CSM ASSESSMENT COMMITTEE   5 Nov 2012   2:15 – 3:30 pm   10-401
(10 Nov 2012 draft)

Members present: David Locke (chair), Martin Bednarek, Richard Castillo,
   Lloyd Davis (note-taker), Jane Jackson, Adam Sakov, Lilya Vorobey
Members absent: Stephanie Alexander, Nicole Borg, Denaya Dailey,
   Charlene Frontiera, Terry Kistler, Beth LaRochelle

SLOs for **labs and centers** include that students are aware of and able to use the lab or center resources.

CLASS CLIMATE is a package from Scantron for creating and tabulating surveys with Likert scale or content questions. The surveys could be used for SLO assessment. It is easiest if David develops the surveys after working with users on designing their questions. David asked interested people to contact him and try it this fall.

PROGRAM REVIEW REVISIONS Much of program review is about student learning, including success and retention data as well as student achievement (SLO assessment) data. The goal is to complete the present near-final draft by Nov. 21, when PRIE will have its data ready. Laura Demsetz, James Carranza, and Cheryl Gregory are good contacts. We should consider having spring workshops on program review.

GE SLOs (formerly Institutional SLOs) are what students completing a GE sequence, for example for an associate degree or for transfer, should know and be able to do. At the all-college meeting Sept. 14 the integration of course and GE SLOs, by mapping course assessment to GE assessment, was discussed. For example, assessment of ENGL 110, ENGL 165, or PHIL 103 might be used to assess the critical thinking GE SLO. Either we find courses in each GE requirement area that match the GE SLOs, or we take a different approach.

If we go with broader SLOs, we will need other ways to assess, like ePortfolios and surveys of graduates. Canada wants to use ePortfolios and has asked whether Skyline and Canada are also interested.   If yes, we must pick a platform and take one proposal to the District for financial support. Costs include training and help for both faculty and students. We do not want instructors to use class time for that.   ASGC will discuss ePortfolios at its Nov. 13 meeting. CSM would not move forward on them without faculty participation.

Points in discussion: changing SLOs is an option. We have no SLO in the area of **creativity** – the creative process and appreciation of beauty. However desirable having one might be, it could be hard to justify since there are no required courses that would satisfy such an SLO. In music, harmony is quantitative and involves critical thinking, but most music courses have no direct links to any GE SLOs. Art has quantitative aspects, such as color. There is also no graduation requirement in **social awareness and diversity**. Some outcomes do not go with any class. Student Services offers some services most students have used but to which no courses correspond.

Many schools have a creative arts requirement. CSM does not, but it is often a transfer requirement. Possibly relevant courses outside Creative Arts include film, literature, philosophy, and some Spanish courses. CSM requires only one humanities course. IGETC for CSU has separate humanities and art requirements. Students must take two courses in one of the two areas and one in the other.

We may want to add a creative thinking or creative arts SLO. We have SLOs in general areas which are satisfied by required courses, like quantitative skills (usually satisfied by math courses) and effective communication (usually satisfied by Language Arts courses,)

For our Dec. 3 meeting David will produce a revised list for approval by January, with tweaked wording but no major changes.

ASSESSMENT PHILOSOPHY Members discussed the meaning and the wording of the **assessment philosophy** statement. David will prepare a revised statement.

Points in discussion: Collection and analysis of quantitative and qualitative data informs planning, revising, developing and budgeting for curriculum and services. 'Applications' of SLOs might include putting them into TracDat and CurricUNET, and requiring instructors to assess them – tasks to be checked off by administrators. Administrators also have a role in recommending or getting things that cost money, such as Class Climate or ePortfolios. GE SLOs and how they are assessed are developed by the faculty. Administrators are involved in decisions about what can be funded.

Decisions resulting from SLO assessment are shared by faculty and administration. Some Student Services units are all faculty (e.g. counseling) or all staff (e.g. A&R) and some are mixed (e.g. DSPS.) Deans can be involved in deciding how assessment is done, e.g. by recommending and/or funding such tools as Class Climate and ePortfolios.

After assessing a course SLO, instructors may decide to modify their teaching methods, how the SLO is assessed, or the SLO itself. This could involve requests for. e.g., software to help students, and assessment tools like Class Climate, which require administration support.

'Interpretation' of SLOs should include making sure instructors of a given course agree on the meaning and assessment of its SLOs. 'Implementation' of SLOs includes their assessment. Suggested language: "Interpretation and implementation of SLO assessment shall remain within the purview of discipline faculty and service units."

The next meeting is Monday, Dec. 3 at 2:15 in 10-401