

Gustavus Adolphus College
Institutional Student Learning Outcome (ISLO) Assessment Committee
September 13, 2017, 2:30-3:30 p.m., Library Conference Room

Meeting Minutes

Members Present: Emily Anderson, Marisa Kalbermatten, Mary McHugh, David Menk, Charlie Potts, Patricia Reeder, Sarah Ruble, Dave Stamps

Members Absent: Angela Erickson, Justin Kader, Monika Pham

Guests: none

Call to Order

A regular meeting of the ISLO Assessment Committee was convened at 2:30 p.m.

Approval of the Agenda

The agenda was approved as distributed.

Approval of Minutes

The May 8, 2017, meeting minutes were approved as distributed.

Unfinished Business

1. Discussion was held regarding the process for updating the ISLOs.
 - a. Feedback from the May 2017 ISLO Committee survey to working group members and conversations with Student Life indicated that current ISLO draft feels primarily academic. However, Student Life is working through the process of identifying their own SLOs, so the ISLO committee should elicit feedback from the academic program and do necessary vetting with faculty before returning the draft to Student Life for further feedback.
 - b. Dean McHugh met with the Wellbeing ISLO Working Group to discuss their work on identifying assessment options. Given the timeline from HLC and the guidance we were given on needing clear and assessable SLOs that could be measured in a regular cycle, it doesn't seem realistic to do a complicated multidimensional wellness inventory. Once we have the ISLOs approved, we could tackle the challenge of figuring out how to assess Wellbeing. But given what HLC needs us to do by 2020, it would be challenging to include it in our current assessment efforts.
 - i. Sarah Ruble emphasized that HLC wants ISLOs to include assessment of activities outside of the academic program. We can assess Wellbeing as part of the preamble, but not include it as a regularly assessed ISLO.
 - c. Draft of ISLOs was sent to DCPDC for meeting on Friday, September 15, 2017. Decision was made to not make further edits of the ISLO draft before this meeting or before

upcoming listening sessions with the faculty. The decision to accept the current ISLO draft as-is was endorsed by Reeder, McHugh, and Ruble.

- d. Next steps involve a couple of listening sessions with faculty before the September 29, 2017, special discussion in the Senate. McHugh will send out a doodle poll to schedule these sessions.
 - i. Feedback from these sessions can be incorporated into the draft at the next ISLO committee meeting (October 11, 2017) and a revised draft could appear on the Senate agenda for their October 13, 2017, meeting.

New Business

2. The updated committee charter was approved.
3. ISLO working groups won't get updated membership; instead, they will finish their ongoing work and then dissolve.
 - a. Ethical reflection needs one more working session (Erickson & Menk)
 - b. Leadership is waiting on data from the SRLS, when that arrives we can decide how to report it out (Menk)
 - c. Wellbeing was supposed to be assessed this year. Programs and departments can continue to assess Wellbeing, but there won't be a campus-wide defined instrument. Working group has been dissolved.
 - d. CASL was dissolved in May 2017.
4. Regarding work that departments are doing now to evaluate their assessment plans: department curriculum maps and learning outcomes are due in January. Curriculum Committee should maintain a relationship with the ISLO committee to connect the dots between these plans and the revised ISLOs, but it is not necessary to do this by January.

Good of the Order

Meeting schedule and assignments for taking meeting minutes:

- September 13, 2017: Patty Reeder
- October 11, 2017: Charlie Potts
- November 8, 2017: Sarah Ruble
- December 6, 2017: Marisa Kalbermatten
- January 10, 2018: TBD
- February 14, 2018: TBD
- March 14, 2018: David Menk
- April 11, 2018: TBD
- May 9, 2018: TBD

Adjournment

The meeting was adjourned at 3:01 p.m.

The next ISLO Assessment Committee meeting will be convened on **October 11, 2017, at 2:30 p.m. in the Library Conference Room.**

Respectfully Submitted,
Patricia A. Reeder

Gustavus Adolphus College
Institutional Student Learning Outcome (ISLO) Assessment Committee
islo-com@gustavus.edu
October 11, 2017, 2:30-3:30 p.m., Library Conference Room

Meeting Minutes

In attendance: Reeder, Erickson, Ruble, McHugh, Stamps, Potts, Kalbermatten

Absent: Menk, Kader, Anderson (student), Pham (student)

Call to Order at 2:35 p.m.

Approval of the Agenda

Approval of Minutes

1. Approval of the September 13, 2017, ISLO Assessment Committee meeting minutes.

Unfinished Business

2. Updates on the ISLO feedback sessions
 - a. Group discussed feedback provided by those who attended listening sessions over the last two weeks.
 - i. Feedback was given about the order of the 4 ISLOs
 - ii. Is "mastery" the right word for the 4th ISLO? Suggested change to "proficiency" or "competence." Reeder shared that Carleton uses "demonstrate substantial knowledge" in their ISLOs.
 - iii. Discussed "written and oral modes" as terms and whether to include "creative expression." The word "physical" was suggested at a session, but does not cut across all aspects of student learning here. Left as "written and oral modes."
 - iv. Suggestion was made to include "responsibility" or "agency" in one of the ISLOs or into the preamble. Rose thought that agency is implied in all of the ISLOs.
 - v. Lengthy discussion about third ISLO and the "original and creative" solutions. Proposal to use "effective" solutions to complex problems.
3. Discussion and revision of the draft ISLOs
 - a. Discussion about preamble drafts that Ruble worked on. Ruble created two options with slightly different language, but the intent was to articulate institutional, mission-sounding language and tie it to original preamble and explain why the 4 things we list are important.
 - b. Suggestion from listening session is to provide example rubrics so that those who view these can see tangible ways that these might be assessed.

New Business (none)

Good of the Order

Meeting schedule and assignments for taking meeting minutes:

- November 6, 2017: Sarah Ruble
- December 4, 2017: Marisa Kalbermatten
- January 10, 2018: TBD
- February 14, 2018: TBD
- March 14, 2018: David Menk
- April 11, 2018: TBD
- May 9, 2018: TBD

Adjournment

The next ISLO Assessment Committee meeting will be convened on
November 6, 2017, at 2:00-3:00 p.m. in the Library Conference Room.

Members: Provost or designee: Mary McHugh, **Chair**

Dean of Students or designee: Charlie Potts

Faculty: Dave Stamps (2017-19)

Faculty: Patricia Reeder (2016-18)

Student: Emily Anderson '18 (2017-18)

Student: Monika Pham '18 (2017-18)

Staff/Administrator: Justin Kader

Staff/Administrator: Angela Erickson

Director of Institutional Research (*ex officio*): David Menk

College Assessment Director (*ex officio*): Sarah Ruble

Curriculum Committee Representative (*ex officio*): Marisa Kalbermatten (2017-20)

Gustavus Adolphus College
Institutional Student Learning Outcome (ISLO) Assessment Committee
islo-com@gustavus.edu
November 6, 2017, 2:00-3:00 p.m., LCR (Library Conference Room)

Meeting Minutes

Call to Order, Approval of the Agenda

Approval of Minutes

Minutes of the October 11, 2017, ISLO Assessment Committee meeting were approved as distributed.

Unfinished business

1. The group discussed feedback on ISLOs from November 3, 2017, Faculty Meeting and incorporate language as considered (see language below). The group also discussed next steps in endorsement process.

Gustavus Adolphus College students experience an innovative and rigorous liberal arts education, which equips students to develop their skills to engage broadly and purposefully with the world. As an institution, we commit our time and resources to helping students attain their full potential as persons, developing in them a capacity and passion for lifelong learning, ethical reflection, civic engagement, and global concern that prepares them for lives of leadership and service while maintaining their personal wellbeing. We are also committed to the regular assessment of four institutional student learning outcomes that measure skills that will help our students attain their potential so they can be productive, engaged members of a global community working for the common good. These four outcomes do not replace nor take precedence over our larger commitments, but serve them. Students shall develop, practice, and demonstrate these skills across the college, just as all parts of the college are united in the commitments above.

- *Analyze enduring and contemporary questions from multiple perspectives.*
- *Demonstrate the ability to reason and communicate effectively in written and oral modes.*
- *Demonstrate competence with the content and methods of a particular field of study.*
- *Implement an effective strategy to address an open-ended question or to solve a multi-faceted problem.*

2. An update was provided on the status of Working group reports on Ethical Reflection and Leadership.

New business (none)

Good of the Order

Meeting schedule and assignments for taking meeting minutes:

- January 10, 2018: TBD
- February 14, 2018: TBD
- March 14, 2018: David Menk
- April 11, 2018: TBD
- May 9, 2018: TBD

Adjournment

The meeting was adjourned

The next ISLO Assessment Committee meeting will be convened on
January 10, 2018 at 2:00-3:00 p.m. in the Library 201.

Respectfully submitted,
Mary McHugh

Gustavus Adolphus College
Institutional Student Learning Outcome (ISLO) Assessment Committee
January 10, 2018, 2:30-3:30 p.m., Library 201

Meeting Minutes

Members Present: Angela Erickson, Mary McHugh, David Menk, Charlie Potts, Patricia Reeder, Sarah Ruble, Dave Stamps

Members Absent: Monika Pham, Marisa Kalbermatten, Emily Anderson, Justin Kader

Guests: None

Call to Order

A regular meeting of the ISLO Assessment Committee was convened at 2:30 p.m.

Approval of the Agenda

The agenda was approved as distributed.

Approval of Minutes

The November 6, 2017, meeting minutes were approved as distributed.

Unfinished Business

None

New Business

1. Schedule and plan for assessment of the newly endorsed ISLOs
 - a. Sarah: Recommends aligning ISLOs with Gen Ed SLO to help facilitate collection of data.
For instance:
 - i. 18/19 Communication (our #2)
 - ii. 19/20 (our #1 or #4)
 - b. Sarah/Mary: Developing worksheet to help gather data from program/department assessment planning. Could be used as a strategy for assessing ISLOs.
 - c. Questions that arose:
 - i. How do we assess ISLOs?
 1. Angela: in the past, the working groups (which included participants beyond membership on the ISLO Assessment Committee) met to:
 - a. identify an instrument appropriate for assessment of a particular ISLO;
 - b. execute assessment; and
 - c. analyze data.
 2. ISLO Assessment Committee will need help with administration and data analysis.

- ii. Should we develop subcommittees or working groups?
 - iii. Smaller groups for planning? Larger groups for execution?
 - 1. consensus that previous practice (farming out ISLO assessment to individual subcommittees) was inefficient and possibly ineffective;
 - 2. consensus to keep the planning central to the membership of the ISLO Assessment Committee itself;
 - 3. perhaps establish processes and then solicit participation through ad hoc committees, with membership from across campus encouraged;
 - 4. importance of socialization of ideas across a diverse swathe of the college campus;
 - iv. *No official decisions reached to above questions.*
- 2. Establish framework for data collection and storage
 - a. Develop a website for celebrating our assessment data. Site should be password-protected for housing instruments and evidence.
 - b. Academic and Student Life should have separate “silos.”
 - c. Use alumni survey to gather some assessment data. Angela is in full support and will send a copy of current survey to ISLO committee for perusal.
 - d. Should we do data days? Give students an afternoon off to focus on data collection?
 - e. Sarah and David will look at NSSE indicators and potentially share with committee. Goal is to close the loop and find ways to share the data with faculty/staff.
- 3. Review of ISLO Assessment Committee Charter and Revision
 - a. Committee approves changes to the charter: strike the last two bullets (re: subcommittees).
 - b. Add: **“Will consult and/or solicit participation from members of the campus community as needed.”**
- 4. Assign Individuals to minutes at future meetings
 - a. February 14, 2018: Patricia Reeder
 - b. March 14, 2018: David Menk
 - c. April 11, 2018: Angela Erickson
 - d. May 9, 2018: Charlie Potts

Good of the Order

Meeting schedule and assignments for taking meeting minutes:

- January 10, 2018: Dave Stamps
- February 14, 2018: Patricia Reeder
- March 14, 2018: David Menk
- April 11, 2018: Angela Erickson
- May 9, 2018: Charlie Potts

Adjournment

The meeting was adjourned at 3:20 p.m.

The next ISLO Assessment Committee meeting will be convened on
February 14, 2018, at 2:30-3:30 p.m. in the LCR.

Respectfully Submitted,
Dave Stamps

Gustavus Adolphus College

Institutional Student Learning Outcome (ISLO) Assessment Committee

Wednesday, February 14, 2018, 2:30-3:30 p.m., LCR (Library Conference Room)

Meeting Minutes

Members Present: Angela Erickson, Mary McHugh, David Menk, Charlie Potts, Patricia Reeder, Sarah Ruble, Monika Pham, Emily Anderson, Marisa Kalbermatten

Members Absent: Justin Kader, Dave Stamps

Guests: None

Call to Order

A regular meeting of the ISLO Assessment Committee was convened at 2:34 p.m.

Approval of the Agenda

The agenda was approved as distributed.

Approval of Minutes

The January 10, 2018, meeting minutes were approved after correcting Marisa Kalbermatten's attendance to indicate that she was absent.

Unfinished Business

None

New Business

1. Committee members discussed the schedule and plan for assessment of the newly endorsed ISLOs
 - a. Sarah Ruble explained distinction between purpose of non-institutional-level SLO assessment (for improvement) vs. ISLO assessment (story-telling)
 - b. There was agreement that ISLO assessment should align with Gen. Ed. SLO assessment (proposed by Sarah Ruble during 1/10/18 meeting), e.g. assess ISLO #2 in AY 2018-19 in conjunction with G.E. SLO of Communication. Discussion was held regarding how this coordination should work
 - i. Do we take data from departmental assessment and lend to ISLO assessment?
 - i. Concerns about sampling biases and reliability with this method (it would be difficult to standardize completed assessments from the department & program level, the departments assessing communication might be a biased sample, etc.)
 - ii. Do we sample from our majors, e.g. capstone artefacts, for ISLO assessment?
 - i. Not all majors have capstones, so might also create a biased sample or "buy-in" issues. However, might be most reasonable approach to start out with.

- iii. Do we institute a “common reflection” assessment for all seniors, like University of Puget Sound?
 - i. Marisa Kalbermatten noted that the Spanish department does something similar in the major for seniors. Perhaps other departments are doing something similar and we could sample from these pre-existing assignments?
 - ii. Even if other departments don’t do this in their senior-level classes, wouldn’t they want to in order to collect data relevant to the major?
 - iii. From ISLO perspective, this allows us to look at some of the things in the preamble and collect great qualitative data (great for Marketing, Advancement, Admissions)
 - iv. Allows for collection of a nice random sample.
 - v. Question: is this more of an “assignment,” an “exam,” or something else? If this is an “assignment” in a class, what would be the role of instructor feedback on drafts of this assignment?
 - 1. Marisa Kalbermatten noted that this is what “we” (as faculty/adults) do, we write a draft and frequently undergo multiple rounds of review and revision before arriving at the final product. Shouldn’t students get the same opportunity? It’s important to determine if we care most about the *ideas that are communicated* in the reflection, or the *way the ideas are communicated*.
 - 2. Chris Potts noted that this is an important distinction. To write something and get review and feedback from another is more reflective of collaborative work, not necessarily mastery of individual communicative skills.
- iv. **It was determined that the committee should conduct an audit to find out where a senior reflection-type of assignment is being used across the college.** It can probably be found in departments/offices/programs that utilize portfolios in assessment. We already know other programs are interested in starting this type of assignment (e.g., Roger Adkins in CICE wants to start this type of assignment for Study Away).
- c. Discussion was held regarding whether pre-/post- data would be useful. Consensus was no. This information is useful for “deep dive” assessment on a student-by-student basis, i.e., for department/program-level assessment, or assessment of programs like FTS, WAC, etc. It creates complicated covariate issues when done at an institutional level. ISLO assessment level should look for a representative sample of student work and explore the culmination of a student’s experience at GAC, while individual programs can focus on pre-/post- to explore successes and concerns regarding achievement of program goals.
- d. Charlie Potts will communicate with JoNes VanHecke regarding ISLO assessment of communication in Student Life. All departments/offices in Student Life likely have some

artefact(s) that they can pull from that would be relevant to communication assessment (though it might look different across offices).

- e. Meeting with Becky Fremo (if available) and Comm. Studies advisable as we look towards institution-wide assessment of communication.

2. Report from Ethical Reflection working group – now that it’s an old ISLO, still publish and disseminate data?

- a. **The committee determined the full dataset and explanation should live on a password protected assessment website, and a “digest” version should be included in the faculty meeting packet and posted publicly on the website.**

Action items

1. Conduct an audit of who is doing similar senior “reflection” assessments to Spanish and the University of Puget Sound.
2. Create a bullet-point-style digest of the Ethical Reflection data.

Adjournment

The meeting was adjourned at 3:30 p.m.

The next ISLO Assessment Committee meeting will be convened on
March 14, 2018, at 2:30-3:30 p.m. in the LCR.

Respectfully submitted,
Patricia Reeder

Gustavus Adolphus College
Institutional Student Learning Outcome (ISLO) Assessment Committee
Wednesday, March 14, 2018, 2:30-3:30 p.m., LCR (Library Conference Room)

Meeting Minutes

Members Present: Mary McHugh, David Menk, Charlie Potts, Patricia Reeder, Sarah Ruble, Monika Pham, Emily Anderson, Marisa Kalbermatten

Members Absent: Justin Kader, Dave Stamps, Angela Erickson

Guests: None

Call to Order

A regular meeting of the ISLO Assessment Committee was convened at 2:36 p.m.

Approval of the Agenda

The agenda was approved as distributed.

Approval of Minutes

The February 14, 2018, meeting minutes were approved as distributed.

Unfinished Business

1. Conduct an audit of who is doing senior “reflection” assignments similar to those done in the GAC Spanish major and at the University of Puget Sound.
 - Moved to next meeting to allow Sarah the opportunity to discuss with DCPC & PALS, Mary will email departments for feedback.
2. Create a bullet-point-style digest or summary of the Ethical Reflection data to publish on the GAC Assessment website.
 - Discussion of how to best provide the information to those interested – bullet points versus executive summary.
 - Bullet points will be used along with a link to the complete report.
 - Inferential statistics will be added to the full report before posting.
 - Once posted, an announcement will be made at a faculty meeting along with a message on Faculty-L of the full reports availability.
 - Big thanks to Patricia Reeder for her work on the bullet points and executive summary!!

New Business

1. Create a bullet-point-style or summary digest of the Ethical Reflection data.
 - Taken care of in unfinished business.
2. Discussion re. Student Life assessment of ISLO of communication – process
 - Charlie has sent examples to Mary and Sarah for further review.
 - Discussion on the focus of Student Life communications/writing assessment to focus on communications that are formed by experience.
 - Further discussion after materials Charlie sent are reviewed.

Action Items (None)

Adjournment

The meeting was adjourned at 3:05 p.m.

The next ISLO Assessment Committee meeting will be convened on
April 27, 2018, at 11:30 a.m. in the Board Room.

Respectfully submitted,
David Menk

Gustavus Adolphus College
Institutional Student Learning Outcome (ISLO) Assessment Committee
April 27, 2018, 11:35 a.m.-12:30 p.m., Board Room

Meeting Minutes

Members Present: Mary McHugh, Emily Anderson, Angela Erickson, David Menk, Patricia Reeder, Sarah Ruble, Dave Stamps

Members Absent: Justin Kader, Marisa Kalbermatten, Monika Pham, Charlie Potts

Guests: None

Call to Order

A regular meeting of the ISLO Assessment Committee was called to order at 11:35 a.m.

Approval of the Agenda

The agenda was approved as distributed.

Approval of Minutes

The February 14, 2018, meeting minutes were approved as distributed.

Unfinished Business

1. Audit of senior "reflection" assignments
 - a. 22 departments with capstone courses
 - b. Responses to survey:
 - i. 15 responses so far (survey still open)
 - ii. 9 say they have no reflection component in program/department
 - iii. 6 say they do include a reflection component
 - c. Bio/Molecular also has reflection element (not judged on writing capacity)
 - d. 10 departments that plan to assess communication outcome in next academic year
2. Publication of Ethical Reflection executive summary online
 - a. Plans to publish and promote on faculty-I/community-I
 - b. Brief discussion on where to publish; general trend for more data transparency for public/external constituents, we might want to consider pushing the envelope on this to encourage change in culture
 - i. Central clearinghouse and evolution of how we measure and what has most value for the institution
 - c. Use DIT-2 in future?
 - i. Maybe, but since not statistically different from national norms, probably not the most impactful measure for informing institutional change
 - ii. May end up being incorporated in Three Crowns Curriculum assessment, so could potentially use longitudinally

New Business

1. Brainstorming of ISLO assessment mapping
 - a. How do we coordinate assessment of gen-ed curriculum, departmental SLOs, ISLOs?
 - i. Departmental assessment plans are mostly in place for next 4 years; attempts to sync may need to be a longer-range plan

- ii. General education:
 - 1. Looking at the capstone; people will want evidence of its effectiveness
 - 2. That capstone data will provide baseline to inform the refinement of questions and focused assessment efforts, but that's 4-5 years out...so what to do in the meantime?
 - 3. To date, the question of "what areas of knowledge do we want students to learn" is the extent of how we frame learning outcomes in new general ed curriculum
 - 4. Criteria for approving courses in new area designations should include assessment plan
 - 5. Is there an interest in proactively establishing a baseline for what the priorities are and how to build efficiencies and create layers that are useful in multiple contexts?
- iii. How does ISLO assessment fit in and what should the committee's function be going forward?
 - 1. An idea: data analytics/literacy team from the membership of the ISLO assessment committee
 - a. Group to review data sets and help formulate conclusions, observe trends, recommend institutional changes
 - b. Educational component to inform other parts of community on how to interpret data effectively
 - i. Process and procedure of reviewing data, reaching conclusions, and using what we learn for change
 - c. Who would comprise this group?
 - i. Need for representation from admission, marketing, advancement plus academic divisions and student life
 - d. Need to solve the problem of fragmented/decentralized data collection and storage - could this group help?
 - i. Data bank
 - ii. Incorporate representation from current group that focuses on data input
 - iii. How do you include assessment information into all of the other systems that currently store data?
 - iv. Importance of disaggregating data sets, how can that be made stronger by better collaboration
 - b. One more committee meeting to be planned in May to continue this discussion

Action Items (None)

Adjournment

The meeting was adjourned.

The next ISLO Assessment Committee meeting will be convened on
Monday, May 21 at 2:30-3:30pm in the Konferensrum.

Respectfully submitted,

Angela Erickson

Gustavus Adolphus College
Institutional Student Learning Outcome (ISLO) Assessment Committee
islo-com@gustavus.edu
Monday, May 21, 2018, 2:30-3:30 p.m., Konferensrum

Meeting Minutes

Present: Mary McHugh, Emily Anderson, Angela Ericksen, Marissa Kalbermatten, David Menk, Monika Pham, Sarah Ruble

Call to Order

A regular meeting of the ISLO Assessment Committee was convened.

Approval of Minutes

The April 27, 2018 meeting minutes were approved by acclamation.

Unfinished Business

1. Brainstorming of ISLO assessment mapping coordinated with implementation of new Gen. Ed. curriculum – will be ongoing work.
 - a. Not yet part of our work. As general education goes forward, we will think about assessment.
2. Audit of Senior Reflection assignments across depts. and programs

New Business

1. ISLO Committee as Data Literacy Team moving forward, adding representation from Admissions (and others?); in order to effect this change to the role of this Committee, we will need to amend our Committee Charge (most recent revised version included as attachment).
 - a. Going forward, we hope that the ISLO Committee will function as a data literacy team.
 - b. Need to include Admissions on the team going forward. Waiting to hear from Admissions about representations.
 - c. No need to make the charge different to move the ISLO subcommittee in the direction of a Data Literacy Team.
 - d. Think about Marketing as part of the team. Can help think about channels for communication; how to disseminate information.
 - e. In terms of what the team could be doing: generate a standard list of reports (e.g. reports from NSSE; DFIW). Could be looking at data throughout the year.
 - f. Working on figuring out how department/program reporting can contribute to ISLOs.
 - g. As we move forward with Data Literacy, might be useful to be clear about how it compares with the former tasks of the ISLOs.

