Student Learning Committee (SLC)
Minutes from Meeting on September 30, 2019

Attendees: Paul Overvoorde (Chair)

              Nancy Bostrom

              Louisa Bradtmiller

              Terri Fishel

              Adam Johnson

              Dylan Larsen

              Donna Maeda

              Patrick Schmidt

              Claire Sislo

              Andrew Wells

Unable to attend: Jeff Allen

I)   *Overall Logic Model discussion*
   a. The Assessment Office (AO) is creating a strategic plan for assessment that ***prioritizes*** resources and ***efficiently*** structures/organizes our work in a way that emphasizes actionable data and leads to its use. A particular point of interest is how best to streamline assessment efforts, so that, for example, the general education assessments we conduct for Writing also contribute to our institutional learning outcome for "Communicate Effectively."
   b. Another important element of our strategic plan for assessment is to make better use of direct assessment data that are already being collected and could be used for dual purposes--in the case of writing, for example, using papers from courses that are first graded as usual by the instructor, then also used for assessment of our institutional learning outcomes.
   c. In spring 2019, the AO sought feedback from Ashely Finley, a national assessment expert from AAC&U. Ashley suggested a logic model as a first step toward organizing our assessment plan. A Logic Model is a holistic representation of how, collectively, college resources are devoted to serving Macalester's mission. Logic Models can be used to:
       i. Confirm whether or not institutional learning outcomes are indeed supported by resources and learning experiences in both the curriculum and co-curriculum;
       ii. Identify areas of strengths and gaps;
       iii. Consider stating the "foundational principles" that define quality learning experiences;

      iv. Identify course-based or program-based evidence of learning to complement institutional data collected by AO and IR.

   d. Question: Is there evidence that a Logic Model (LM) is effective?

      i. Logic Models are one way to organize information and for our purposes, I think they will be helpful in two primary ways: To make explicit the connections between general education learning outcomes and institutional learning outcomes so that we're not in effect duplicating efforts, and to identify how we can best make use of existing assessment evidence so that we reduce the overall amount of data we collect.

   e. The AO would like SLC's help to draft a Logic Model for each of our 6 institutional learning outcomes. Perfection is not the goal for creation of this first Logic Model (LM) during this meeting.

      i. The primary focus is how to gather information and evidence of student learning.

      ii. Look at the LM as something to use for a conversation starter. Once there is a draft together, this is a tool that departments could use to start a conversation across the curriculum and co-curriculum.

      iii. Question: What are some other ways for using this kind of tool?

         1. LM's could be used, for example, at the department level for department reviews and in-house assessment

II)   *DRAFT Logic Model for Demonstrate Intellectual Depth and Breadth*

   a. Question- Should these be limited to activities that already have assessment happening?

   b. Answer: No limits- we can indicate pieces that are currently being assessed, but a broader framework will be more helpful as a starting point here.

      i. Brainstormed Ideas for Resources

         1. Budget for student organizations
         2. Library
         3. Faculty
         4. Fellow students
         5. Department budgets
         6. Health and wellness center/external counseling- (providing resources for students to solve issues within themselves/within groups)
         7. Physical spaces
         8. Entrepreneurship funding and startup funding
         9. The idea lab
         10. Facility services

   c. Question- what is the connection again between resources and learning experiences?

      i. For example, are we including budget allocation for orgs or participating in the org?. Do we include physical spaces as resources?

      ii. Sometimes the lines get fuzzy during brainstorming, but Nancy is going to be combing through after this rough draft is completed today.

       iii.
   d. Brainstormed Ideas for Learning Experiences
      i. Capstones
      ii. Registered student orgs, specific orgs associated with advocacy on campus- a space where members learn about how to apply their learning in action.
      iii. Summer research
      iv. Preceptor Work
      v. Completion of a Major /Concentration/ Minor
      vi. Distribution Requirements
      vii. Coursework and programming that is interdisciplinary or multidisciplinary
      viii. Final art shows or performances
      ix. Recurring department meetings/professional development opportunities
      x. Evidence of Learning
      xi. Examples of Dimensions of Learning

1. Distribution requirements do not have learning outcomes associated with them. Something like first year courses have student outcomes.
2. Toward the end of year last year, clear communication to students was discussed, for example, how to communicate general education requirements more effectively.
3. Something produced more formally could be critically important to new faculty, as they might not even know something like SLC exists. If there was some kind of simple document that could summarize this, it could be helpful to students, faculty, and staff.
4. The Allies program and identity development programs should be included in this conversation. While they may not be naming the theory they are practicing, the work fits here.
5. Question: as a logic model, is there supposed to be any correspondence between the columns? Do you just want these to remain as brainstorm columns? Or is there any sense in how you want to include arrows?
   a. Answer: eventually, yes, we do want these stronger connections. What the assessment office is really looking for is help to identify where to collect evidence of student learning for these outcomes. Going through an exercise like this helps make the case that there really are programs, orgs, and activities that do connect to broader learning.
6. The logic model also provides an overview of how the college works together, regardless of department or division.
7. The idea is not to continue to do more and more assessment, but pull from evidence that already exists to help paint a clearer picture
8. Ongoing question: To what extent is the college responsible for some of the learning experiences of students involved in programs or orgs? Can we connect this learning back?

III) Logic Model for Think Critically and Analyze Effectively
   a. Brainstormed Ideas for Resources
      i. Critical theory concentration
      ii. Librarians
      iii. External funding sources
      iv. Departmental budgets
      v. Org budgets
      vi. IRB
      vii. Faculty, staff
      viii. Students
      ix. Reflective practices
      x. ETC circles
   b. Brainstormed Ideas for Learning Experiences
      i. Research Project
      ii. First year library instruction
      iii. Internships and community-based learning
      iv. Summer research
      v. Student orgs that are particularly focused on these things, Debate team, Ethics bowl, mock trial, Model UN for example, other student orgs that tackle mental health and implicit biases, majors, minors, concentrations
      vi. Each of the gen-eds, specifically quantitative thinking requirement has been called out by students; they are making this connection
      vii. Data science minor
      viii. QT, USID, internationalism requirements
         1. Example: current exhibit in the gallery
      ix. MacNest, Macathon, Funkathon
      x. Lilly grant, reflective practice cohorts
      xi. POP program
      xii. Student Gov't Work
      xiii. Application process on committees, where applicants explain how they believe their voice is added to shared governance
      xiv. Mellon Mays
      xv. Independent Research
      xvi. Methods courses
      xvii. Just as an example, an org like fossil free mac has generated a lot of conversation and activism

Action items: Draft the remaining logic models.

- **Nancy is going to reorganize the examples provided today and bring to the next meeting. The plan is again, not to ask all of these departments, offices or groups for assessment, but to identify existing evidence**

- **Paul will send out an agenda for the next meeting, we will create draft logic models for the remaining institutional outcomes, revisit these logic models we've worked on and discuss a four page summary that is in development to communicate results from our Engage Community assessment.**