

Closing the Loop Survey

Closing the Loop: Student Learning Outcomes (SLO)

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.

INSTRUCTIONS for completing the survey:

Clearly identify your program, major, or certificate area (Questions 1 or 2). Only ONE survey should be completed for each program, major, or certificate. If it does not make sense to report your findings generally within one of these identified areas, and you wish to report your findings separately, then click the "other" button in Question 2 and identify the program for which you are providing data. (Note: if you want to provide your data in a different grouping in the future, please let Gayle know.)

Please use the comment boxes within the survey to suggest additional or alternate response answer fields that are useful to your department/discipline; they can then be incorporated into next year's survey.

Closing the Loop Survey

Identify Your Program, Major, or Certificate

1. First we need to determine what major, program, or certificate for which you are reporting SLO data and dialog outcomes. For this question, select only ONE area.

If you represent more than one diverse, separate major (e.g., history and economics) or certificate program, please complete a separate survey for EACH major or certificate area program. If you represent multiple RELATED disciplines (e.g., real estate and real estate broker), you may select the one broadest single title, and combine your answers, if that makes sense to your department.

To find Certificates of Accomplishment or Certificates of Specialization, skip to Question 2.

- | | |
|--|--|
| <input type="radio"/> Accounting | <input type="radio"/> Health Care Management |
| <input type="radio"/> Art Major | <input type="radio"/> History |
| <input type="radio"/> Biological Technology | <input type="radio"/> Human Services |
| <input type="radio"/> Building Codes Technology | <input type="radio"/> Liberal Studies Major (for Teaching) |
| <input type="radio"/> Business Administration | <input type="radio"/> Management and Supervision |
| <input type="radio"/> Business | <input type="radio"/> Mathematics |
| <input type="radio"/> Computer Networking | <input type="radio"/> Office Support Specialist |
| <input type="radio"/> Digital Media foundations | <input type="radio"/> Paralegal Studies |
| <input type="radio"/> DSPPS/ABI | <input type="radio"/> Process Technology |
| <input type="radio"/> DSPPS/II | <input type="radio"/> Psychology |
| <input type="radio"/> Economics | <input type="radio"/> Real Estate Broker |
| <input type="radio"/> Emergency Management/Homeland Security | <input type="radio"/> Retail Management |
| <input type="radio"/> English Major | <input type="radio"/> Small Business Management |
| <input type="radio"/> ESL | <input type="radio"/> Sociology |
| <input type="radio"/> French Major | <input type="radio"/> Supply Chain Management |
| <input type="radio"/> Gerontology Major or Certificate | <input type="radio"/> Spanish |
| <input type="radio"/> Health and Fitness | |

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2. If you WANT to report on one of the following Certificates of Accomplishment or Certificates of Specialization (e.g., it is not covered within one of the broader areas listed in the previous question) please answer this question by selecting only ONE certificate. If you don't want to report on any of these certificates, please SKIP this question.

If you want to report on an area that wasn't listed in Question 1 or 2, please click "Other" and list it in the comment box.

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

Other (please specify)

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3. What percent of SLOs in your area DID NOT meet mastery level (i.e., below 60% achievement) of course, program, or general education/institutional SLOs?

Use these percentages to measure Mastery Outcomes:

Meets Outcome (80% or higher)

Partially Meets Outcome (60-79%)

Does Not Meet Outcome (below 60%)

	Course	Program	Institutional
Not sure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less than 25% of SLOs were met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25% to 49% of SLOs were met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50% to 74% of SLOs were met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75% to 100% of SLOs were met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All SLOs were met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. In determining the percent of SLOs in your area that DID NOT meet mastery level (i.e., below 60% achievement), did you use printed Seaport SLO Reports, Verbal Faculty Reports, or an Estimate?

	Course	Program	Institutional
Printed Seaport SLO Reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verbal Faculty Reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estimate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify):

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Identifying Courses that Did Not Meet CSLOs

5. In the box below, write the names of courses that your department identified as having a high percent of students that did NOT achieve COURSE SLOs (i.e., at least at a 60% achievement level or BELOW). This a summary for your entire department. (Use your best judgement. For example, if your department has five Psychology 100 courses, but only one class consistently does not meet CSLOs, then you don't need to list Psych 100 here, but your department needs to discuss why the ONE class cannot meet the CSLOs. Or if two out of three CSLOs are being met in all courses, you probably have more of a problem with the specific SLO, and don't need to report that here.)

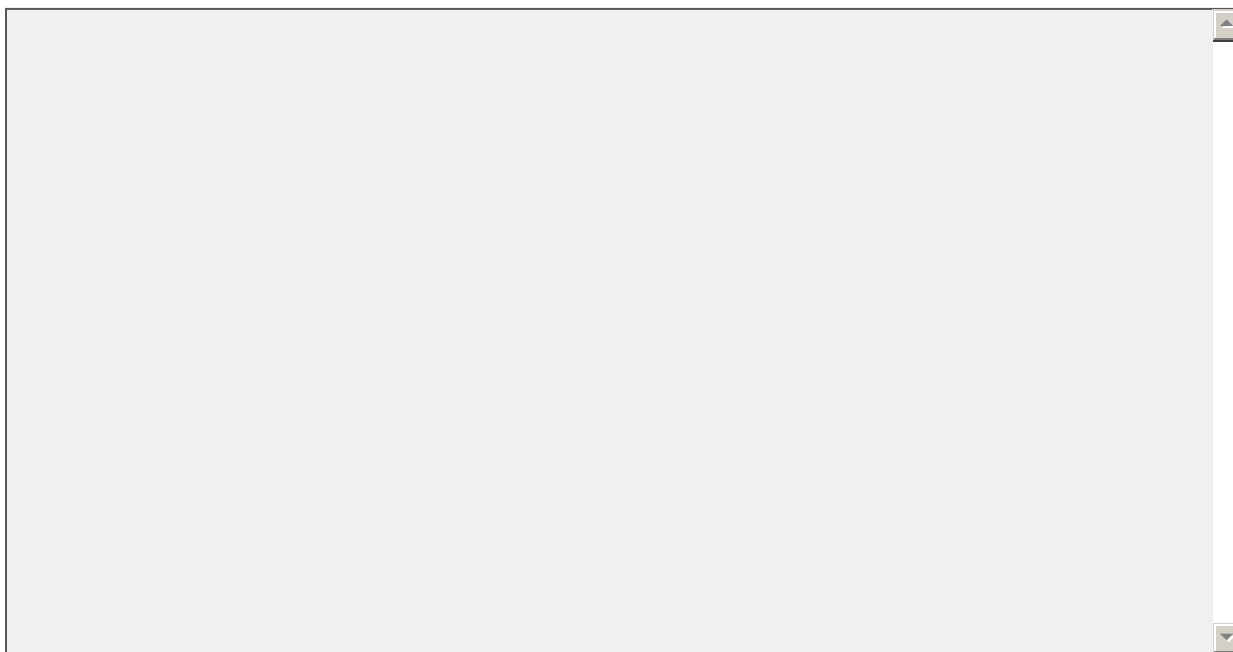
Use these percentages to measure Mastery Outcomes:

Meets Outcome (80% or higher)

Partially Meets Outcome (60-79%)

Does Not Meet Outcome (below 60%)

Write your course names here (e.g., Psych 100), or comments/questions:



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Identifying Programs that Did Not Meet PSLOs

6. In the box below, write the names of courses that your department identified as having a high percent of students that did NOT achieve PROGRAM SLOs (i.e., at least at a 60% achievement level or BELOW). This a summary for your entire program. (Use your best judgement/rationale when you choose your courses.

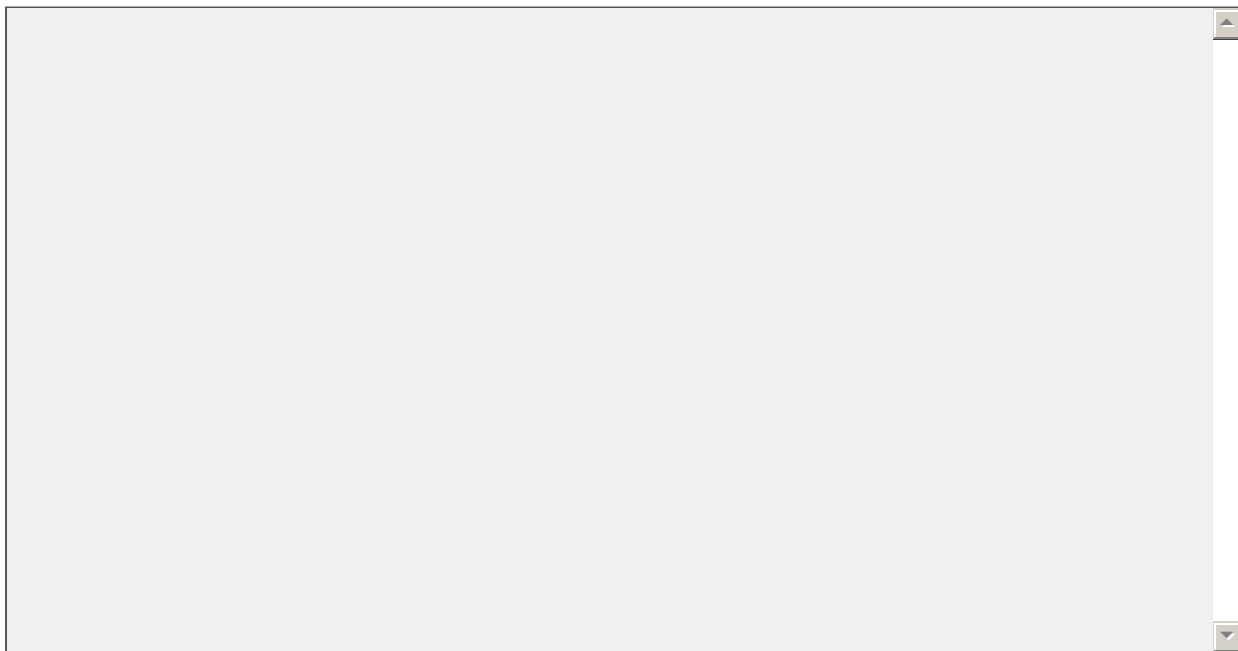
Use these percentages to measure Mastery Outcomes:

Meets Outcome (80% or higher)

Partially Meets Outcome (60-79%)

Does Not Meet Outcome (below 60%)

Write your course names here (e.g., Psych 100), or comments/questions:



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Identifying General Education Courses in Your Programs that Did Not Meet ISLOs

7. In the box below, write the names of courses that your department identified as having a high percent of students that did NOT achieve general education/Institutional-level SLOs (i.e., at least at a 60% achievement level or BELOW). This a summary for your entire department. Use your best judgement.

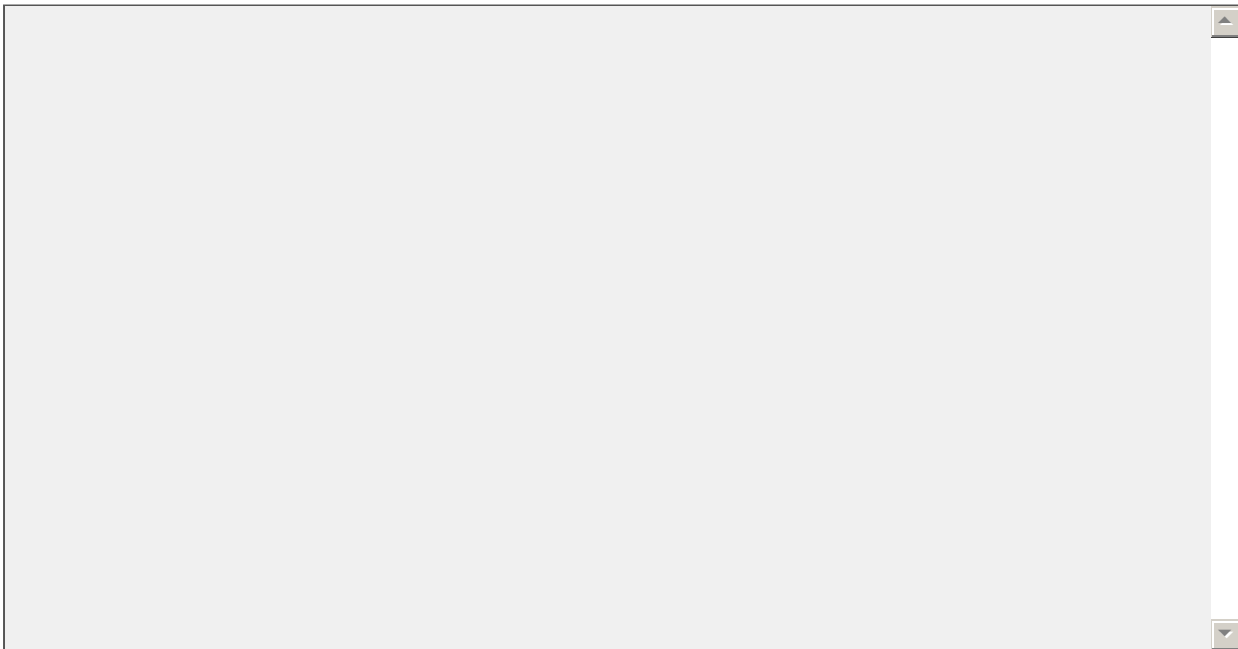
Use these percentages to measure Mastery Outcomes:

Meets Outcome (80% or higher)

Partially Meets Outcome (60-79%)

Does Not Meet Outcome (below 60%)

Write your course names here (e.g., Acct 100), or comments/questions:



Closing the Loop Survey

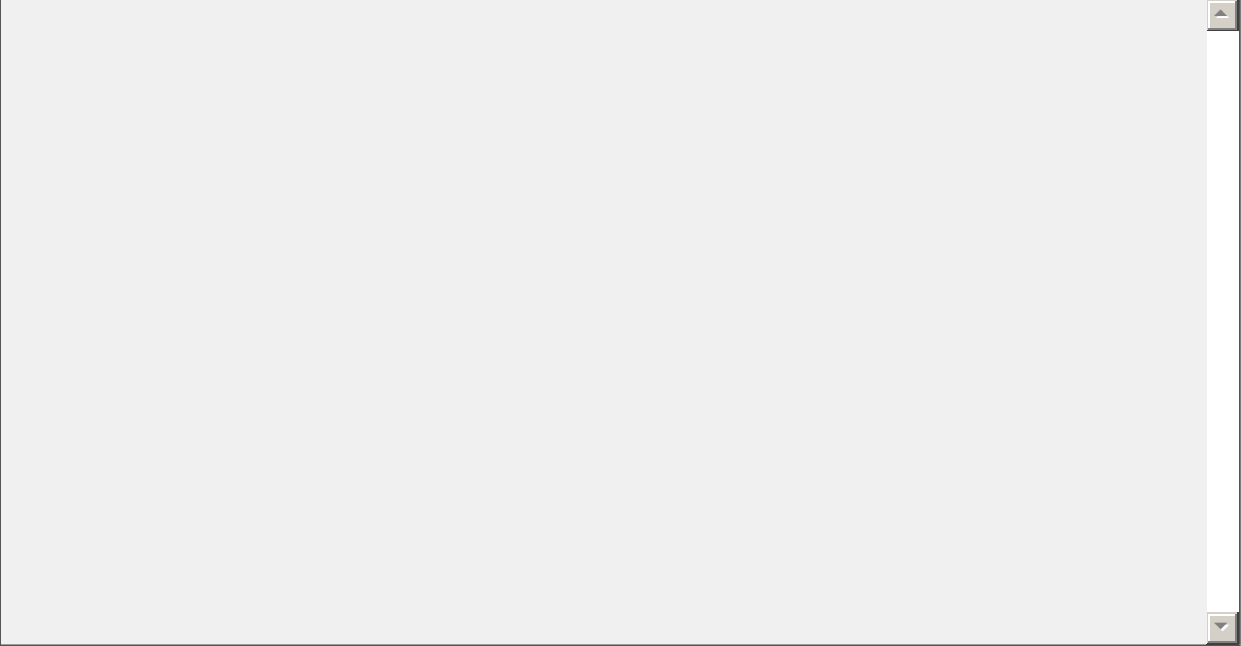
Possible Reasons Why Students May Not Have Met CSLOs, PSLOs, or ISLOs

8. 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 can't read at college-level ability
- 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 don't integrate or synthesize information
- Students don't put in enough effort
- Students study ineffectively or not enough
- Students don't use the textbook, course website, or lecture notes adequately
- Students were placed incorrectly (placement test/prerequisites)
- Students have high rates of absenteeism
- Course vocabulary is complicated
- Textbook/materials issue
- Not enough time to adequately teach/cover this material
- Faculty selected too many SLOs/or SLOs not appropriate to the course
- Students didn't attempt the SLO/it was too difficult
- Used just one SLO measure/it was too hard
- The SLO project is too long and complicated
- Students already earned enough points/didn't do SLO measure
- The SLO is due at the end of the semester when students are overwhelmed
- Different teachers are teaching the SLO in different ways
- Lowest rates of SLO achievement seen in institutional students
- Lowest rates of SLO achievement seen in online students
- Lowest rates of SLO achievement seen in on-site students
- Lowest rates of SLO achievement seen in non-native English speaking students
- Not all faculty completed required course SLOs
- Not all faculty completed required program SLOs
- Not all faculty completed required institutional SLOs

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Other Reasons (please specify)

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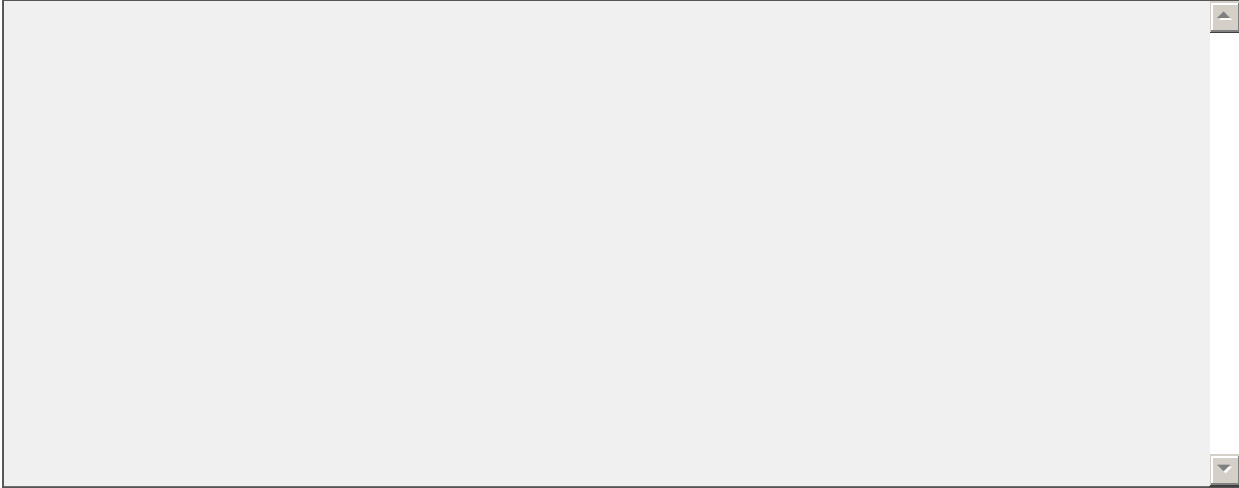
Solutions for Improvement or Implementation Strategies

9. Below is a list of some solutions or implementation 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:

- Change the textbook
- Add supplemental or new materials, including lecture, Internet, handbook, etc.
- Change or adjust the grading/data collection/scoring method for the SLO
- Develop a better measure of student success (e.g., SLO)
- Develop teaching and learning strategies
- Provide training in basic core concepts
- Develop teaching strategies to improve students' retention of information
- Create hands-on exercises
- Provide sample papers
- Provide grading rubrics
- Provide study skills materials
- Increase the number of faculty teaching in this department
- Refer students for skilled subject tutoring
- Refer students for targeted student success courses
- Send emails to encourage student effort
- 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
- 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.
- Increase the number of faculty who are collecting Course SLOs
- Increase the number of faculty who are collecting Program SLOs
- Increase the number of faculty who are collecting Institutional SLOs

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Other solutions (please specify)

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Closing the Loop Survey

Closing the Loop: Linking Instructor Implementation to the College Education Master Plan.

The College Has Six Education Master Plan Goals:

GOAL I: Learner Success

GOAL II: Access, Success, Persistence & Completion

GOAL III: Innovation & Improvement

GOAL IV: Entrepreneurialism & Partnerships

GOAL V: Culture of Planning, Inquiry & Evidence

GOAL VI: Growth & Efficiency

In each of the questions that follow, each goal is stated with related "areas of instructional needs" listed below it. So that we can LINK our SLO dialog with college education master planning and budget allocation processes, for each goal, please select all needs that might relate to ANY SLO implementation plans that you have identified. If you wish to add additional instructional needs, please specify them in the comment box in each section.

Closing the Loop Survey

Instructional Needs for Student Success Related to Goal I

10. Education Master Plan GOAL I: COASTLINE WILL MAKE LEARNER SUCCESS ITS CORE FOCUS.

Of the following list of 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide tutoring in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide tutoring in science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide tutoring in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide tutoring in:_____ (List in comment box)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide student teacher aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide instructional materials for multiple modality learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide instructional materials: general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide free English workshops for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide free Math workshops for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide faculty training in:_____ (List in comment box)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide technical support for students 24/7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide educational resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide library resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Require reading placement test/course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolve physical resources issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolve maintenance issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify your exact needs):

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Instructional Needs for Student Success Related to Goal II

11. 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 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 faculty peer mentoring to strengthen instructional skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide instructional design support to strengthen course academic design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide accessible faculty training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enhance analytic capabilities of Seaport to facilitate strategies to improve student retention (e.g. Early Alert)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assist more faculty with the implementation of the Academic Quality Rubric in their courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify your exact needs)

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Instructional Needs for Student Success Related to Goal III

12. 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.

Of the following list of 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 accessible faculty training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide accessible technology/infrastructure support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide resource faculty or staff to assist with mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify your exact needs):

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Instructional Needs for Student Success Related to Goal IV

13. Education Master Plan GOAL IV: COASTLINE WILL STRENGTHEN AND EXPAND ITS ENTREPRENEURIAL, GRANT DEVELOPMENT, AND COLLABORATIVE ACTIVITIES THROUGH PARTNERSHIPS WITH BUSINESS AND INDUSTRY, GOVERNMENT AGENCIES, EDUCATIONAL INSTITUTIONS, AND THE PUBLIC TO ENHANCE THE COLLEGE'S CAPABILITIES AND OPPORTUNITIES FOR STUDENTS.

Of the following list of 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 assistance with building partnerships in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide assistance in writing grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide full-time faculty to build and maintain these partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify your exact needs):

Closing the Loop Survey

Instructional Needs for Student Success Related to Goal V

14. Education Master Plan GOAL V: UTILIZING PARTICIPATORY GOVERNANCE PROCESSES, COASTLINE WILL IMPROVE ITS COLLECTION, ANALYSIS AND USE OF DATA TO ENHANCE TEACHING, LEARNING AND INSTITUTIONAL EFFECTIVENESS.

Of the following list of 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
Enhance analytic capabilities of Seaport to facilitate strategies to improve student retention (e.g. Early Alert)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide more effective and timely access to course and program outcome data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provide faculty training to enhance academic quality of courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourage faculty use of Academic Quality Rubric in more courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify your exact needs):

Closing the Loop Survey

Instructional Needs for Student Success Related to Goal VI

15. 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.

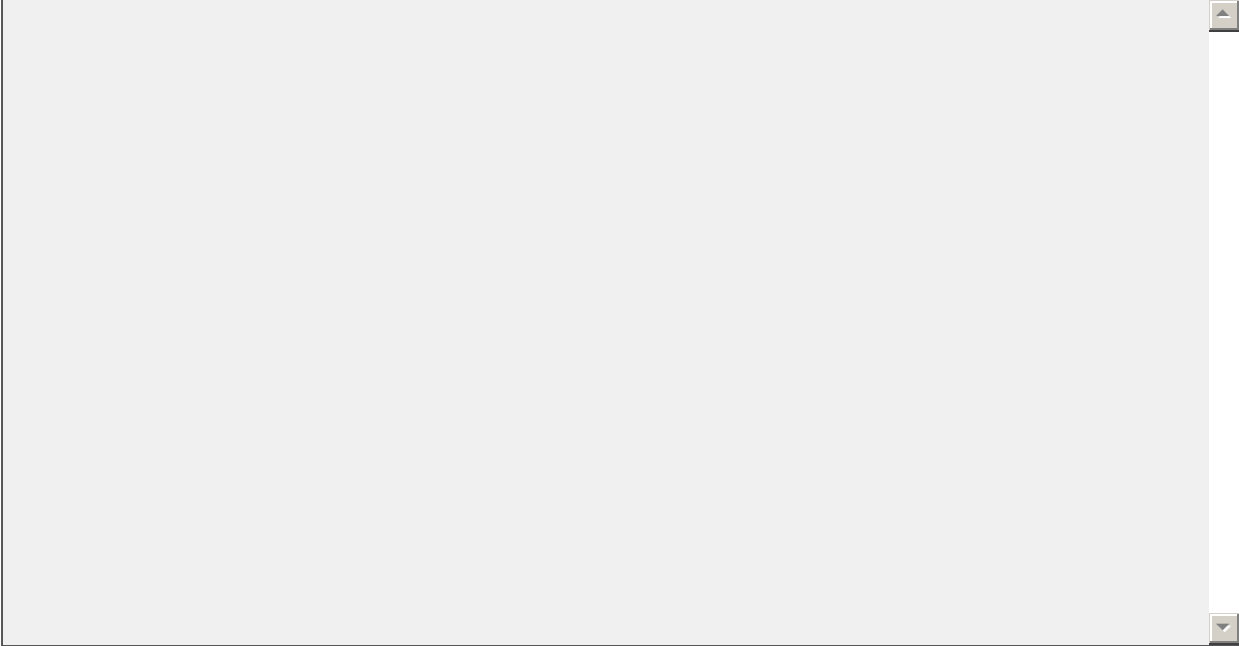
Of the following list of INSTRUCTIONAL NEEDS, please select all that relate either to reasons students didn't achieve SLOs or to implementation strategies identified by your department; then rate their level of importance.

	Very Important Need	Somewhat Important Need	Not Needed
The students in my courses/program need a unique service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My program needs a special/new resource in order to meet a new educational demand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My program needs a new resource in order to respond to changes in the community/workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify your exact needs):

Closing the Loop Survey

16. Do you have any suggestions for improving the survey for next year or suggestions for how to better dialog and collect data about SLOs?

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