**Closing the Loop Summary Survey Results** (from Spring 2013 Dialog, Fall 2012 Data)

March 5, 2013 Report to PIEAC

**Programs that participated:**

|  |  |
| --- | --- |
| Art Major  Counseling  Digital Media  Economics  Emergency Management/Homeland Security  English Major  ESL  French Major  General Office Assistant  Gerontology Major or Certificate  Health and Fitness  History  Human Services  Math | Medical Administrative Office Technician  Medical Coding Specialist  Office Support Specialist  Paralegal Studies  Process Technology  Process Technician Fundamental  Psychology  Real Estate Broker  Real Estate Property Salesperson  Sociology Major  Spanish  N=25 (some programs could select more than one choice) |

**Recommendation**

Programs were defined by whether they had a degree, major, or certificate. Recommend collapsing reporting groups by department chair grouping to avoid duplication and for ease in reporting.

**Highlights from Close the Loop Survey**

**4. Below is a list of some reasons why course, program, or institutional-level SLOs may not have been met in your area. Please select all that your faculty identified during your dialog:**

Faculty fail to drop students, who remain on the roster, depressing SLO results 81.3% 13

Students remain on the class roster, even though they have dropped the course,

depressing SLO results 62.5% 10

Faculty were confused about how to implement SLOs in Seaport 37.5% 6

Faculty set up weights incorrectly/poorly in Seaport 37.5% 6

**5. Below is a list of some SLO IMPLEMENTATION STRATEGIES that your department faculty might use to improve student outcomes and success. Please select all the strategies that your department discussed possibly implementing in order to improve Student Learning Outcomes:**

Drop non-participating students in a timely manner 75.0% 12

Try different weights for assessments in Seaport 62.5% 10

Change or adjust the assignments/grading criteria/for the SLO 56.3% 9

Ensure that students who incorrectly remain on the class roster get dropped 50.0% 8

**6. Below is a list of some reasons why students may NOT have achieved course, program, or institutional-level SLOs. Please select all that your faculty identified during your dialog:**

Students don't put in enough effort 68.8% 11

Students don't use the textbook, course website, or lecture notes adequately 68.8% 11

Students study ineffectively or not enough 62.5% 10

Students can't read at college-level ability 56.3% 9

**7. Below is a list of some possible INSTRUCTIONAL STRATEGIES that your department faculty might use to increase the percentage of students who achieve course, program, or general education/institutional-level SLOs. Please select all the strategies that your department discussed possibly implementing in order to improve Student Learning Outcomes:**

Send emails to encourage student effort 75.0% 12

Provide grading rubrics 43.8% 7

Refer students for skilled subject tutoring 37.5% 6

**8. Education Master Plan GOAL I: COASTLINE WILL MAKE LEARNER SUCCESS ITS CORE FOCUS and Education Master Plan GOAL II: COASTLINE WILL INCREASE STUDENT ACCESS, AND IMPROVE PERSISTENCE, RETENTION, AND COMPLETION WITH A PARTICULAR FOCUS ON BASIC SKILLS. Of the following list of possible INSTRUCTIONAL NEEDS, please select all that relate either to reasons students didn't achieve SLOs or to implementation strategies identified by your department; then rate their level of importance.**

**Items rated by 50% or more respondents as a “very important” need:**

Provide tutoring in English 53.8% 7 (30.8% 4 rated somewhat impt)

Provide tutoring in basic skills 50.0% 7 (35.7% 5 rated somewhat impt)

Require reading placement test/course 50.0% 5 (20% 2 rated somewhat impt)

**Items rated by 50% or more respondents as a “somewhat important” need:**

Provide accessible faculty training 60.0% 6 (40.0% 4 rated very important)

Provide technical support for students 24/7 55.6% 5 (22.2% 2 rated very important)

Provide tutoring in science 54.5% 6 (9.1% 1 rated very important)

**9. Education Master Plan GOAL III: COASTLINE WILL CONTINUE TO CREATE AND NURTURE INNOVATIVE PROGRAMS, SERVICES AND TECHNOLOGY SOLUTIONS THAT RESPOND TO THE NEEDS AND EXPECTATIONS OF ITS LEARNING COMMUNITY and Education Master Plan GOAL VI: COASTLINE WILL PURPOSEFULLY ADVANCE AND SUSTAIN THE COLLEGE'S CAPACITY FOR STUDENT SUCCESS THROUGH THE EFFICIENT USE OF RESOURCES, AS WELL AS EXPANDED, DIVERSE AND RESPONSIVE PROGRAMS AND SERVICES. Of the following list of INSTRUCTIONAL or STUDENTS NEEDS, please select all that relate either to reasons students didn't achieve SLOs or to implementation strategies identified by your department; then rate their level of importance.**

**Items rated by 50% or more respondents as a “very important” or “somewhat important” need:**

Provide accessible technology/infrastructure support 57.1% 8 (28.6% 4 rated somewhat impt)

Provide accessible faculty training 30.8% 4 (53.8% 7 rated somewhat impt)

Provide resource faculty or staff to assist with mentoring 25.0% 3 (66.7% 8 rated somewhat impt)

Provide special/new resources for my program in order

to meet a new educational demand 10.0% 1 (50.0% 5 rated somewhat impt)

**Select Comments from Closing the Loop Survey**

**Comments related to Seaport**

About 10% of students start out well, but do not complete assignments and therefore fail the courses. Seaport use of percentage of grades in course so far, may be confusing students. If they do well on the first two assignments, they may feel they do not have to continue to complete work to pass the course.

The department was concerned that the data was being skewed by factors such as the failure to drop or drops not being accounted for. Several faculty do use external gradebooks, for instance, through MyEconLab or MyHistoryLab, which makes it a little difficult to ensure that the requisite information is input into the

Seaport gradebook.

Some onsite instructors and those teaching telecourses were not 100% up to speed on getting their SLOs distributions done in Seaport.

The faculty discussed the importance of dropping non-participating students. It was also suggested that some way might be found through Seaport to set up an automatic system that would drop non-participating students -- i.e., failure to complete a benchmark assignment would trigger an automatic drop.

Check reliability of SLO distribution after course import.

We also emphasized the need for some better tools, such as better analytics in Seaport to help us identify areas of student weakness and perhaps more resources that we could embed in our courses.

**General Comments**

The department particularly emphasized the need for more basic skills and more tutoring. In terms of tutors, we're primarily looking for tutoring assistance in writing and reading (although econ. also indicated a need for better math skills) - - however, having tutors with some background in our disciplines would be useful as they would be better able to understand our assignments and offer feedback, not only to the students but to the faculty. The department was not enthusiastic about student teacher aides -- several faculty cited negative

experiences in the past.

Can't drop incarcerated students who aren't participating; this would affect achievement percentages.

There was some discussion of possible changes in the number of SLOs - for instance, changing the number of SLOs assessed in History courses from four to two. The department also discussed the importance of using appropriate assignments to measure SLOs and how this might affect the outcomes.

Many of the problems we're seeing with student's failure to achieve SLOs lies in their lack of basic skills, such as being able to read and write at a college level. It was also discussed that while there are certain things we can do within our courses, that there is a more general college wide need for finding ways to improve student placement and development of basic skills. The idea of having embedded tutors within the Social Science courses was suggested and it was generally agreed that this might be extremely useful in improving student writing -- a key problem area for Social Sciences.

The department agreed that there were certain things we could be doing better to help students achieve the SLOs, such as better tracking of and contact with students who aren't turning in assignments and paying more attention on getting them connected with the tutoring or other basic skills resources that they need.

It was also noted that the ability to provide more opportunities for practice (such as hands-on exercise) and more feedback to the students would be useful.

**Q8. Education Master Plan GOAL I: COASTLINE WILL MAKE LEARNER SUCCESS ITS CORE FOCUS and Education Master Plan GOAL II: COASTLINE WILL INCREASE STUDENT ACCESS, AND IMPROVE PERSISTENCE, RETENTION, AND COMPLETION WITH A PARTICULAR FOCUS ON BASIC SKILLS.**

Tutoring is helpful for individual problems, but it is a piecemeal approach. Limited English Proficient (LEP) students need ESL COURSES for a thorough, integrated approach to mastering the English language. The college needs to offer a sufficient number of ESL sections so that students who desperately need these courses in order to build the English language skills that will allow them to succeed in ALL college classes can actually get the ESL courses they need. In a well-administered college, the size of the need for ESL classes determines the size of the ESL program.

Provide tutoring in science (increase)

**Q9. Education Master Plan GOAL III: COASTLINE WILL CONTINUE TO CREATE AND NURTURE**

**INNOVATIVE PROGRAMS, SERVICES AND TECHNOLOGY SOLUTIONS THAT RESPOND TO THE NEEDS AND**

**EXPECTATIONS OF ITS LEARNING COMMUNITY and Education Master Plan GOAL VI: COASTLINE WILL PURPOSEFULLY ADVANCE AND SUSTAIN THE COLLEGE'S CAPACITY FOR STUDENT SUCCESS THROUGH THE EFFICIENT USE OF RESOURCES, AS WELL AS EXPANDED, DIVERSE AND RESPONSIVE PROGRAMS AND SERVICES.**

Provide sufficient resources to meet the college-wide need for ESL instruction.

I would like to see a teacher's station with a computer and a screen in all the art classrooms. I would like to see all visual art faculty trained to use it as well as the portable digital projectors that are now in the art classrooms.

Internships and apprenticeships! Align with local workforce needs- this as a unique service and/or new educational demand.

More instruction on schematics/diagrams in the field. Work on partnerships with other facilities. Some courses need to be taken before others (need to call out requisites). More involvement from other businesses. More access to technology. More internships from the industries.

Within our disciplines, the ability to write grants was not seen as significant, nor generally were building partnerships, in achieving our course and program level SLOs (with the partial exception of the Human Services program). We did feel that the college could provide more resources to help us in the classroom.

**Q10. Do you have any suggestions for improving the Seaport SLO process for next year or suggestions for how to better dialog and collect data about SLOs?**

About 10% of students in our courses do not complete their assignments on time or at all. This is a fairly consistent percentage although we have tried a variety of methods to encourage students to continue and complete course sections. There always seems to be "flaky" students who never finish.

No- Our SLOs are working pretty well and we are discussing and improving them each semester.

None at this time. Thank you.

Compared to my experiences at other community colleges in the area, Coastline allows a way for all faculty to be a part of the input and reporting process. Nice job! Pursue and provide one-on-one mentoring of any faculty missing SLOs.

Remove the "Learning Outcome" in the Course Information Template in Seaport.

Require SLOs to be updated and/or distributed before grades can be submitted.

Remove it entirely, it doesn't change the way instructors teach and takes up valuable time better spent on students and course improvement.

Overall the dialog over SLOs went well. There was concern expressed that the statistical data is dependent upon so many variables that we're not entirely confident that it is accurately measuring student achievement. We also believe that the most valuable part of the entire SLOs process is simply the faculty getting together and talking about what is or is not working in the classroom and sharing ideas on how they can better achieve their Learning Objectives.

Curriculum committee process - help faculty understand SLO process