**CSM ASSESSMENT COMMITTEE        11 Mar 2013     2:15 – 4:00 pm     10-401**
                                    **(April 4 draft)**

**Members Present**

David Locke  (chair)       Martin Bednarek        Lloyd Davis (note-taker)        Charlene Frontiera
Jane Jackson               Adam Sakov             Lilya Vorobey

**DEGREE SLO SURVEY UPDATE**  David just received GE SLO survey results from 32 students in 15 programs.  When students fill out their degree application, the GE SLO survey is emailed to them, but students often ignore it.

Jane asked whether the point person for a degree program could find out when students apply for a degree so they could ask them to fill out the survey, perhaps using a paper form.  Whether a student has applied for a degree may be confidential under FERPA.  Marsha, Henry, or Arlene would know.

Martin stated the deadline to apply for a degree is March 1, but except for transfer degrees, applications are accepted until it is too close to graduation.  A student who did not complete the survey when applying for their degree cannot do so without creating a new application.  Be sure no student fills out more than one survey.  At end of term surveys from students who did not complete the degree are filtered out.

Survey results go to PRIE.  The survey was up for summer graduates to test it, and for fall.  We need to assure regular delivery of survey results to faculty.  Can this committee, through David, ask PRIE to give departments the evaluation summaries?  For programs with only a few graduates each year, cumulative results over several years might be needed to get statistically significant data.

In a program with one capstone course, a survey in that course could substitute for a degree survey.  That would not work if the degree required two or more capstone courses.

**REVIEW OF ASSESSMENT PLAN**  The 2008 CSM Learning Assessment Plan is on the SLOAC website.  David revised it to be current for 2013.  The revised version will go into the faculty handbook.  It is good for accreditation and for campus information.  David asked members to email him feedback on the Student Learning Assesment Plan by March 29.

**ASSESSMENT PHILOSOPHY**  Assessment philosophy will be two separate paragraphs – one for courses and certificate and degree programs, and a second for Student Services.

The first paragraph will include 'The assessment of course, certificate, and degree SLOs is the responsibility of  …' .

The second paragraph could begin "The assessment of student services programs is the responsibility of student services faculty and staff."  Martin will finish it.

Points in discussion:  In general faculty primacy applies to degrees and certificates and courses, but this leaves out student services, and external factors apply to CTE programs   Curriculum includes course outlines and degree requirements.  A&R is not curriculum.  Counseling courses are in the purview of counseling faculty.  Counseling is the only Student Services area with classes.  EOPS, DSPS, Veterans Affairs, and International Students each have their own SLOs.

**INSTITUTIONAL SLOs (GE SLOs)**  The following wording changes were proposed.

**Effective Communication** bullets:
3. Communicate ~~productively~~ effectively in a group or team situation.

**Quantitative Skills** bullets:
Solve a variety of problems that require quantitative reasoning.
Interpret visual graphs. (or: Interpret charts and graphs.)

**Critical Thinking** bullets:
Develop and evaluate arguments.
Apply diverse disciplinary approaches and perspectives.
Be able to employ the scientific method.
~~A~~ssess the validity of both qualitative and quantitative evidence.

**Social Awareness and Diversity** bullets:
~~2. Acknowledge the value of divergent opinions and perspectives.~~
4. Analyze the importance and interconnectedness of …

**Ethical Responsibility**
The ability to make judgments with respect to … (no comma after judgments)
1. Identify ethical issues and the conflicts inherent in them.
3. Consistently behave ethically in working with students, instructors, and the campus community.

Points in discussion:
Lilya suggested the survey have hyperlinks to definitions of words.
Align course SLOs with revised GE SLOs just after the course outline is updated through COI. Faculty must update such changes in TracDat.  This should  be included in the policies and procedures emailed to the faculty at the start of each semester.
Before course outlines go to COI for approval, a working group does tech review. (What does that include?)
The author of a course outline gets an email from COI if the outline needs fixing, but not if the outline has been approved.   Deans get emails telling which outlines were approved.  Either COI or the deans should notify appropriate faculty when course outlines are approved.
The revised GE SLO document will go to Governing Council for approval.
CurricUNET does not indicate which version of GE SLOs the SLOs for a particular course are aligned with.  TracDat might.
Word the GE SLOs concretely so the survey can be cut and paste from them.  Take out words like 'productively' that are unclear.
An SLO with ands can be split into separate questions.

The next meeting will be April 8.  Finalizing the Assessment Philosophy and the Learning Assessment Plan will be on the agenda.