

**Student Learning Committee (SLC)**  
Minutes from Meeting on November 4, 2019

Attendees: Paul Overvoorde (Chair)  
Nancy Bostrom  
Louisa Bradtmiller  
Adam Johnson  
Terri Fishel  
Dylan Larsen (senior student)  
Joan Ostrove  
Andrew Wells  
Claire Sislo

Unable to Attend: Donna Maeda, Patrick Schmidt, Jeff Allen

- I)* Four Pager Discussion--Input on Draft of Information to Include
- a.* Intro section
    - i.* Identified as a report from the student learning committee
    - ii.* This is the report for community engagement at Mac
      - 1.* Would be great to tie to a holistic look to statement of student learning (1 of the big 6)
    - iii.* Great opportunity to link to the full statement of student learning
    - iv.* Information on the institutional progress report on engaged community
      - 1.* Purpose for this report
      - 2.* Sources of data used
      - 3.* Discussion on changing the name- progress indicates a report that is continually under evaluation/changing year to year. Institutional Report on Engaged Community or seems more appropriate as a working title
        - a.* Communications may have input in this area as well.
        - b.* This would ideally be a template format for the other documents
  - b.* Commitment to Community Engagement at Mac
    - i.* Student attitudes coming in
    - ii.* Options offered to students, what they participate in
    - iii.* Depth of engagement and issues students tackle
  - c.* Impact

- i. Mac building capacity for student engagement
- ii. Examples shown from students and alumni from what they've learned
- iii. Alumni continuing to engage community after leaving Mac
  - 1. Discussion: Understanding that this document is a report on this statement of student learning. As I think about this commitment, is this section intended to describe assets or inputs or is this section being used to establish this as a value of Mac?
    - a. This is more on the input side, more on the attitudes and perspectives that they are bringing and experiences that they are having.
    - b. Discussion: should the focus of this report be how Macalester contributes to this area, not necessarily what students already bring to Mac?
    - c. Question: Do we want to include that Mac attracts these kinds of students and be clear about where and how Mac contributes to this area.
      - i. Members agreed this was important to include in the report.
- d. Next steps:
  - i. Overall impressions of findings
  - ii. What action will Mac take based on these findings?
    - 1. Addressing barriers
  - iii. Refine what metrics are used for the future
- e. Questions/discussion:
  - i. Worth noting and clarifying what "impact" means for this report- to be clear that this impact is within the Macalester community and it's students- that is what is being assessed- not actual community impact and community partners.
    - 1. Question: Are there some kind of metrics we want to use in the future, interviews with community partners regarding this impact so that it could be included in this report?
    - 2. Discussion: There seems to be tension in this learning outcome; we are focused on the tools students are using, but on the other hand this impact on community partners is a part of that. How can both of these things be a part of the next assessment?
    - 3. Discussion: Overall, it needs to be clear that this report shows impact on the student and alumni at large.
    - 4. The impact on the community and our relationship with the community seems explicitly part of that most common lesson with contribution. Wonder if there is a way to bubble out from that and say- this makes it clear that we also need to attend to our community partners and what their experience are. "This reminds us of the importance of what the experience of our community partners are."=

- II) Discussion on data points- First Section
  - a. Macalester Attracts Civically Minded Students
    - i. Adam also has a comparison between incoming students at other institutions- comparison data to the national norms could also be included.
    - ii. The civic engagement center is also looking for comparison data on the civic mindedness engagement scale as well, and this may be included.
  - b. Almost All Seniors participated in community engagement activities at Mac
    - i. One way we might be able to narrow this data for a succinct report would be talking about hover half
      - 1. Barriers were identified for students
  - c. Seniors and Alumni confirm learning took place in the curriculum and co-curriculum
    - i. Examples of specific instances
  - d. 96% Engaged seniors focused on a range of issues
    - i. CEC felt that the biggest thing to emphasize was to combine all categories here and focus on the 96% engaging in one or more times across all semesters.
    - ii. Emphasize in the document that this is a sustained effort and not one-off data
  - e. Engaged seniors focused on a range of issues
    - i. Listing the top mentions give a sense of what seniors focused on
- III) Discussion on data- Second Section
  - a. Almost all Seniors (91% reported Mac enhanced their capacity for effective community engagement- this was suggested to be combined for a more clear representation
  - b. 94% of Seniors and 95% of Alumni
    - i. Previously was talked about just including Alumni, but it seems to make more sense to include both
  - c. Identify Distinctive Characteristics of Communities – illustrative quotes
  - d. Community Engagement influenced academic aspects of Mac education
  - e. Alumni reported a variety of engagement activities in the past 12 months
- IV) Next Steps- What should we include in this part of the report?
  - a. Acknowledging significant differences in data between Males and Females
  - b. Barriers to participation and how those things can be addressed
  - c. Individual nuances in some of the open ended comments
  - d. Discussion: It makes sense to include this to prompt discussion with the consumer of the report. Having prompting questions would help facilitate a discussion using this document across campus.
  - e. It seems to be challenging to focus this question “What’s next?” depending on the consumer of the report. Is it meant to be a message from SLC? Or is this talking about what actions others should take to improve on this.
  - f. Maybe instead of Next Steps as a separate section- but within the context of, for example- significant barriers, inserting a statement
    - i. We don’t want to force this section for recommendations if they are not as clear cut

- g. Is 'Next Steps' SLC recommendations? Or does SLC facilitate the discussion with others to talk about how this impacts other areas?
- V) Strategy for completing the logic models
  - a. There are still three additional logic models to create.
  - b. Create pairs to edit and finalize the other three that are currently in a draft stage.
  - c. This would allow us to come back in the early spring to develop a more broad assessment plan.
- VI) Logic Model for MICAR. Ideas for inputs:
  - a. Sustainability curriculum; student organizations, sustainability, philosophy
    - i. Concentrations facilitate some of this too
  - b. Ethics bowl
  - c. Residential Life and student conduct process
  - d. Fair use and copywrite
  - e. How students balance their time between sport, student organizations, and curriculum; you make choices as a student and accept the responsibility
    - i. How is this determined prior to student burnout?
  - f. Academic Integrity
  - g. Survey policies, IRB, ethical use of data
  - h. Advising
  - i. Making informed choices
  - j. Health and Wellness at Mac; Consent at Mac
  - k. Peer education on this campus in addition to community engagement aspects that are relevant here
  - l. DML Programming, isms, and POP
  - m. Student leadership programming; OSLE and MCSG; community impact and engagement
  - n. Athletics; our coaches have intentional conversations with our student athletes, team identity v college identity, the different community members they are apart of

**Action items: Nancy will be sending the Engage Community 4-pager to communications. The committee will be able to review this again at a draft stage later on.**