This survey asks for SUMMARY feedback from instructional departments about the outcomes of their dialog for their Course, Program, and Institutional-level SLOs and ways that departments can improve student learning outcomes and student success.

INSTRUCTIONS:
1. Review your findings, then complete the survey. You may use the survey questions to guide your dialog.

2. Select ONE person to complete the survey for your department.

3. Enter your answers directly onto this survey. When completed you may then transfer your answers to the Survey Monkey Web site at:

https://www.surveymonkey.com/s/closetheloopfall2012

Submit your answers WITHIN ONE WEEK.

OR: Return the completed paper survey to Gayle Berggren through college mail WITHIN ONE WEEK (Gayle will enter your answers into Survey Monkey for you).

Survey Monkey will be used to collect all responses and to create a yearly SLO dialog database that will be built at our college Institutional Effectiveness Web site.

Thanks for your assistance.
Gayle Berggren, SLO Coordinator
gberggren@coastline.edu 714-241-6251

Closing the Loop: Student Learning Outcomes (SLO) Fall 2012 Print Version

This survey asks for SUMMARY feedback from instructional departments about the outcomes of their dialog for their Course, Program, and Institutional-level SLOs and ways that instructional departments can improve student learning outcomes and student success.

Review your findings, then complete the survey. You may use the survey questions to guide your dialog.

1. Select the major, program, or certificate for which you are reporting SLO data and dialog outcomes. If you represent more than one discipline (e.g., history and economics) or certificate program, you may select more than one.

Certificates of Accomplishment/Certificates of Specialization, are listed in Question 2.

- ☐ Accounting
- ☐ Art Major
- ☐ Biological Technology
- ☐ Building Codes Technology
- ☐ Business Administration
- ☐ Business
- ☐ Computer Networking
- ☐ Digital Media foundations
- ☐ DSPS/ABI
- ☐ DSPS/ID
- ☐ Economics
- ☐ Emergency Management/Homeland Security
- ☐ English Major
- ☐ ESL
- ☐ French Major
- ☐ Gerontology Major or Certificate
- ☐ Health and Fitness

- ☐ Health Care Management
- ☐ History
- ☐ Human Services
- ☐ Liberal Studies Major (for Teaching)
- ☐ Management and Supervision
- ☐ Mathematics
- ☐ Office Support Specialist
- ☐ Paralegal Studies
- ☐ Process Technology
- ☐ Psychology Major
- ☐ Real Estate Broker
- ☐ Retail Management
- ☐ Small Business Management
- ☐ Sociology Major
- ☐ Supply Chain Management
- ☐ Spanish

2. Select one or more of the following Certificates of Accomplishment or Certificates of Specialization for which you are reporting SLO data and dialog.

SKIP this question if it does not apply to your department.

☐ Business Plan	☐ LINUX Administration
☐ Cisco Certified Newtworking Administrator (CCNA)	☐ Medical Administratieve Office Technician
☐ Cisco Certified Networking Professional (CCNP)	☐ Medical Coding Specialist
☐ Cognitive & Caregivers Boot Camp	☐ Network Security Specialist
☐ CompTIA Computer Hardware	☐ Networking Tools
☐ CompTIA Computer Software	☐ Process Technician Fundamental
☐ Digital Media	☐ Real Estate Lending & Mortgage Brokering
☐ Educational Studies	☐ Real Estate Property Salesperson
☐ General Office Assistant	☐ SharePoint Server
☐ Home Business	☐ Windows Server 2008
☐ Human Services Certificate	☐ Windows Vista
☐ Leadership	☐ Other

Other (please specify)

[   ]

3. After reviewing your program's SLOs, rate how well SLOs in your area were generally met:

	Course	Program	Institutional
SLOs were met very well	☐	☐	☐
SLOs were met OK	☐	☐	☐
SLOs were met poorly	☐	☐	☐
SLOs were met very poorly	☐	☐	☐
SLOs were a mix of good and bad	☐	☐	☐
Not sure or none	☐	☐	☐

Other (please specify)

[   ]

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:

☐ Not all faculty completed required course SLOs

☐ Not all faculty completed required program SLOs

☐ Not all faculty completed required institutional SLOs

☐ Faculty were confused about how to implement SLOs in Seaport

☐ Faculty do not want to set up SLOs in Seaport

☐ Facutly do not understand why they need to collect SLOs

☐ Faculty set up SLOs incorrectly in Seaport

☐ Faculty set up weights incorrectly/poorly in Seaport

☐ Faculty are using assignments that poorly measure the SLOs

☐ Faculty were unaware of all the SLOs they were supposed to complete

☐ Faculty want to change the SLOs/they don't measure what is being taught in the class

☐ Faculty use grade books in other platforms and didn't import them into Seaport

☐ The wrong SLOs were uploaded into the class

☐ Students remain on the class roster, even though they have dropped the course, depressing SLO results

☐ Faculty fail to drop students, who remain on the roster, depressing SLO results

Other (please specify)

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:

- ☐ Change or adjust the assignments/grading criteria/for the SLO
- ☐ Reduce or increase the number of SLOs being measured
- ☐ Try different weights for assessments in Seaport
- ☐ Try different assignments to measure the SLOs
- ☐ Manage course time better to adequately teach/cover the SLO material
- ☐ Turn in new curriculum with new SLOs if the faculty feel they need updating
- ☐ Be sure all faculty are aware of all the SLOs they are supposed to complete
- ☐ Report SLOs in an alternate format (faculty using outside grade books)
- ☐ Remove and replace incorrect SLOs uploaded into Seaport
- ☐ Drop non-participating students in a timely manner
- ☐ Ensure that students who incorrectly remain on the class roster get dropped
- ☐ Get help for faculty who are confused about how to implement SLOs in Seaport
- ☐ Assist faculty who set up SLOs incorrectly in Seaport
- ☐ Support peers in their efforts to collect SLOs
- ☐ Dialog with faculty who don't want to set up SLOs in Seaport
- ☐ Dialog with facutly who don't understand why they need to collect SLOs

Other (please specify)

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
- ☐ Students don't use the textbook, course website, or lecture notes adequately
- ☐ Students can't read at college-level ability
- ☐ Students study ineffectively or not enough
- ☐ Students don't integrate or synthesize information
- ☐ Students don't have requisite course information
- ☐ Students lack technical/background subject knowledge
- ☐ Students are scientifically unprepared
- ☐ Students lack experience in memorization of course terminology
- ☐ Students were placed incorrectly (placement test/prerequisites)
- ☐ Students have high rates of absenteeism
- ☐ Students find course vocabulary complicated
- ☐ Students didn't attempt the SLO/it was too difficult
- ☐ Students already earned enough points/didn't do SLO measure
- ☐ The SLO project is too long and complicated
- ☐ The SLO is due at the end of the semester when students are overwhelmed
- ☐ Used just one SLO measure/it was too hard
- ☐ Different teachers are teaching the SLO in different ways
- ☐ Low rates of SLO achievement seen in non-native English speaking students
- ☐ Low rates of SLO achievement seen in institutionalized students
- ☐ Low rates of SLO achievement seen in online students
- ☐ Low rates of SLO achievement seen in on-site students

Other Reasons (please specify)

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:

- ☐ Update course materials/textbook

- ☐ Add supplemental or new materials, including lecture, Internet, handbook, etc.

- ☐ Send emails to encourage student effort

- ☐ Provide grading rubrics

- ☐ Refer students for skilled subject tutoring

- ☐ Use presentation/teaching strategies that employ active- rather than passive-learning

- ☐ Create more "authentic" assessments (e.g., case studies, simulations, real-world applications) that require critical thinking, problem-solving, etc.

- ☐ Provide training in basic core concepts

- ☐ Develop teaching strategies to improve students' retention of information

- ☐ Create hands-on exercises

- ☐ Provide sample papers

- ☐ Provide study skills materials

- ☐ Increase the number of faculty teaching in this department

- ☐ Refer students for targeted student success courses

- ☐ Spend more time on the SLO objectives and less time on review material

- ☐ Increase coordination and dialog among the faculty teaching this course

- ☐ Provide more feedback on homework

- ☐ Provide additional graded, targeted quizzes covering the SLO

Other solutions (please specify)

The following questions relate to Education Master Plan Goals. So that we can LINK our SLO dialog with college education master planning and budget allocation processes, please select all needs that might relate to any SLO implementation plans or strategies that you have identified. If you wish to add additional instructional needs, please specify them in the comment box in each section.

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.

	Very Important Need	Somewhat Important Need	Not Needed
Provide tutoring in basic skills	☐	☐	☐
Provide tutoring in English	☐	☐	☐
Provide tutoring in science	☐	☐	☐
Provide tutoring in writing	☐	☐	☐
Provide tutoring in:_____ (List in comment box)	☐	☐	☐
Provide student teacher aides	☐	☐	☐
Provide instructional materials for multiple modality learners	☐	☐	☐
Provide instructional materials: general	☐	☐	☐
Provide free English workshops for students	☐	☐	☐
Provide free Math workshops for students	☐	☐	☐
Provide faculty training in:_____ (List below)	☐	☐	☐
Provide technical support for students 24/7	☐	☐	☐
Provide educational resources	☐	☐	☐
Provide library resources	☐	☐	☐
Require reading placement test/course	☐	☐	☐
Resolve physical resources issues	☐	☐	☐
Resolve maintenance issues	☐	☐	☐
Provide faculty peer mentoring to strengthen instructional skills	☐	☐	☐
Provide instructional design support to strengthen course academic design	☐	☐	☐
Provide accessible faculty training	☐	☐	☐
Enhance analytic capabilities of Seaport to facilitate strategies to improve student retention (e.g. Early Alert)	☐	☐	☐
Assist more faculty with the implementation of the Academic Quality Rubric in their courses	☐	☐	☐
Other:	☐	☐	☐

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.

	Very Important Need	Somewhat Important Need	Not Needed
Provide accessible faculty training	☐	☐	☐
Provide accessible technology/infrastructure support	☐	☐	☐
Provide resource faculty or staff to assist with mentoring	☐	☐	☐
Provide assistance with building partnerships in the community	☐	☐	☐
Provide assistance in writing grants	☐	☐	☐
Provide unique services to the students in my courses/program	☐	☐	☐
Provide special/new resources for my program in order to meet a new educational demand	☐	☐	☐
Provide a new resource in order to respond to changes in the community/workplace	☐	☐	☐

Other (please specify your exact needs):

10. 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?