



Student Learning Outcomes Committee
Meeting Notes
Thursday, November 14, 2013
Room 1317

Present: Cathy Anderson, Lena Baker, Christina Berisso, Bob Bittner, Luke Hillyard, Ralph Perrin, Shelly Presnell, Carolyn Singh, Casey Schurig
Guest: Marc Beam, Meridith Randall

Meeting called to order at 3:00 pm.

Minutes of Last Meetings: Minutes of the September 12 and October 10, 2013, meetings were approved.

Public Comments: None

Reports: None

Discussion/Action Items:

a) ISLOs: It was suggested finding word choices that are at a lower reading level than college. This will be for pre-assessment as well as post assessment, and we are looking for the incoming student who might need basic skills too. We must check on copyright issues for any questions that were copied from the internet. Multiple Choice is the best way to go for Critical Thinking. For Global Awareness a level of confidence is the best way to go where students self report their level of confidence over time, and they could be tested again after being here two years. It's better to have Critical Thinking be an assessment.

25 questions of varied levels for each ISLO is suggested--some really easy ones and some harder ones; include some that are not common. It is OK to take a question out of a textbook because it's used for educational purposes.

Diagnostic assessments find out where levels are. Material from placement tests can be used. It was asked if the data could be grouped by the number of units completed or the highest level achieved by the student.

There was some discussion about what work place skills actually means as well as the definition of technological skills. Cathy Anderson said the idea is that any student who comes to Shasta College in some way will improve in at least one of the ISLOs.

We're hoping for 25 questions per area. It's OK to have some high level major specific type questions. We can do a survey where they self report and we can do an assessment of their skills. We could include a short story and check for compliance. The language should be about 8th grade reading level. There should be some questions that are easy and some that are more difficult.

We could add a column that says "I don't understand the question". It was asked if there will be a question about how long they have been at Shasta College.

It was suggested that we do a pilot with a few students at first and then follow with 10-20 students. Common courses that students take during their first semester could be identified for sampling. For example, it could be given at the beginning of ENGL 190 and again during the last stretch. We could create a random sample of students having 6 or more units. We might assess two in Spring. At least we could report that we have a method. We have to be assessing to get the points on the rubric.

Cathy Anderson suggested everyone work on these and send second drafts to Marc Beam for feedback so everyone can modify them and bring the final draft to the next meeting. The deadline to send drafts to Marc Beam is December 1.

Meeting adjourned at 4:13 pm

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