall, the committee will review and submit the report for community feedback, revise and finalize.

The recommendations from the report will determine the process after that point, e.g. if a revision in the Statement of Student Learning is recommended, SLC must solicit input, but a vote is not required.

The committee provided feedback on the draft framework. There were no suggestions on the first three sections of the report: Introduction, Sources of Evidence, and Assessment Method. The majority of the conversation focused on suggestions for communicating the evidence. Currently the draft is segmented by Learning Outcome, then by the source of the information, i.e. institutional, general education, etc. At the conclusion of the each learning outcome section, there is a placeholder for conclusions about the particular outcome before introducing the next.

- Might we structure the report to tell the story of “strengths and weaknesses” (not necessarily these terms) within each outcome, rather than by type of evidence within each outcome? This more holistic approach might be a good way to reach a broader community audience. It also reinforces the student-centered approach we’ve been taking—all of these components contribute to student learning, regardless of whether they’re connected to general education or particular departments and offices.

- In the narrative, we should answer questions like: How well are we doing this? How well can we answer that question--is there a better way to assess this outcome?
- We should present information about each outcome, and then when synthesizing the evidence, bring in the additional information that is aligned with TCAE in general, but not necessarily to a particular outcome within TCAE. The synthesis will be more about the goal as a whole than the outcome. In other words, the TCAE goal is set, but the outcomes may be subject to change at some point in the future.
- How much information should we include about each outcome? That will likely be determined by the evidence and how the information contributes to our understanding of TCAE. Figures may be used as illustrations to support the narrative, but much of these data will be included in the appendix.
- In addition to the report for public consumption, there are very detailed notes about the outcomes that would be helpful for SLC but would not be suited to a report.

Action Item: Kendrick will work on a draft report over the summer; SLC will review and discuss next fall.