

Members Present

David Locke (chair) Rich Castillo Lloyd Davis (note-taker)
Jane Jackson Adam Sakov

David learned from John Sewart that starting this summer students who don't fill out the self-assessment survey when applying for a degree will get a reminder email one week later, and if necessary again around June 1. PRIE aims to make student survey results available along with data for program reviews like FTES and LOAD, on Nov. 1 for the prior academic year. PRIE could send an email announcing that the program review data and survey results are available.

The committee discussed wording of several documents.

REVIEW OF LEARNING ASSESSMENT PLAN David noted Jane sent him comments before the meeting. A number of possible changes were discussed at the meeting. Examples are given below. When time ran out, completion was postponed to a future meeting. David will update the draft in line with today's discussion.

Changes discussed at the meeting included:

1. General Education Assessment

change 'Course SLOs for courses meeting one or more GE requirements'
to 'SLOs for courses meeting at least one GE requirement ...'

Current implementation:

change 'Students are made aware of the SLOs by having them listed on the college website.'
to 'Students are made aware of the SLOs through the college website.'

change 'Results of that survey for June 2010, June 2011, and June 2012 ... '
to 'Results of that survey for June 2010, 2011, and 2012 ...'

change 'A comparison of results of student self-assessment over 3 years
(June 2010-June 2012) is available ...'

to 'A comparison of results of student self-assessment over these three years ...'

change 'alignment between Course SLOs and GE SLOs (for courses meeting one or more
GE requirements)' to 'Alignment between course SLOs (for courses meeting one or more
GE requirements) and GE SLOs'

Similar changes (not included in these notes) were made to the other sections, and will be incorporated into future drafts.

According to the ASCCC SLO Terminology Glossary

<http://asccc.org/sites/default/files/SLO-Glossary-2010.pdf>

Student learning outcomes (SLOs) are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process.

Affective Outcomes relate to the development of values, attitudes and behavior.

Representative points in discussion: In the title of each of the four parts, 'Assessment' could be replaced with 'Outcomes and Assessment'. Capitalize 'college' when it refers to CSM, e.g. 'Student Services Division of the College'

GE SLO REVISION Suggested edits included:

Ethical Responsibility/Effective Citizenship No comma after 'judgments' in 'The ability of students to make judgments with respect to individual conduct, based on systems of values,'
Third bullet: change 'Consistently behave ethically in working with ...' to
'Behave ethically and respectfully when working with ...'

David observed that degree SLOs are difficult to assess, especially in programs where people don't have to take courses in a set order, and that computer literacy was not listed under 'capability to be a productive individual and lifelong learner'. Observation in discussion: Ethical responsibility/Effective Citizenship includes civility and interpersonal skills, respect for cultural diversity, and historical and esthetic sensibility.

GE SLOs will be in the college catalog starting in 2013-14.

ASSESSMENT PHILOSOPHY edits included

Paragraph 1: capitalize 'Assessment Cycle'

Paragraph 2: In the second sentence, change 'constituents' to 'constituencies'

In the last sentence, change 'within the purview of discipline faculty'

to 'within the purview of discipline faculty and the Academic Senate.'

Paragraph 3: don't capitalize 'service area'

The Assessment Philosophy and GE SLO revisions go to Academic Senate Governing Council tomorrow, April 9, 2013.