

**Noel-Levitz Student Satisfaction Inventory:  
 Comprehensive Data  
 Conducted Spring 2010 (n= 1,810)**

**CSM-Specific: General Education Student Learning Outcomes**

<i>Question</i>	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Somewhat Satisfied</i>	<i>Neutral</i>	<i>Somewhat Dissatisfied</i>	<i>Not Very Satisfied</i>	<i>Not Satisfied at All</i>	<i># of Students</i>
71. I can express ideas and provide supporting evidence effectively in writing [Effective Communication]	32.8% (471)	32.1% (461)	16.9% (242)	13.6% (195)	2.2% (32)	1.0% (15)	1.4% (20)	1436
72. I can express ideas and provide supporting evidence effectively orally [Effective Communication]	30.9% (439)	31.0% (440)	18.5% (263)	14.2% (201)	2.7% (39)	1.1% (16)	1.5% (22)	1420
73. I can comprehend, interpret, and analyze information I read [Effective Communication]	31.4% (475)	35.1% (531)	18.9% (285)	10.5% (159)	2.3% (34)	1.0% (15)	0.8% (12)	1511
74. I can comprehend, interpret, and analyze information I hear [Effective Communication]	30.8% (467)	35.5% (538)	18.8% (285)	11.1% (168)	2.0% (30)	1.0% (15)	0.8% (12)	1515
75. I can communicate effectively in a group or team situation [Effective Communication]	31.2% (467)	32.2% (482)	18.9% (282)	12.0% (180)	3.5% (52)	1.3% (19)	0.9% (13)	1495
76. I can comprehend, interpret, and analyze numerical and or quantitative calculations [Quantitative Skills]	30.4% (408)	30.2% (405)	18.8% (252)	13.5% (181)	4.3% (58)	1.1% (15)	1.7% (23)	1342

<i>Question</i>	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Somewhat Satisfied</i>	<i>Neutral</i>	<i>Somewhat Dissatisfied</i>	<i>Not Very Satisfied</i>	<i>Not Satisfied at All</i>	<i># of Students</i>
77. I can effectively identify, develop, and evaluate arguments [Critical Thinking]	29.2% (406)	32.5% (451)	19.1% (265)	13.8% (192)	3.5% (48)	1.0% (14)	0.9% (13)	1389
78. I can effectively assess the legitimacy or adequacy of different types of information [Critical Thinking]	30.9% (447)	33.3% (481)	17.9% (258)	12.9% (186)	2.9% (42)	1.0% (15)	1.1% (16)	1445
79. I can work effectively with others of diverse backgrounds [Social Awareness and Diversity]	38.9% (573)	30.8% (453)	14.9% (220)	11.3% (166)	2.2% (32)	0.8% (12)	1.1% (16)	1472
80. I can identify ethical issues and evaluate their consequences [Ethical Responsibility]	35.9% (508)	31.9% (452)	14.6% (207)	13.1% (185)	1.9% (27)	1.3% (18)	1.3% (18)	1415

**NOTES:**

The GE SLO survey instrument was piloted in this Spring 2010 study. Subsequently, effective Spring 2011, the survey instrument response option scale was modified slightly; the SLO statements remain the same.

Students were asked to self-evaluate the extent to which they had made “gains” or “progress” in regard to the CSM General Education SLO statements. The national survey instrument—using standardized question predetermined by Noel-Levitz, Inc.--limited the number of “supplemental” questions we could ask to 10. (The number of characters allowed for each GE SLO statement was also limited.) Accordingly, the 15 GE SLO statements were consolidated to meet the 10 item limit imposed by the survey host.

However, all of the 5 thematic General Education SLO areas were assessed in the student survey:

- o Effective Communication
- o Quantitative Skills
- o Critical Thinking
- o Social Awareness and Diversity
- o Ethical Responsibility

## College of San Mateo -- General Education Student Learning Outcomes

Students who receive an Associate degree or who complete the CSU-GE or IGETC pattern for general education at College of San Mateo will be able to.....:

### Effective Communication

The ability of students to write, read, speak, and listen in order to communicate effectively. Students should be able to:

- Comprehend, interpret, and analyze written and oral information;
- Express ideas and provide supporting evidence effectively in writing and in speaking;
- Communicate productively in a group or team situation.

### Quantitative Skills

The ability of students to perform quantitative analysis, using appropriate resources. Students should be able to:

- Solve challenging problems that require quantitative reasoning;
- Interpret graphical representations of quantitative information.

### Critical Thinking

The ability of students to analyze information, reason critically and creatively, and formulate ideas/concepts carefully and logically from multiple perspectives and across disciplines. Students should be able to:

- Identify, develop, and evaluate arguments;
- Assess the adequacy of both qualitative and quantitative evidence;
- Understand diverse disciplinary perspectives and use appropriate modes of inquiry, including the scientific method.

### Social Awareness and Diversity

The ability of students to recognize cultural traditions and to understand and appreciate the diversity of the human experience, past and present. Students should be able to:

- Understand and respect the range of diversity;
- Acknowledge the value of divergent opinions and perspectives;
- Work effectively with others of diverse backgrounds;
- Analyze the interconnectedness of global and local concerns, past and present.

### Ethical Responsibility

The ability of students to make, with respect to individual conduct, judgments based on systems of values. Students should be able to:

- Identify ethical issues and understand the conflicts inherent in them;
- Identify possible courses of action in response to ethical issues and evaluate their consequences;
- Demonstrate ethical behavior in working with students, instructors, and the campus community.

(Adopted by the College Assessment Committee, May 2006)