

## ISLO Committee

9/10/2019

Present: Elizabeth Kubek, David Menk, Charlie Potts, Chris Hank, Artur Pietka, Evelyn Doran, Angela Erickson

- I. Approval of Minutes
  - a. Approved
- II. New Data
  - a. CIRP data closed last night (9/9/19).
    - i. Full comparisons in January
  - b. For next time, look at HERI website and “At a Glance.”
    - i. Useful for thinking about why data matters and what matters.
    - ii. Provost’s Office has thought about making available CIRP data available to FTS instructors.
  - c. On this committee want to think about how to get data to people quickly and try, as best as we are able, to get rid of decision-lag. Also want to think about who shares data,
    - i. Some of the issues we are currently looking at on campus: student advising, recruitment and retention etc.
  - d. NSSE and FSSE Data:
    - i. Perhaps useful in thinking about where there was significant statistical deviation
      1. Question 1b: draft
      2. Question 7b: Length of papers (fewer long papers)
      3. Questions e-i: Focus on whole person
      4. Question 8 e and f
    - ii. Want to think about roll-out and what we are doing with the data.
      1. Committee does not want to do a data dump.
      2. This group is a place where we could think strategically about how to roll-out the data in ways that are positive.
        - a. Might want to think about national data that can help us with our comparisons.
    - iii. Need to think about how to frame data.
      1. Maybe think about identifying data that various offices would find useful on a consistent basis.
      2. Question: how to get data to folks.
        - a. Perhaps have members of the committee choose a couple of questions and trace back to get comparative data.
        - b. Some data should go to leaders while other pieces might be things we want to disseminate more broadly.
    - iv. Want to model the behavior of data-use.

1. Many people are using data, but are not articulating it. We want to encourage people to articulate how they are doing.
  - v. As we go forward, want to think about what goal we are advancing with information and not overwhelming to people in the process.
  - vi. As a committee, we want to think about what our job is. How do we help create a data culture outside of this.
- III. For next meeting: identify four or five questions on the CIRP survey that you a) think has a Gustavus audience; b) think would be information you think important to disseminate; c) think needs to be firewalled.

ISLO Committee

October 15, 2019

3 p.m. | Konferenzrum

Present: Elizabeth Kubek, David Menk, Sarah Ruble, Evelyn Doran, Angela Erickson, Ben Menke, JJ Akin, Artur Pietka, Kirk Carlson, Charlie Potts

- I. Approval of Minutes
  - a. Approved
- II. Discussion
  - a. How do we develop ways to share data?
  - b. Review of ideas document from last year
  - c. Reminders of what we have; Senior Survey will go out this year to sophomore and seniors
  - d. Discussion of sophomores “falling off map;” what specifically do they need?
    - i. Several aspirant institutions have a structured “sophomore success” program - places that have money are investing in that, there’s probably a good reason why they’re doing so
    - ii. Useful to connect with them as sophomores may be more grounded as they respond to surveys/assessments, yet still in first half of college experience
    - iii. Part of tradeoffs in curricular review was taking away sophomore programming; may be some value in reevaluating that - grounded in decades of research
    - iv. Sophomores are independent and practical; relationship between interest in seeking help and utilization of resources - often people are “afraid to ask for help,” excited to not be first year students anymore and overextend themselves
    - v. What are the specific things that sophomores need? Transition between lower-division/major focus, prospect of internships/jobs
    - vi. Academic advisors are well-positioned to help students sift through the resources and options available
  - e. Resources on “common themes” impacting sophomores (or each grade level) should be given to academic advisors; help them strike a balance of over-mentoring/advising to the point of tuning students out vs. too hands-off
  - f. Emerging trends including artificial intelligence, may be useful as students perceive a stigma of not knowing what they should or asking dumb questions
    - i. Need to be careful in shifting responsibility from academic advisors (a person who is there to support me and help me out) versus AI or more general resource suggestions

- ii. Businesses having trouble hiring folks who can communicate 1:1 with others; don't feel comfortable or confident in human interactions so we want to prioritize maintaining those relationships wherever possible
- g. What are our tactics for getting good information to those who need to know it?
  - i. Important to determine both what information people need but also who will implement the plan
  - ii. Transition from FTS advisor to major advisor in sophomore year means all academic advisors need information
  - iii. Faculty: if we invite people to "come learn more" the same folks will come in, they're the ones that are already performing well - need to think about where to find them where they are EXPECTED TO BE to ensure a greater cross-section
    - 1. Can we infuse senate meetings with some of this information and discussion?
    - 2. Can we strongly suggest that departments have conversations about best practices for supporting students based on data?
  - iv. Would something like a "major declaration day" work here?
    - 1. Timing of official declaration a bit nebulous around here; many know what they're doing but haven't submitted paperwork
    - 2. May help to improve transition to major advisor
    - 3. How do students understand better what the advantage is of declaring a major versus remaining undeclared
    - 4. Gives focus to the sophomore year - you have a goal for the second semester that year and can help map it out more
    - 5. Econ/Acct example: try to get them on a map pretty early, the transition is more than just declaring a major, lots of social/emotional transitions in addition to academic changes
    - 6. Is it also worth considering a "meet a major" day or changing the timeframe of the major/minor fair?
    - 7. Might also consider
  - v. What about counseling?
    - 1. National data indicates more students want to use it, our usage data indicates we're maxxed out
    - 2. How can we use data to help drive resource allocation
  - vi. Flow of data
    - 1. Is there a way to structure things in a way that's helpful and allows it to impact more students, more directly
    - 2. Embedding the idea of sharing data in the context of solutions-orientation
    - 3. Balance of sharing of specific information versus keeping things at a high level or maintaining a "need-to-know"
  - vii. Next steps
    - 1. Alumni survey - discuss what to include

- a. Angela to send to Elizabeth to include as an agenda item
- 2. Content for the Inside Gustavus
  - a. What are some things we might put out there?
- 3. Structure for finding what's available - freeing up David's time
  - a. How might we restructure our available data and empower community members to use it?

ISLO Committee

January 14, 2020

Minutes

Present: Kris Hank, Sarah Ruble, Elizabeth Kubek, David Menk, Angela Erickson, Ben Menke, JJ Akin, Artur Pietka, Elizabeth Strom (for Kirk Carlson), Lianying Shang, Andrew Coston (invited guest)

- I. Approval of Minutes
  - a. Approved
- II. Introduction for Andrew Coston
  - a. Review of recent foci for this group
  - b. For career: learning what students are doing while they are here; first destination surveys (first job and first company)
    - i. Career surveys: have to put together a report for student affairs, for donor, and for annual report. Some of the information can be gained through Handshake and mentor program. Other data, such as number of students participating in career week, have to be compiled. First destination survey is compiled through the office.
      1. First destination survey goes out in the fall.
        - a. Sometimes Alumni has helped with follow-up on that survey.
      - ii. What information could career center use from other parts of the campus?:  
Right now, connection building across campus.
    - c. Part of what this committee is trying to do is figure out how to get data to the people who need it.
    - d. Point: one of the issues we wrestle with this on the committee is the different folks on the committee and trying to pull different kinds of data (for different purposes).
    - e. Alumni, Advancement, and Career looking more at career mobility surveys.
    - f. What can career can give to marketing and admission (mainly): Career does a good job at getting marketing individual stories, but it might be helpful to have some other data points (things like mentor numbers and such). Some of this data might be available in annual reports, but those tend to stay at the VP level. Admission gets placement data, but it would also be helpful to get more data on internships since they are getting more questions (even more specifically, be able to break down by segment: Fortune 500, start-up) and starting starting salary.
    - g. Might want to think more about using Department of Labor statistics: what are the “hot jobs,” what are they are in this area, how our students can compete nationally?

- h. Also have more individualized opportunities (example of a grad who is getting Business school paid for in Norway).
- III. Alumni Survey (done about every 5 years)
- a. Need to think about how to make the alumni survey more useful for folks throughout the college.
  - b. One things to think about: using language of the national survey we have done most recently (NSSE and HEDS)
  - c. Seems to make the most sense to develop our own survey
  - d. HEDS survey is \$500 and would get us some comparative data.
    - i. Might be worth thinking about using a nationally benchmarked survey, although that is less important if you are only using the data internally for internal process.
  - e. Could we think about a three year cycle, moving between our survey and our own.
  - f. What is the goal of the next survey?
    - i. Always getting some feedback on satisfaction with Alumni survey.
    - ii. Alumni happy to work with other offices.
      - 1. Some ideas: perceived academic rigor (and compared with how it was when they were here); perceived market position; what do you wish you had had at Gustavus or wish you had availed yourself of at Gustavus; Alumni is interested in what faculty wish we could ask (e.g. we could ask about useful capstone projects); we could think about making it an invitation to be part of campus (talking with students about workforce etc.)
        - a. Useful to think about ways the alumni survey could give alums the idea that they can continue to be part of the conversation.
          - i. Career has done this with career week.
          - ii. This would also maybe help make things like career panels more an integrated part of the curriculum (an expectation rather than an add-on).
- IV. Presentation for Employee Enhancement
- a. Elizabeth presenting at EE days. The presentation is going to be an introduction to our surveys and data.
    - i. If you have any ideas about employee enhancement days, let Elizabeth know.
    - ii. Recommendation: bring out some of the data from the CIRP data from this fall.

Adjourned at 4:04 p.m.

## ISLO Committee Meeting

February 11, 2020

Present: Elizabeth Kubek, J.J. Akin, Kris Hank, Sarah Ruble, David Menk, Ben Menke, Artur Pietka, Lianying Shang, Charlie Potts, Evelyn Doran

### **I. Approval of Minutes**

A. Minutes Approved.

B. Sarah Ruble will take minutes this time. J.J. Akin will take minutes for our next meeting.

### **II. Alumni Survey**

A. Continuing discussion from last meeting

B. Perhaps talk to Angela next time about who we should have involved in the discussion about the Alumni survey.

1. Some of the discussion might involve the Minnesota Private College Survey
2. Last time we had a question about alignment. That was both about getting nationally comparative data and about longitudinal data for our own graduates.
3. Want to cycle back to aligning some of the questions with other instruments (e.g. NSSE/FSSE). If we want to align with administration years, we are probably thinking about aligning with HERI.

C. Want to figure out alignment with MPCC survey and with other national surveys.

D. Will pick this up next time when Angela is back.

### **III. Data at Employee Enhancement**

A. Looked at data Elizabeth provided for Employee Enhancement days. She presented data from the 2019 CIRP.

1. Data was presented to a mainly staff audience and Elizabeth picked data she hoped would be useful to a broad audience.

B. Results of Discussion

1. One data point that many people noted was that “only” 46% of students reported some concern about finances, but believe they will have enough to fund their education. People were surprised that the numbers were not higher for that category.
2. Note: students complete this survey before they arrive on campus (complete on-line; around a 60% response rate).

3. People did discuss the 10% of students who have food scarcity concerns. The conversation included things that people in various areas did to make sure students have access to food. There was some concern that some underrepresented groups under-report economic difficulties.

a) Example: Book Mark

C. The CIRP survey is followed-up in the spring. We will be able to see how the data changes (or does not change).

1. Would be useful to compare data with similar institutions (questions about things like food scarcity will vary by institution type).

D. Presentation also included narrative data.

1. Students both commended and criticized diversity on campus.

2. Students

E. Presentation is a good example of how this committee could help spread data. Is there a way we could get a sheet to everyone on campus with this data twice a year?

1. We could think about ways that are both singular (web page) and ways that are embedded (Inside Gustavus).

a) New Inside Gustavus format allows for data to be shared in really clear ways.

2. Could we develop some shared data points from both our national surveys and the data various departments collect every year (e.g. admissions, financial aid).

3. Want to think about what the various surveys and data points are.

a) NSSE: information for teaching and learning

b) CIRP/YFYE: more about what students are bringing to college and what they gained their first year.

c) Sophomore/Senior Survey: broader

4. Maybe next time, we can work on naming the right data points. We should focus less on the data source and more on the data that we want to know.

5. Instead of looking at the survey, maybe we should identify the stakeholders. We can match data points with what stakeholders want to know.

6. Another way we can think about it, is to think about themes.

7. For next time, could we think about developing the themes/questions that everyone on campus should have regular answers to. From there, we could think about more specific questions for more specific stakeholders.

a) Grouping is a useful way to think about the data.

b) Some preliminary ideas:

(1) Demographics; Socio-Economic Background; Academic Preparation

8. Would be useful to think about our narrative. We might also think about using student work in some of the data mining.

a) All of this data is available—the only things that get too sensitive are things like Pell by ethnicity.

#### **IV. Agenda for next meeting**

A. Cycle back to Alumni Survey

B. Work on developing themes (need post-it notes)

C. Think about ways to use students

## ISLO Committee Meeting

May 12, 2020

- I. COVID Survey
  - a. Opened 24 hours ago. Already have 50 faculty responses and 300 student responses.
    - i. Filling in open-ended questions.
    - ii. The biggest concern is whether we are going to be online in the Fall (not something people want).
      - 1. Right now institutional plan is to open with a few online courses but mainly face-to-face and hybrid.
      - 2. Good figures from Registrar on registration. Students are registering for courses.
      - 3. 450 students have requested grades in at least one class for the Spring.
- II. Student Engagement
  - a. NSSE Engagement Indicators: have a lot to do with time and energy is being productively engaged.
  - b. Question: what are we trying to do?
    - i. Want both for internal purposes and for some external audiences.
    - ii. As we start approaching the possibility of hybrid and online teaching, we are going need some evidence that we are deeply engaged with question of what it means and how it relates to our overall process.
    - iii. What is here that is useful for planning, for gaining confidence, for changing as necessary.
  - c. HEDS COVID Survey: closed in two weeks; data dynamic.
  - d. Question: might we have a better sense of how to message when we see the results.
  - e. Comment: might be helpful for students to see a recognition that the institution knows that students want to be on campus and that faculty are concerned to be back on campus as well.
  - f. Comment: probably not best to frame as “we hate this,” but “we want to come back in a safe and effective way.” Want to know voices being heard.
  - g. Comment: So far on the survey, students are understanding about the circumstances.
  - h. Comment: might be helpful if we can get a sense that the academic experience is benefited from on-campus experience. HEDS survey does not get at that particularly well.
    - i. That point comes out strongly in the comments.
  - i. Maybe create a small group to work on executive summary for the group to comment on.
    - i. Maybe put data in the Shared Drive and have people make comments. Then maybe a subgroup could collect ideas.

1. David will need some time to clean up the data. The comments are coming in and we could get those earlier and David can send those to Elizabeth once the survey is closed.
  2. If David can send Ben results, Ben could put it in R.
- j. Staff survey will also go live soon. That will probably be less useful and particularly to this committee.
    - i. Perhaps some interest on the part of outside constituencies (re parents) on staff morale.
  - k. GTS data shows that vast majority of Gustavus students remain engaged in online learning. Very few students have not logged in to Moodle.
- III. Engagement
- a. Looking at the engagement indicators from last time.
    - i. Seemed like the big categories that most constituencies would find worth knowing about.
  - b. Comment: think about intensive experience like mentoring under.
  - c. These categories would be the things everyone (or almost everyone) gets data on. The committee will need to figure out how to make our surveys address these categories.
    - i. The non-bulleted categories tend to be more sensitive.
  - d. Elizabeth will put the sheet with categories into the drive. People can look at them and comment on them.
    - i. Eventually will need to align survey questions with particular categories and questions.
  - e. Should lead to a clear set of tasks for this committee. Looking at same big questions and then the data to answer them.