Student Learning Committee (SLC)
Minutes from Meeting on October 21, 2019

Attendees: Paul Overvoorde (Chair)

Jeff Allen

Nancy Bostrom

Louisa Bradtmiller

Terri Fishel

Adam Johnson

Dylan Larsen (senior student)

Joan Ostrove

Patrick Schmidt

Claire Sislo

Unable to Attend: Donna Maeda

I)   Engaged Community Data presentation
  a. "4 Pager" Introduction
      i. Helps tell the story behind the learning outcomes
      ii. More targeted approach to delivering information to potential students and internal stakeholders
      iii. What are the priorities in terms of bits of data that we need to include in this document?
      iv. Sections of the report:
        1. Learning Environment
            a. What attitudes do students bring to Macalester? What kind of behaviors do they have once they're here?
            b. Civic Mindedness data could potentially tell a bigger story when compared against similar institutions
            c. Participation in Community data shows consistency with the percentages of students engaging in community activities
                i. Question: how does study away impact this data?
                ii. Question: what are the student's perception of courses that include community engagement?

      d. Frequency of Participation

2. Focus of Community engagement
    - *i.* Question: did students name these issues, or was it from a pre-list? (Nancy worked with the civic engagement center and Andrew to come up with a pre-list of options)

3. Impact
    - *a.* Data we have showcases student learning and growth
    - *b.* Thoughts on the 91% of all seniors reported Macalester enhanced their capacity for effective community engagement?
        - *i.* From seeing incoming students/applicants and the kind of community engagement they participated in before Mac- this idea of growth is notable
        - *ii.* Concern about how the high price tag at Mac affects these attitudes. I.e.: "I have to make my time here worth it considering the cost."
    - *c.* ¼ reported that community engagement "very much" influenced research interests.
        - *i.* This is something that could be highlighted for prospective students. Use as a tool to display how these things fit together for prospective students.
        - *ii.* Question was asked if there was a question on this survey in the other direction; i.e. instead of "to what degree" something more like "did this even have impact on these choices?"
        - *iii.* There was discussion on the dislike of the word "some" in this scale, and question to how that word is underwhelming, and kind of gives a negative connotation to the data
    - *d.* Alumni reporting variety of engagement activities
        - *i.* What does "daily behavior" mean?
        - *ii.* Would love to see the story that could be presented by comparing to other institutions- it could be that because of the Mac education, they interpret their engagement in different ways based on the emphasis of this institution, while other colleges and university students might be doing the same thing, without the pointed connection.
    - *e.* 94% of seniors and 95% of Alumni reported that Mac contributed significantly to at least one of these areas
        - *i.* Marked difference between alumni understanding and seniors. Could be that alumni have a more practiced understanding of how these areas impact their lives
    - *f.* Which area did Mac contribute to most?
        - *i.* Reflection on roles, motivations, & actions, amongst both Alumni and Seniors
    - *g.* Identify Distinctive Characteristics of Communities

           i. 74% Seniors and 85% Alumni selected very much or quite a bit to the development of this skill

    h. Describe interrelationships between Local, National, and International issues and their effects

4. Areas for improvement

    a. Question: Are there structural barriers to participation in community engagement at Mac?

    b. While these results may not necessarily be statistically significant, they are very important differences and need to be included in discussion aboutimprovements at Macalester.

5. Questions:

    a. What again is the connection between the 4 pager and the logic model?

           i. The 4 pager is a compilation, and condensed way to present the information (from the CEC background, the data collected, and the 6 steps brochure) together and not in silos.

    b. Discussion on general surprise that "working a paid job" piece didn't come up more often. It seems that transportation concerns could be better addressed.

    c. Additional discussion on the concept of time and restriction of time being a barrier, and how this could be addressed, as it seems like it is a problem that can't go away.

           i. Where this arises as an issue is when students who don't have time because they are choosing (out of necessity) their coursework or paid work over this community engagement piece, feel as if they are missing out on the full picture of a Mac education because they can't participate. These students might experience a unique pressure from Mac to participate in these things compared to other institutios.

Action items: Would like to solicit feedback as to what the committee members feels are the most important/priorities to include in the 4 pager document.

Keep thinking about the connection points between the logic models and how we are drafting these 4 Pager documents. We want people to get a sense of what is going on in a more targeted way, rather than these long reports that don't get utilized enough for the amount of work that goes in.

Will go into talking through the next set of logic models at the November meeting.