

Members Present:

David Locke (chair)	Rich Castillo	Sandra Comerford	Lloyd Davis (note-taker)
Jane Jackson	Lakshmikanta Sengupta	Kevin Sinarle	Lilya Vorobey

SLO REVISION (David) When you revise course SLOs, do not change them in TracDat (except for fixing typos) because that could overwrite existing data. After their official Board of Trustees approval, brand new courses, with their SLOs, are uploaded into TracDat at the end of the academic year (July 1.) if an SLO of an existing course is changed, at start of the next year go into TracDat, make the old SLO inactive, and upload the new one. Alternatively, bank every SLO of the course in TracDat and have CurricUNET upload the new ones. Sandra suggested this could be a task for the Dean of Academic Services, using information supplied by people in the program. Jane suggested making formats uniform and clarifying the use of CurricUNET.

GE SLO ASSESSMENT David distributed the GE SLOs adopted April 23, 2013 and proposed questions for student surveys to assess GE SLOs. The items, based on the language of the SLOs, ask students to respond on a Likert scale to 27 items of the form “ based on my experience at CSM, I can ... “ After the deadline for applying for the degree, John Sewart will email students who are receiving a degree, asking them to complete a survey. Discussion followed on selection and wording of survey questions.

The committee discussed rotating through the questions, doing a fixed number each semester, or randomly selecting questions for each student. We don't have to ask all the questions every semester or to each student, but using too few questions would make it hard to correlate results year to year.

Points in discussion of the language of the questions: Having one verb per question allows students to answer quickly, but leads to a longer list of possible questions. We don't need to have separate questions for each verb and adjective. Miscellaneous ideas on wording the items:

- 1-6: Rather than separate questions on oral information and written information, just ask about information. Some students would have trouble distinguishing among comprehend, analyze, and interpret, so use only two of the three and ask about them separately. For example, combine 1-6 into four items, pairing 'understand' and 'communicate' with each of 'what I have read' and 'what I have heard'
- 7-8: Use 'I can communicate what I've learned in writing' and 'I can communicate what I've learned by speaking' or use 'I can effectively communicate in writing' 'I can effectively communicate verbally'.
- 9: 'Communicate effectively in a group' is enough
- 11: Use 'to understand and communicate with graphical representation, such as pie charts, bar graphs, and Venn diagrams', or just 'Understand graphical representation'
- 12-13: These do not apply to some CTE classes.
- 14-15: Combine them as 'Assess the validity of information' (not 'evidence')
- 17: 'Use' (not 'employ') the scientific method
- 18-20: 'Demonstrate multicultural sensitivity and respect diversity' and/or 'I can thrive in a multicultural environment'

We need to get to the questions 'Can you communicate effectively, regardless of the form information comes in and the form in which you will give it back?' and 'Can you process information (comprehend it, then be able to tell somebody about it and make informed decisions or actions based on it)?'

Suggestions on reducing student anxiety and getting good response rates included

- telling students how many questions there will be, and having the entire survey on one page or computer screen;
- having students answer the questions they feel like answering, to find out how many and which questions will get answered
- asking students how many questions they would be willing to answer, and have the computer randomly select that many.
- Using simple language. Take out the 'somewhats', or try a 1 to 10 scale. Have an N/A column.
- Giving students who complete the survey a free transcript.

Instead of "based on my experience at CSM, I can ...", the first line could say "I have improved my ability to ...", or better, 'CSM has helped me to ... better than I could before.' We could ask both 'have you improved' and 'do you feel competent'. Are we assessing what students can do, or what they have gained at CSM? Either way it's their perception.

The transfer rate has gone up, and more students are getting transfer degrees (AA-Ts and AS-Ts). Some degree programs, including Transfer Model Curriculum programs, don't have SLOs yet. Some programs, e.g. Nursing, conduct their own survey when students apply for degrees.

We need program-specific ways to assess what a program wants. One way to assess a program SLO is to look at course assessment results from courses which support that SLO. CCSF wrote GE SLOs to fit with individual GE requirements, and used course SLO assessment across disciplines to assess GE SLOs.

Sandra suggested we consider authentic assessment. Self-reporting has issues. Cañada is using ePortfolios, but we don't know exactly how, or how extensively. Evaluating them is a lot of work.

The plan is to have the survey out early next term. Completing it is not a formal part of the process of getting a degree or certificate, but feels like it is.