

Student Learning Committee (SLC)
Minutes from Meeting on November 8, 2011

Committee members present: Kendrick Brown (Chair), Nancy Bostrom, Cheryl Browne , Adrienne Christiansen, Terri Fishel, Chad Higdon-Topaz, Lisa Landreman, Peter Mathison, Kimerly Miller, Libby Shoop.

Absent: Jim Hoppe, Yang Yu.

I. Brief review of plans for January and second semester

For the remainder of the semester, SLC will continue to review and edit the document based on feedback from the community. Over January break, Kendrick proposes to draft wording to address the “major issues” designated for further discussion. SLC will begin to address the “major issues” at the beginning of the second semester, with an eye toward endorsement later in the semester.

II. Review feedback and suggestions for the initial draft

Kendrick shared additional feedback from the Center for Religious and Spiritual Life and the Lilly Project staff; SLC members received copies of the suggestions for reference. In light of these comments and other feedback received to date, the committee continued to discuss revisions to the document, beginning with Learning Goal B: Think Critically and Analyze Effectively. Highlights are included here, but for specific edits, see the revised draft.

- SLC received feedback from the CEC suggesting that this goal “integrate language around the construction of new ideas and possibilities.” While this understanding may be more visible when one looks across the outcomes, SLC wants to be clear that this goal entails deconstructing and critiquing, as well as imagining something new and adding to the conversation. Critique is essential however, and SLC must be careful to maintain that importance while incorporating constructive elements.
- This goal outlines a process for gathering and using information to formulate a position, but this process is not necessarily linear.
- Note that LO#5 may occur at the end of a course or at a later point in time. For example, during senior year, we might ask students to reflect on a time when they had formed a conclusion that was later re-evaluated and revised based on new evidence.

Discussion moved into Goal C, “Communication”:

- Neil Chudgar raised this point: the introduction to this goal states “communication may be informative, expressive, or persuasive” but the learning outcomes appear to be focused only on “expression.” SLC identified more descriptive verbs for the first three learning outcomes. The larger question—should this goal more specifically highlight persuasion?—will be discussed at the next meeting.

Please see the revised document for specific edits.

Action Item: Kendrick will revise the draft and circulate to SLC before our next meeting. He will incorporate additional suggestions. Track changes will be used to identify points for further discussion.

III. Minutes from previous three meetings were approved with no suggested edits.