

**Members Present**

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

Teresa Morris will replace Stephanie Alexander on the committee. Denaya will be unable to attend in Spring 13, and asked to be kept informed. The Nov. 5 notes were accepted. Today's major agenda item is proposed changes to GE SLOs.

**GE SLOs** Our ISLOs (now GE SLOs) for associate degrees or the transfer GE pattern were adopted in May, 2006. The committee discussed changes in wording and substance based on recommendations from the Sept. 14 All-College Meeting.

There are no bullet points on creativity. Performance and painting classes emphasize the creative process, but students can meet GE requirements without taking such courses. In Music, Harmony is under critical thinking but aside from that it is hard to link any creative class to any current GE SLO. We should not change the SLOs unless our requirements change. Should arts and humanities continue to be lumped together?

Under critical thinking, should we delete 'identify' and maybe add 'comprehend'? On developing and evaluating effective arguments, Adam suggested we look at adequacy (does the evidence support the argument) and validity (is the argument logical). We could have several bullet points to make SLOs more assessable. If we have separate SLOs we must assess all of them. Bullet points which are part of an SLO should all be assessed. If we used ePortfolios we would have a rubric for looking at each of the three critical thinking bullet points. If we did embedded course assessments, we could use a common question throughout the college one semester, in which we offer an argument for students to analyze. Embed it in a paper or final exam, but only in courses which support that SLO. Other courses would support different bullet points. We would have to coordinate to be sure all points are covered.

At present, assessment of GE SLOs is done by student self-assessment in campus climate surveys, using Likert scale questions of the form 'Based on classes completed at CSM I can ...' However, only 10% of students respond. If assessment shows only 50% of students satisfy, say, a critical thinking SLO, we must look at the courses which map to that SLO.

How we word a student survey should be driven by how effective and understandable the survey is. We could break up, e.g., effective communication, into several separate questions, establish a baseline and see whether results go up or down over time. Except for quantitative skills, most survey items score in the high 90% range. Students tend to rate themselves high, so how meaningful are the surveys? We can have assistance available when students are filling out surveys. How about a workshop before the survey? How could we get students to attend?

A survey is not the only assessment tool, and may not be a good one. Surveys were done so we would have assessment data. We need additional assessment tools. Our Academic Senate showed little interest in ePortfolios, but Canada is having a January flex activity about them.

Our GE handbook is used to see whether new or revised courses meet criteria set by COI years ago for specific GE areas. It is clumsy and out of date. Some courses have been grandfathered

in. COI chair Teresa Morris created a subcommittee to look at the handbook. Should that work be coordinated with our work on GE SLOs?

Not every course has a GE component. We could identify courses that might fulfill a particular GE requirement and recommend to their instructors that they apply for GE status. We could also tweak the SLOs.

Some creative courses might satisfy a GE requirement, but making introducing a GE SLO is a different matter. We probably can't introduce a new GE SLO unless there are required courses that support it.

The committee discussed a number of language tweaks, for example in the Social Awareness and Diversity (SAD) GE SLO, changing 'understand' to 'employ', or 'identify the benefits of' diversity. In 'respect and appreciate the diversity of the human experience,' how do we assess appreciation? Note that SAD is not part of the GE requirements. In the second SAD bullet point, we could change 'Acknowledge the value of divergent opinions and perspectives' to 'analyze the interconnectedness and importance of divergent opinions and perspectives.'

In the first bullet point under the Ethical Responsibility GE SLO, 'Identify ethical issues and understand the conflicts inherent in them,' 'explain' should replace 'understand.' Similar changes should be made to other SLOs. David will write up such changes (e.g. replace 'understand' with 'explain') with our comments and resend them to the committee.

To test questions we develop, early next semester each of us could try them out on a few students. Students could circle whatever is unclear.

Our assessment plan was drafted in 2008. At that time much of it was about implementation. Susan said we should update it this year, maybe with something shorter. In 2008, program SLOs were needed only for programs leading to certificates. That was later extended to programs leading to degrees. The plan needs to include something about assessment of degree program SLOs. Also some information for faculty on what and how to assess, for example for student support services (on p 2) is outdated David will write a draft for our next meeting, Feb. 4.

**ASSESSMENT PHILOSOPHY** Discussion continued on the language of the assessment philosophy statement, in particular the roles of faculty, administrators, and student services units. Assessment of instructional SLOs is a curricular matter, so is under the Academic Senate, but Deans can make suggestions and have a say in budgets for assessment. The development, assessment, and changes to SLOs are shared among college constituents. In some CTE programs, including AOJ, Fire Technology, Cosmetology, Nursing, and Dental Assisting, content is mandated by the state or by professional accrediting agencies. Discussion moved in the direction of "Interpretation and implementation of SLO assessment shall remain within the purview of discipline faculty and service units."

Types of SLOs include course level, program level (degrees and certificates), GE, student services units, and learning support services. Learning Support services support classes, so what happens there is designed by faculty. The Learning Center has a student services role but also offers courses. Some student services units, e.g. Admissions & Records, testing, and international students have no faculty and/or offer no classes. David asked Martin to write a paragraph on Student Services SLOs.