Gustavus Adolphus College
Institutional Student Learning Outcome (ISLO) Assessment Committee
islo-com@gustavus.edu
Monday, October 15, 2018, 3:00-4:00 p.m., Library 201

Meeting Minutes

Present: Mary McHugh, Angela Ericksen, Amy Vizenor, JJ Akin, Kirk Carlson, David Menk, Charlie Potts, Sarah Ruble, Kris Hank, Artur Pietka, Nicole Waskosky
Absent: Dave Stamps, Chloe Shaw

Call to Order
A regular meeting of the ISLO Assessment Committee was convened.

Approval of Minutes
The May 21, 2018 meeting minutes were approved by acclamation.

Regular and Unfinished Business
1. Introductions and review of committee membership and charter
2. Discussion of role of ISLO Assessment Committee as Data Literacy Team
3. Review of Gustavus ISLOs and glossary document

New Business
1. Brain-storming – organize several fun (= non-lecture style) events to socialize assessment and accreditation data in the Gustavus community
   a. Possible event = "Deep Dive into Data & Donuts"?
      i. Q&A on how to read and understand data;
      ii. goal for AY 2019-20 = folks can explain Why and How we do assessment @ GAC
   b. create an infographic to communicate relationship between SLOs, ISLOs, assessment, department and program initiatives, and various stakeholders
      i. can we create a graphic that works with our mascot, Gus the Lion?
      ii. Lion "paw" as a possible infographic – high-five gesture, "Got it?"
   c. What data to share? Why? When? How? Where? Who?
      i. AAC&U 2016-17 reports on GAC artefacts scored using AAC&U VALUE rubrics on Civic Engagement, Ethical Reasoning, and Intercultural Understanding
         1. Push out data to stakeholders, esp. depts. and faculty that contributed – more data, CSV files

2. For wider campus community:
   a. include one-page summary from Dan Moos, who led GAC participation in AAC&U VALUE initiative;
   b. highlight the caveats and takeaways from this data;
   c. rubrics shared with all Curriculum Committee (CC) working groups this Fall as a useful thing to think with in working out SLOs and criteria for new area designations in new curriculum;
   d. share with community and CC the 2 pp. Aqua graphics on GAC performance in these areas;
3. Publication on GAC Assessment website – what form does this take?

ii. AAC&U 2015-16 reports on GAC artefacts scored using AAC&U VALUE rubrics on Critical Thinking, Quantitative Literacy, and Written Communication
   1. similar strategy as above;
   2. for these categories, we have comparative data from MN institutions, in AAC&U's *On Solid Ground VALUE report 2017*, however, our samples do not conform to the 75% degree completion criterion for that data (in other words, our samples included artefacts from our 1st years, sophomores, etc., not just our seniors)

iii. First-term survey (= BCSSE for NSSE) data
   1. approximately 4 weeks after we close the survey (Sept. 16th at midnight), NSSE will have an institutional report and the raw data from BCSSE ready for us;
   2. we want to share with faculty instructors in our first-year courses;

iv. Coordination with Student Life Assessment in reporting out on ISLO data

v. DFIW reports – Provost's Office will request this data from Registrar re. Fall 2018 final grades for feedback to select individuals, e.g., Carly Overfelt, FTS (including Three Crowns HP1), and depts. with heavy first-year, first-semester enrollments, including BIO, CHE, E/M, PSY, S/A, etc.

vi. Is there other data we should be sharing out?

2. Practical recommendations moving forward – how can the ISLO assessment committee "tell the story" – at the local Gustavus level, on the assessment website, and, where appropriate, share with a wider audience? How can we provide a more holistic and objective institutional picture, rather than leaving folks in divisional silos? We will need to incorporate Student Life perspectives, data from National Surveys, Senior Survey,

Alumni Survey, and other sources of data, including departmental and program assessment reports.

Key Questions & Comments from Discussion at this meeting:
from Kirk – concerns about what data we share and with whom, do we share sensitive data, such as AAC&U reports on scored GAC on a password-protected site, or is it externally visible? Are we planning to continue use of AAC&U rubrics and participation in the VALUE initiative? If so, it may be useful for benchmarking, comparison with other institutions?

Mary: we are not planning to continue our participation in the VALUE initiative, that involves gathering hundreds of artefacts from multiple Gustavus courses, as (1) AAC&U is now asking for thousands of dollars for our engagement, and (2) even with hundreds of artefacts submitted, the sample sizes are often too small relative to the size of the campus to make broad generalizations, and this filters down to the course level. Further, (3) There is no way to contextualize these data in terms of student growth and assign a value judgment to it either individually for the student or collectively for the institution or project. However, as Dan Moos went to considerable trouble to gather this data, I feel an obligation to make some use of it and to share the data on the scored artefacts that has now been shared with us. It may be useful insofar as to indicate where we were in AY 2015-16 and 2016-17 but may yet inform how we move forward.

David: with the national survey data, HERI and NSSE, we can ask our peers to share data for comparison and benchmarks and goals for student learning

Angela: we need to focus on our own data, sets and improvements from within rather than focus on external comparisons

from Angela – how many assumptions do we have about folks' ability to read data? How much do we pre-digest for them, in order to make the data understandable to them?

Mary: we do need to break things down so that folks can understand the data – we can't assume the average staff or faculty member can understand the raw data; there is a need to contextualize information.

from Angela and JJ: what is the data that the Provost Office shares with depts. and programs as part of the reviews that are taking place within the next three years? What could be shared outside academic affairs? Is there a brief summary to tell the story? How do we help to facilitate cross-silo conversations? We should invest interest in questions people want to know

about the data. The question we ask should be: How does this benefit you and the students you serve? This will make people happy vs. information about the cycle itself.

from Artur: we need to take a structured approach – define the question, communicate insights, and track outcomes; what data do we have? How is it gathered, stored, and disseminated: websites, Google forms, etc.? We need to focus on development of processes in the long term

Good of the Order
Meeting schedule and assignments for taking meeting minutes **(Still need to assign notetakers**):
- October 25, 2018: 10:30 – 11:30 a.m.
- November 27, 2018: 10:30 – 11:30 a.m.
- December 14, 2017: 10:30 – 11:30 a.m.
- January 24, 2019: 10:30 – 11:30 a.m.
- February 26, 2019: 10:30 – 11:30 a.m.
- March 22, 2019: 10:30 – 11:30 a.m.
- April 30, 2019: 10:30 – 11:30 a.m.
- May 20, 2019: 10:30 – 11:30 a.m.

The next ISLO Assessment Committee meeting will be convened on October 25, 2018 at 10:30 a.m. in the Konferensrum.

Adjournment

Meeting Minutes

Present: Mary McHugh, Angela Ericksen, Amy Vizenor, JJ Akin, Kirk Carlson, David Menk, Sarah Ruble, Kris Hank, Artur Pietka
Absent: Charlie Potts, Dave Stamps, Chloe Shaw, Nicole Waskosky

Call to Order, Approval of the Agenda

New Business

1. Artur Pietka presented on the IMPACT Model for a systematic approach to gathering and managing data
    a. **I**dentify the questions
    b. **M**aster the data
    c. **P**erform the test plan
    d. **A**ddress and refine results
    e. **C**ommunicate insights
    f. **T**rack outcomes
2. Brain-storming – Mary asked committee members to reflect on the following questions:
    a. What sharing of information from other constituencies would your division find useful in achieving its goals?
    b. What data does your division gather and store that would be useful to other constituencies?
    c. What cyclical processes can we implement to facilitate this sharing of data across divisions?
    d. What is feasible and/or scalable, given our current limitations as far as resources and staffing?
3. Discussion:
    Mary volunteered an example of recent data sharing across different divisions: Admissions data on deposited students can – and has – helped the Provost's Office to reach out to incoming first-years who might benefit from additional academic support, and to invite them to participate in a pre-school year summer bridge program. Alisa Rosenthal is spearheading an effort to help us retain at-risk students, and with the help of Carly Overfelt, our ELL specialist, is gathering data about these students before they even arrive at Gustavus, and tracking their progress. For this group of students in particular, dissemination of the DFIW (Ds, Fs, Incompletes, and Withdrawals) report,

which the Registrar can circulate in mid-January, can help Academic Affairs drill down into what departments and programs with heavy first-year enrollments can do to make program improvements to facilitate retention of these students.

Kirk followed up on Mary's comments, noting that there are some problems with definitions in the prompts that incoming students respond to, e.g., the definition of "first-generation"; it is important to be aware of problems with the data, and in this case, it might be best to triangulate the self-identifying questions with FAFSA data, perhaps loading this information into Starfish after student deposit; Kirk pointed out that David Menk's data is the official College data and Kirk shares and checks with David on any data that Admissions puts out.

Angela said that the master database in Advancement is only as good as the information in it, many folks on campus have good data but don't share it with Advancement. There is a lot of data at the disposal of the College to make good decisions but people aren't using a centralized system.

JJ said that he works closely with Admissions and Advancement; Marketing likes to publish a FAQ sheet, on the GAC website and elsewhere, including information on football stats., student to faculty ratio, and an eye at various rankings. While this data needs to be checked periodically for updates, so that it is current, Marketing doesn't store it.

> There were some follow-up questions: what is the current faculty to student ratio? Who "owns" the data published on the website? JJ responded that the "About" page on the Gustavus website comes from the FAQ sheet.

Angela commented that many of our external constituents rely on a strong sense of confidence in what Gustavus does. Having and/or presenting random pieces of data doesn't help. How far information about Gustavus extends is a ripple effect that either bolsters or hinders our good work. There is a need for an entity on the Gustavus campus that is taking the critical look.

What are the questions we want to ask? What would it look like if Human Resources identified c. 88 director-level people, gave them access to a password protected site, with access to data that we know is always "clean"? David Menk responded that the

data is there in the Common Data Set, available on the Institutional Research website. BUT, not everyone knows how to translate the data.

JJ recommended that down the road, it would be very useful to have a 2-sentence explanation – this is what that data point means, etc. Perhaps we're not looking at trends but at nuggets – news-worthy stories? Let's use data our competitors aren't.

Artur noted that data collection, management, and storage creates a competitive advantage. Kirk noted the example of Carthage College, which boasts that 94% of its alumni graduate in 4 years – but this is misleading – they are using data in a way that none of the other colleges find it ethical to use. Artur mentioned the example of St. John's, which gathers detailed data about students who earn passing grades on the CPA exam, their strategy is to teach to the test. However, GAC doesn't have this data on its students' performance on CPA exams.

Sarah asked what kinds of data lives in other places, e.g., in the Registrar's Office, that can help us with disaggregation of data. To help avoid pitfalls in looking at data, we need to triangulate data. What faculty would find useful are answers to the following questions:
      a) What we know about our students coming in – can Admissions and FAFSA data help with this picture? What about BCSSE data?
      b) How are departments and programs involved in retention?
      c) What are our students doing?
      d) How many of our students are involved in study away?
      e) What do our students think when they look back at their undergraduate experience (NSSE data)?

Kirk pointed out that knowing the percentage of our students who are athletes might be helpful for, e.g., a psychology professor to know, as this is a department with a number of courses with heavy general education enrollment. Information about demographics in the classroom can be helpful to the faculty member teaching these students.

Angela mentioned the culture shift we've recently experienced – we live in a world of information overload, we can't make assumptions about what data people are interested in.

Artur shared his recent experience in trying – with difficulty - to recruit students for involvement in case competitions. He quickly realized the Gustavus culture of over-commitment – many of our students are enrolled in course overloads and working two jobs. Kirk mentioned that 29% of our current students are Pell-eligible, and this places various strains on these students. Artur mentioned that many international students report that they come to Gustavus for internship opportunities. Knowing this information has led him to want to start something with prospective students and to further foster partnerships between employers and alumni engagement, by, e.g. expanding the existing Mentoring program.

Angela said that it would be helpful to have some sort of calendar to document data that is collected on an annual basis. (She volunteered to possibly aggregate this information over the summer, when she has more down time.) Just knowing when data is generated would be useful. What are the data points that we currently gather? What is manageable? Can we generate an executive summary from department/program reviews? What data do we share with some folks and not with others? Why? It would be useful to have, e.g., two paragraphs that describe what your department does that any GAC employee should be able to understand? How do we get this information? Do we simply ask – What do you want to brag about from this year?

The meeting ended with a consensus that the same/similar questions this committee used to start a brainstorming discussion should be asked of all campus constituencies. Mary volunteered to start with the academic program and to administer a short survey to Department Chairs and Program Directors (DCPDC).

The next ISLO Assessment Committee meeting will be convened on **November 27, 2018 at 10:30 a.m. in the 49er Room**.

Members: Provost or designee: Mary McHugh, **Chair**
                Dean of Students or designee: Charlie Potts
                Faculty: Dave Stamps (2017-2019)
                Faculty: Amy Vizenor (2018-2021)
                Student: Chloe Shaw '19 (2018-19)
                Student: Nicole Waskosky '19 (2018-19)
                Staff/Administrator: JJ Akin
                Staff/Administrator: Kirk Carlson
                Staff/Administrator: Angela Erickson

Director of Institutional Research (*ex officio*): David Menk
College Assessment Director (*ex officio*): Sarah Ruble
Curriculum Committee Representative (*ex officio*):

Guests: Finance Office Representative: Kristen Hank
Faculty: Artur Pietka

Gustavus Adolphus College
Institutional Student Learning Outcome (ISLO) Assessment Committee
islo-com@gustavus.edu
November 27, 2018, 10:30 p.m., 49er Room

Meeting Minutes

Present: Mary McHugh, JJ Akin, Amy Vizenor, Charlie Potts, Kirk Carlson, Sarah Ruble, Kris Hank

Approval of Minutes
Approved the October 15 and October 25, 2018 ISLO Assessment Committee meeting minutes.

Regular and Unfinished Business
1. Assigned Notetakers for remaining meeting
   a. Notetakers assigned:
      i. November: Sarah Ruble
      ii. December: JJ Akin
      iii. January: Amy Vizenor
      iv. February: Charlie Potts
      v. March: David Menk
      vi. April: Kirk Carlson
      vii. May: Kris Hank
2. Review Results of Survey administered to Department Chairs and Program Directors Committee (DCPDC), 16 departments responded (included in meeting materials).
   a. Received some useful feedback, although some of what departments want we cannot do.
      i. FAFSA information can be segmented, but only in non-identifying ways. We would need to be thoughtful about what we would want to publish or share internally.
      ii. David suggested providing a definition of first-generation in our entering student survey.
      iii. Need to get information about what we data we can get to faculty. Kristi would be the follow-up person.
   b. Survey seems to suggest that departments and programs want much of the same information and benchmarks. Are there are things we can get from every department.
      i. Need to figure out a way to incentivize doing surveys in order to get the kind of information we want.

       1. Would be nice to get one graduate senior survey where we ask questions that would be consistent for all departments.

New Business
1. Review of pdf entitled "Study Away Programs: Class of 2018 grad stats" (produced for the first time even by Roger Adkins and his team in the Center for International and Cultural Education, aka CICE)– does this provide interesting nuggets of data for everyone involved?
2. Brainstorming – can we plan a data literacy event in December or January focused on this document?
   a. Have two pieces of information that we could push-out in January (group consensus is not December).
   b. Question: what is the format of the meeting?
      i. Mary's thought: bring chili (award-winning).
      ii. A time for generating conversations about data; perhaps also a time to have people to congregate around three stations: Study Away; BSSE; formulating 25 standard questions.
         1. Everyone leave one question we would like to know about students.
         2. One thing to think about as we consider data: donors want to know the results of their $$.
      iii. Maybe start with an overview of the data we have (people do not know what BSSE is).
         1. Idea: using BSSE data at orientation or in FTS/Three Crowns in order to help set student expectations and to get students in take the surveys.
   c. Mary will talk to Nicole about scheduling during Development Days.
3. Reviewed Mary's assessment graphic.
   a. Suggestion to look at Dennison's work.

The next ISLO Assessment Committee meeting will be convened on
December 14, 2018 at 10:30 a.m. in the Konferensrum.

Members: Provost or designee: Mary McHugh, **Chair**
                   Dean of Students or designee: Charlie Potts
                   ==Faculty: Dave Stamps (2017-2019) – resigned, Senate will appoint replacement==
                   Faculty: Amy Vizenor (2018-2021)
                   Student: Chloe Shaw '19 (2018-19)
                   Student: Nicole Waskosky '19 (2018-19)
                   Staff/Administrator: JJ Akin
                   Staff/Administrator: Kirk Carlson
                   Staff/Administrator: Angela Erickson

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

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

Curriculum Committee Representative (*ex officio*): need to appoint a representative

Guests: Finance Office Representative: Kristen Hank

Faculty: Artur Pietka

Gustavus Adolphus College
Institutional Student Learning Outcome (ISLO) Assessment Committee
islo-com@gustavus.edu
December 14, 2018, 10:30 a.m., Konferensrum

Meeting Minutes

Present: Mary McHugh, JJ Akin, Charlie Potts, Kirk Carlson, Kris Hank, David Menk, Artur Pietka, Angela Erickson

Approval of Minutes
Approved the November 27, 2018, ISLO Assessment Committee meeting minutes.

Regular and Unfinished Business (none)

New Business
1. Touring week event planning
    a. Mary reported back on conversation with Nicole Goebel about timing options for event during touring week
        i. Group discussed timing and is leaning towards Tuesday/Thursday if that works in week's schedule
    b. Group reviewed Mary's document with ideas/brainstorming for the event
        i. Angela asked about structure of event, emphasized importance of focus on the audience and what they might need
        ii. Ideas include:
            1. Introducing faculty/staff to national survey data (BCSSE, NSSE, FSSE, HERI)
                a. Raw data, not pretty
                b. Gives us opportunity to ask faculty and staff what data is most relevant to them. How can we cut/clean this data to make it usable? How do we find out what's important to stakeholders and make it into a consumable report?
                c. Explain response rate. What is ours? How does it compare? What does it mean?
                    i. "Hearing from the people who care." – David Approximately 30 percent response rate at Gustavus (BCSSE), which is good. Nation trends are dropping to closer to 20 percent. Seeing answers from dissatisfied and satisfied respondents.

2. Use CICE report as example of clean, usable data
    a. Point was made that we should try to compare apples to apples as much as possible – be careful about introducing confusion by showing CICE report or other internal reports as examples because it's not based on National Survey data.
3. Our committee can be useful in "translating" the data for a general audience – assessment website is a good example of this compared to raw data of Institutional Research page.
4. Ask constituents what data is useful to them. How can we best share data that's relevant with them? ***general consensus is that this should be the focus of the event*** Keep it big-picture.
    a. What is useful in driving your work?
    b. How do we ensure base level of data literacy across faculty and staff?
5. Use NSSE survey questions as exercise (see "C" below for committee homework.)
6. Have Artur create visualization of BCSSE data as example of what data can do for us?
7. Show longitudinal data by illustrating how NSSE, BCSSE, etc... track over four years.

   c. **Committee Homework:** review NSSE questions in Google Team Drive and determine whether we should share questions with audience and ask what they want to expand on or learn more about.
   d. Discussion of name for the event
       i. NSSE – Confronting the Data Monster (or similar)
       ii. Incorporate "chili" or "award-winning chili" somehow?
2. Kirk brings up broader point about institutional practices in collecting data. Can we standardize survey collection? Gustavus doesn't have "survey day" like some other colleges do. Is there a way to incorporate it into classes on a certain day? Helps to avoid "survey fatigue" if we can move in this direction.

The next ISLO Assessment Committee meeting will be convened on
January 24, 2019, at 10:30 a.m. in the Konferensrum.

Members: Provost or designee: Mary McHugh, **Chair**
Dean of Students or designee: Charlie Potts
Faculty: Dave Stamps (2017-2019) – resigned, Senate will appoint replacement
Faculty: Amy Vizenor (2018-2021)

Student: Chloe Shaw '19 (2018-19)
Student: Nicole Waskosky '19 (2018-19)
Staff/Administrator: JJ Akin
Staff/Administrator: Kirk Carlson
Staff/Administrator: Angela Erickson
Director of Institutional Research (*ex officio*): David Menk
College Assessment Director (*ex officio*): Sarah Ruble
<mark>Curriculum Committee Representative (*ex officio*): need to appoint a representative</mark>

Guests: Finance Office Representative: Kristen Hank
Faculty: Artur Pietka

Gustavus Adolphus College
Institutional Student Learning Outcome (ISLO) Assessment Committee
islo-com@gustavus.edu
January 24, 2019, 10:30 a.m., Konferensrum

Meeting Minutes

Present: Mary McHugh, JJ Akin, Kirk Carlson, David Menk, Artur Pietka, Angela Erickson, Sarah Ruble, Amy Vizenor

Approval of Minutes
Approved the December 14, 2018, ISLO Assessment Committee meeting minutes.

Regular and Unfinished Business (none)

New Business
1. Touring week event review and planning
    A. Mary shared her basic logistics
        i. Need to send out information on Faculty-L (went out on Employee-L)
        ii. Might send out personal invites to those who would be interested (JoNes, Student Affairs)
        iii. Emphasis is on questions and what the data can tell us
        iv. Board Room set-up changed to something more interactive
        v. Mary bringing chili (award-winning and dietary needs)
    B. Materials
        i. Handout of basic terms and information will be shared in brief overview at beginning (BCSSE, FSSE, NSSE) with cycle of when they are analyzed/how they work together
        ii. List of all survey questions available (one set per table)
    C. Schedule
        i. Food served
        ii. Visual/slides of data collection (Artur) and overview of process (BCSSE)
        iii. Participation in surveys needed
        iv. Engagement: Talk to your neighbor about data relevance (prompts to promote conversation)
        vii. Engagement: What data might inform your work? How do you think our incoming students are responding? Interesting or surprising data (academic preparation and readiness, work, finances)--visuals for 3 and 23, 6, 13a&b, 18, 22, 28, 30, 32

viii. Value? Gathering data over time allows us to compare classes. Response rate compared with incoming class.

viii. ISLO Committee Members spread out among table groups

ix. NSSE student data--what is first and last year student data telling us?

    a. Beginning, first year, last year

    b. How does the data inform our decisions (curriculum, programs, etc.) Retention = revenue!

D. Next Steps: Committee member responsibilities (help out, be there to sit at a table, present data)

Members:	Provost or designee: Mary McHugh, **Chair**
	Dean of Students or designee: Charlie Potts
	<mark>Faculty: Dave Stamps (2017-2019) – resigned, Senate will appoint replacement</mark>
	Faculty: Amy Vizenor (2018-2021)
	Student: Chloe Shaw '19 (2018-19)
	Student: Nicole Waskosky '19 (2018-19)
	Staff/Administrator: JJ Akin
	Staff/Administrator: Kirk Carlson
	Staff/Administrator: Angela Erickson
	Director of Institutional Research (*ex officio*): David Menk
	College Assessment Director (*ex officio*): Sarah Ruble
	<mark>Curriculum Committee Representative (*ex officio*): need to appoint a representative</mark>
Guests:	Finance Office Representative: Kristen Hank
	Faculty: Artur Pietka

Gustavus Adolphus College
Institutional Student Learning Outcome (ISLO) Assessment Committee
islo-com@gustavus.edu
February 26, 2019, 10:30 a.m., 49er Room

Meeting Minutes

Present: Mary R. McHugh, JJ Akin, David Menk, Charlie Potts, Sarah Ruble, Amy Vizenor

Regular and Unfinished Business

1. Discussion of the outcomes of the two Lunch & Learn Sessions on NSSE and BCSSE data during Employee Enhancement Days:
    a. List of Questions generated, in today's folder on the Google Team Drive
    b. Recommendation from Angela Erickson to follow up with Marni Dunning on an additional Qualtrics component – "Would love to see this data marry all the data we get on this campus. We could do that with the student experience using Qualtrics. This is not something we currently have, but I am trying! For more info. – contact me, Marni Dunning"; perhaps we could ask Marni (in GTS) to host a session on how to use Qualtrics and the function of reports in Qualtrics so that we can teach people (esp. PALs, etc.) how to share their own data – making it visual – instead of waiting for us to do it for them.
    c. Charlie Potts' sharing of Lunch & Learn slides with Deans of Student Life – JoNes will send out an email to students, letting them know NSSE is a legitimate survey, etc.

New Business

1. Establishing a regular schedule for the sharing of data on a cyclical basis: what items, when do we conduct survey, etc. and receive data, and how and with whom do we share it?
    a. How to make data visual? Software = Tableau, Qualtrics, and Survey Monkey; follow up with Marni about offering tutorials during Teachers Talking and in other learning venues across campus
    b. Cabinet will be talking about conducting an audit of all surveys administered on campus, with the aim of having some kind if inventory of regularly administered surveys. Goal is to have this by the end of this academic year.
        i. – Discussion about reason for doing this – eliminating survey fatigue and duplication of efforts
        ii. – Discussion about need to have different data sets, even if it means some duplication – different populations, multiple data points, local vs.

national comparison; e.g. Senior Survey, for which there is a 10 to 15% higher rate of participation than for NSSE; Senior Survey provides useful comparanda for NSSE data, according to David Menk.

   c. **What/When/How/Who**:
      1. **BCSSE/NSS**E: administered every 3rd year at Gustavus
      2. **HERI**: administered every 2 years at Gustavus
   ii. There was some discussion about getting data from peer and aspirant schools now that we have updated those categories; Charlie asked what the schedule for these schools is, and David responded that we don't have this information but that we would need to find out.
      1. **2019 BCSSE data** (received in Fall 2018)
         a. share with FTS Director so that she can share with FTS instructors for Fall 2019, even though it is about the previous year's entering class
      2. **Admissions' ASQ** – admitted students fill out this survey, it provides demographic info., etc.; David Menk pulls this data on the 10th day of the Fall semester, also test scores; we should share this information with FTS faculty and those who are teaching first-year students.
      3. **Academic departments – Program Assessment Liaisons (PALs) submit Assessment reports** to Sarah Ruble in October; perhaps she could pull ISLO-type data from the reports, i.e., things to celebrate and tell our story as an institution? Or ask departments this specific question?
      4. **2019 NSSE data** from first-years and seniors from survey administered in Spring 2019 (received in October 2019); this data should be included in the Accreditation report for the Higher Learning Commission; where else does this committee think we should share it?
      5. **HERI data**: when do we receive this? David Menk: usually the wait time is 3-4 months. Next year (AY 2019-20) is a HERI year, so we will want to think about how to recruit students to participate and how to share this data when we receive it.
      6. **Senior Survey** – when to share this data? D. Menk does analysis for Cabinet; they pick and choose which data to share; this information is usually held pretty close by the Cabinet.

7. **Alumni Survey** – possibilities of (a) reviewing questions in light of engagement factors on NSSE survey, and (b) adding questions that the Assessment Director or Dean of Assessment may want to ask; need to ask Angela Erickson if it is possible to share this data. D. Menk pointed out that the engagement factors from NSSE are the aggregate of responses to 6 or 7 questions that lead to that data.
8. **The Career Development Office's First Destination Survey**, taken by seniors at Commencement; good sampling of students. Where, How, With Whom should we share this data?

    iii.

d. Questions re. how to ensure data is shared, e.g. from Senior Survey, and how to marry information, e.g., data from Senior Survey with information from departmental reports

e. Logistical Question: who is pulling this data to share with stakeholders?

f. **What is most helpful to share with stakeholders?**
1. **BCSSE and NSSE**
2. **Educate folks about what's out there (e.g., Common Data Set on IR page) so they can visualize and use the data themselves**
3. **Host a couple of sessions, maybe with KCEL helping out, or community events to educate folks, e.g.**
   a. **Qualtrics session with Marni Dunning**
   b. **Case study – how to learn about data and here's how you can use it**
4. **JJ's suggestion: 4 times a year, e.g. a month after we get data, run something in Inside Gustavus, with a link to an executive summary, e.g. of NSSE data**
5. **Is it possible to have a student do this work for credit, e.g., a CS or Stats. Major?**

Members: Provost or designee: Mary McHugh, **Chair**
                 Dean of Students or designee: Charlie Potts
                 Faculty: Dave Stamps (2017-2019) – resigned, Senate will appoint replacement
                 Faculty: Amy Vizenor (2018-2019)
                 Student: Chloe Shaw '19 (2018-19)
                 Student: Nicole Waskosky '19 (2018-19)
                 Staff/Administrator: JJ Akin
                 Staff/Administrator: Kirk Carlson

Staff/Administrator: Angela Erickson
Director of Institutional Research (*ex officio*): David Menk
College Assessment Director (*ex officio*): Sarah Ruble
Curriculum Committee Representative (*ex officio*): need to appoint a representative
Guests: Finance Office Representative: Kristen Hank
Faculty: Artur Pietka

Minute Takers:
Dec. 14, 2018: JJ Akin
Jan. 24, 2019: Amy Vizenor
Feb. 26, 2019: Charlie Potts/Mary R. McHugh
March 22, 2019: David Menk
April 30, 2019: Kirk Carlson
May 20, 2019: Kris Hank

Meeting Minutes

Present: Mary McHugh, JJ Akin, Sarah Ruble, Artur Pietka, Kris Hank, Kirk Carlson

Approval of Minutes
1. Approved January 24, 2019 and February 26, 2019 ISLO Assessment Committee meeting minutes.

Regular and Unfinished Business
2. Efforts to increase NSSE participation this Spring:
   a. JoNes' email to students, letting them know the survey is legitimate
   b. Faculty encouraging their classes, esp. First-Years and departmental majors to take it
   c. St. Patrick's Day incentive – two entries in drawing for gift certificate if survey completed before midnight on March 17th
   d. President Bergman's letter to Seniors & First years on March 20th, same day that NSSE sent another reminder email;
   e. Frost-Your-Owns events in Beck, publicized by email to students and on both Facebook pages of Overheard at Gustavus, also on March 20th
   f. Gift card drawing for $100 Amazon gift card on March 25th
   g. One more event – for the Procrastinators; Brenda Kelly suggested home baked goods as an incentive. Students suggest that home cooked food is a draw.
   h. As of Monday, we were slightly ahead of peers in terms of student respondents. NSSE closes on April 20th. David will send another email right before spring break.
3. One more data literacy event/effort this semester? (review minutes from last meeting to talk about ideas for regular cycle of sharing data); practical considerations

New Business
4. Upcoming Event: March 29, 2019, 2:30 p.m., Heritage Room (Possible location)
   a. Details: Kyle Chambers, PSY (who attended the first Lunch & Learn) and Aaron Nienow, MCSS, put their data visualizations (using the Common Data Set, available on the Institutional Research page; Informer and WebAdvisor, available to department chairs; and internal departmental information), up on the Shiny server so people can check them out. Kyle and Aaron will walk folks through the visualizations and ask for suggestions. https://sites.google.com/gustavus.edu/gde/home
      i. Plan is to show this to Department Chairs and PALs and people from outside academic affairs.

      ii.   Raises questions about what should be available to everyone and what should only be available to departments.
1. Seems like we should at least have information available to departments.
2. Suggestions that we should have some common place where we can provide sensitive data that would be helpful to the campus as a whole.
3. This committee should continue to talk about wider dissemination.
      iii.   After meeting on March 29, ISLO committee could bring a recommendation to the Provost that the Gustavus Data Explorer be made available throughout the campus.
      iv.   Mary will check with Marni about the Qualtrics related to data visualizations.

Good of the Order

Meeting schedule and assignments for taking meeting minutes:
- March 22, 2019: 10:30-11:30 a.m., Konferensrum, David Menk
- April 30, 2019: 10:30-11:30 a.m., 49er Room, Kirk Carlson
- May 20, 2019: 10:30-11:30 a.m., Konferensrum, Kris Hank

Adjournment

The next ISLO Assessment Committee meeting will be convened on **April 30, 2019 at 10:30 a.m. in 49er Room**.

Members: Provost or designee: Mary McHugh, **Chair**
Dean of Students or designee: Charlie Potts
~~Faculty: Dave Stamps (2017-2019)~~
Faculty: Amy Vizenor (2018-2019)
Student: Chloe Shaw '19 (2018-19)
Student: Nicole Waskosky '19 (2018-19)
Staff/Administrator: JJ Akin
Staff/Administrator: Kirk Carlson
Staff/Administrator: Angela Erickson
Director of Institutional Research (*ex officio*): David Menk
College Assessment Director (*ex officio*): Sarah Ruble
~~Curriculum Committee Representative (*ex officio*):~~
Guests: Finance Office Representative: Kristen Hank
Faculty: Artur Pietka