**SLO Update Report 8-1-12**

A Review for 2012-2013 Based upon the ACCJC

Criteria for the College Status Report on Student Learning Outcomes Implementation (Due March 2013)

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| **Proficiency Rubric Statement 1: Student Learning outcomes and Authentic Assessments are in Place for Courses, Programs, Support Services, Certificates and Degrees.** |
| Eligibility Requirement 10: Student Learning and Achievement  Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2]. |
| **Examples of Evidence:** Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth. |

In fall 2011 nearly all courses had SLOs identified. During the December 2011 Curriculum Committee meeting, courses without SLOs were identified and discussed. Action was taken during the February 2012 meeting to suspend every course that did not have SLOs in the course outline of record. [No SLOs Actions](file:///C:\Users\Gayle\AcredSelfStudyDoc\STD%20I\No%20SLOs%20Actions.docx) In fall 2011, all programs identified PSLOs and ISLOs that were mapped to their course curriculum. This included majors, Certificates of18 units (with AA and AS Degrees), Certificates of Achievement (18 Units), Certificates of Accomplishment (12 or more units), Certificates of Specialization (less than 12 units), and Concentrations. The only areas that did not submit PSLOs were the following (Concentrations: Office Support Administrative Assistant, Office Support Administrative Manager, Office Support Financial Assistant, Office Support Financial Manager, Office Support General, Office Manager. Certificates of Specialization (less than 12 units): Cognitive & Caregivers Boot Camp).

•In spring 2012, when the new version of Coastline Learning Management Software, Seaport3 debuted, *all* faculty were required to set up a Seaport home page on which they would set up assignments that linked to their identified SLOs so that Seaport could be used to electronically collect SLOs.

•Course, program, and institutional-level SLOs were automatically visible to students and faculty in their Seaport course home pages.

•Through the Seaport grade book, instructors identify which assignments or assessments, and what percent of each assignment specifically measure outcomes. Thereafter, CSLOs, PSLOs, and ISLOs are automatically quantitatively recorded as each instructor assesses each student’s performance on the key assignments within the grade book. At the end of the course a quantitative report is automatically generated in Seaport which indicates how many students fully achieve, partially achieve, or fail to achieve the stated learning outcomes.

•At any time during the course, a teacher may select a report feature to view student progress toward meeting SLOs; it indicates how many students fully achieved, partially achieved, or failed to achieve the stated learning outcomes.

•Outcomes are collected each semester; the faculty dialogs about these outcomes once a year in the spring to coincide with the college planning/budgeting process; the results of the dialog are communicated to the PIEAC.

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| **Proficiency Rubric Statement 2: There is a widespread institutional dialogue about assessment results and identification of gaps.** |
| Standards: I.B.1; I.B.2; I.B.3; I.B.5. |
| **Examples of Evidence:** Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results. |

* SLO outcome data is specifically shared at the spring faculty meeting dialog and is periodically shared in campus governance committees, such as the Academic Senate and the PIEAC. The live data is available online via the Seaport3 reporting tool to the department chairs at all times. This data tool is used in discussions at the departmental level and used in annual program plan preparation.
* As a result of college-wide presentations by the campus researcher regarding student outcomes, the college hired a full-time faculty member to staff a Student Success Center; he is increasing the number and types of tutoring and skills workshops available to students.
* Through the college’s program planning and allocation process, individual programs are encouraged to use data to inform their objectives and corresponding budget requests.
* A Closing the Loop Survey ([Close the Loop Survey](file:///C:\Users\SLO\Close%20The%20Loop\CloseTheLoopSurveyfin2-5-12.pdf)) was developed in order to gather summative data and feedback immediately from faculty within each major, program and/or certificate immediately after the spring faculty meeting dialog. The survey requests that the faculty provide a summary of their dialog including: 1) why SLOs may not have been met and what strategies the faculty might use to improve SLO implementation; 2) why students may not have achieved SLOs and what solutions or implementation strategies the faculty might under take to improve SLO achievement in their departments. In addition, the survey asks the faculty to identify instructional or other needs as related to key Education Master Plan Goals. In this way the dialog is summarized and feedback is linked to the Education Master Plan.
* Four areas of the College SLO assessment plan have received ongoing evaluation for improvement: 1) the ability of Seaport3 SLO fields to seamlessly collect and report necessary SLO data at course, program, and degree levels, 2) the ability of instructors to correctly utilize Seaport3 grade book in order to properly assess each level of SLOs, 3) the ability of the Close the Loop Survey to collect meaningful data for the planning (PIEAC) and budget committees, 4) the overall evaluation of whether the entire process adequately uses assessment results to make improvements in student goal attainment.

The SLO Coordinator and the Seaport designers also plan to develop additional reports so that SLO outcome data can be more easily summarized for tracking and reporting to governance committees and PIEAC.

* After the initial email in April, 2012 requesting that teachers complete their SLO setups in Seaport, by the deadline, there were still 511 regular education courses and 441 contract-education courses that were either not set up or incorrectly set up. Several follow up emails were sent and mentors were asked to assist. Three “Super Mentors” were enlisted to provide direct email contact to teachers who had not distributed their SLOs and to provide telephone or email assistance to help teachers get their SLOs set up. At the end of the semester, 110 regular courses had still not distributed their SLOs, of which 31 were SPED courses, 16 were biology and 7 were history (there were problems with the SLOs for biology and history and the curriculum is going to be resubmitted with new SLOs). There were 8 math courses that did not distribute, but they had difficulty, since they were using outside grade books in platforms other than Seaport. For the military, at the end of the semester, there were 33 courses with undistributed SLOs, with 11 history courses as the largest group.
* Some of the difficulties with SLO implementation included:

•Some disciplines use outside grade books (TurnItIn (English), Moodle, MySocLab and MyEconLab,, math (publisher Web site), PassKey (Basic Skills), music (publisher’s Web site), etc. This makes is superfluous to set up a grade book in Seaport

•Special education had difficulty aggregating individual student data into the Seaport generalized SLOs and will be updating their curriculum.

•Some programs require outside people to be able to sign in as “students” to courses. This necessity causes SLOs to be depressed in these courses. (Nursing Home Administrators, Residential Care Administrators, Home Health and Certified Nursing providers.) Each of these agencies requires that their auditors are able to log-on and view our online courses in the gerontology program.

* If courses are cancelled they remain on the Seaport list as “classes,” inflating the number of courses that have “undistributed SLOs”
* Students who drop AFTER the withdrawal date depress SLOs figures, as they are “non-SLO achievers.” Also, students who drop but incorrectly remain on the roster also depress SLO achievement scores.
* If new curriculum is approved in the middle of the semester, Seaport3 does not update it until the end of the semester, (so the teacher must keep the old SLOs until the end, and they don’t want to measure those SLOs)

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| **Proficiency Rubric Statement 3: Decision making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.** |
| Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b. |
| **Examples of Evidence:** Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue. |

SLO results and analysis are included in the program reviews which occur every five years for all instructional and non-instructional programs. These results are used by programs to identify progress and problem areas and to make changes to ensure student success. In addition, annual reviews provide updates of specific activities taking place to accomplish program objectives. These annual program plans also use CSLO, PLO, and ILO data in their planning.

Individual programs needing funding to further their program or student goals request funds using the Resource Allocation Proposal [2012-13 CCC Resource Allocation Proposal](file:///C:\Users\Gayle\AcredSelfStudyDoc\STD%20III\STD%20III%20D%20FIN\2012-13%20CCC%20Resource%20Allocation%20Proposal%20040312.docx) which is submitted to the PIEAC during the regular funding cycle. The PIEAC uses a Prioritization Allocation Rubric [Prioritization Allocation Rubric](file:///C:\Users\Gayle\AcredSelfStudyDoc\STD%20III\STD%20III%20D%20FIN\Prioritization%20Allocation%20Rubric.docx) to determine which proposals to fund, based on documentation of need from each department’s annual review. The process is documented in the Planning Guide [Planning Guide 7-12](file:///C:\Users\Gayle\AcredSelfStudyDoc\documents\Planning%20Guide%207-17-2012gb.docx) . Other data comes to the PIEAC from the annual spring dialog at the faculty meeting (Close the Loop Survey). [..\CloseTheLoopSurvey.pdf](file:///C:\Users\Gayle\ASLO\CloseTheLoopSurvey.pdf) Results from this survey assist the PIEAC in understanding and addressing the needs and issues of student learning. [Close the Loop Results-Report to PIEAC-4-2012](file:///C:\Users\Gayle\ASLO\reports%20&%20documents\CLoopResults-Report%20to%20PIEAC-4-2012.docx)

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| **Proficiency Rubric Statement 4: Appropriate resources continue to be allocated and fine-tuned.** |
| Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3. |
| **Examples of Evidence:** Documentation on the integration of SLO assessment results with institutional planning and resource allocation. |

Since fall 2006, the SLO coordinator provided a series of formal trainings to increase faculty, staff, and administration understanding of SLOs and how to implement, assess, and report results. In fall 2011 the SLO coordinator provided large group training and individual support sessions (in-office, phone, and email). In spring 2012, three additional part-time faculty were hired to assist the SLO coordinator in working with faculty who had difficulty setting up their SLOs in Seaport3. These sessions included providing hands-on training and directly answering individual questions to implement SLOs in Seaport.

The Seaport trainers provided several weeks of training courses in how to set up the Seaport SLOs, and they also developed a training site. [Seaport Training Web Page](http://help.wp.coastlinelive.com/ban/seaport-3-dropbox/) In addition to the support provided by the SLO coordinator, the college has provided the ongoing support of several Seaport programmers who have been developing the Seaport reporting tools and improving the SLO feature for faculty, including improvements for importing the grade book.

In response to the fall 2011 Accreditation Self-Study Survey statement, “Coastline is committed to continuous improvement of student learning and institutional processes,” 86% of employees responded *strongly agree* or *agree* and 5% responded *disagree* or *strongly disagree;* 10% responded *neutral* or *did not know* (Question 2). Of full-time faculty, 90% responded *strongly agree* or *agree* and none responded *disagree* or *strongly disagree;* 10% responded *neutral* or *did not know* (Question 2). Of part-time faculty, 89% responded *strongly agree* or *agree* and only 7% responded *disagree* or *strongly disagree;* 5% responded *neutral* or *did not know* (Question 2). These extremely high agreement rates (86% of employees, 90% of full-time faculty, and 89% of part-time faculty 9% responded *strongly agree* or *agree*)indicate that faculty and staff are highly aware of Coastline’s commitment to improvement of student learning outcomes and institutional processes.

In response to the fall faculty Accreditation Survey statement “CCC relies on faculty to identify and measure Student Learning Outcomes (SLOs),” 93% of full-time faculty *strongly agreed* or *agreed*” and 4% *strongly disagreed* or *disagreed;* 4% were neutral (Question 3). In response to the same statement, 93% of part-time faculty *strongly agreed* or *agreed*” and 1% *strongly disagreed;* 7% were neutral (Question 3). These extremely high rates of agreement indicate that faculty are highly aware of and involved in the SLO process.

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| **Proficiency Rubric Statement 5: Comprehensive assessment reports exist and are completed and updated on a regular basis.** |
| Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B. |
| **Examples of Evidence:** Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes. |

Upon setting up SLOs in Seaport3 progress toward achieving SLOs are automatically calculated and recorded whenever an instructor assesses a student on an assignment that is linked to an identified SLO. At the end of each semester or summer term this data is tabulated at the course, instructor, program and institutional level in Seaport3. This data is available to each department chair at any time. In the fall instructors are asked to make a “qualitative comment” about their data. All the qualitative and quantitative data is printed and provided to faculty at the beginning of the spring semester at the spring faculty meeting where it is discussed. The reporting system allows a user to select by term, program, course, instructor, and SLO.

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| **Proficiency Rubric Statement 6: Course student learning outcomes are aligned with degree student learning outcomes.** |
| Standards: II.A.2.e; II.A.2.f; II.A.2.i. |
| **Examples of Evidence:** Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes. |

When PSLOs and ISLOs were developed, they were identified on a grid containing CLOS, and the user was required to link the CSLOs, PSLOs and ISLOs. (Not all courses measure all PSLOs and ISLOs.) Samples are attached. [CSLO to PSLO to ISLO Map Example: Psychology](file:///C:\Users\Gayle\ASLO\PSLO%20Training%20Mtls\psychmatrixgrid811.doc)

CSLOs and PSLOs are identified on a college Web site that is automatically updated when the curriculum is updated. The site allows a user to select by course or program, and the alignment is clearly visible.

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| **Proficiency Rubric Statement 7: Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.** |
| Standards: I.B.5; II.A.6; II.A.6.a; II.B. |
| **Examples of Evidence:** Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog. |

Each course is required to have the CSLOs (and PSLOs, and ISLOs if applicable) for the course available on the course syllabus. Every instructor is encouraged to post their complete syllabus on Seaport LMS. Seaport also contains a specific space for posting Learning Objectives, and at this link students can view their own progress in meeting the various course and program SLOs. When students click the link “Student Learning Outcomes” they get their own achievement information.

In response to the fall student Accreditation Self-Study Survey question, “Instructors inform students of skills or learning outcomes we are expected to achieve,” 91% of students *strongly agreed* or *agreed*; 2% of students *strongly disagreed* or *disagreed* and 6% were *neutral* (Question 2, Student Survey Version 1).

**From:** Berggren, Gayle  
**Sent:** Friday, April 20, 2012 9:20 PM  
**To:** Taylor, Marg; Shariq Ahmed; Kurz, Sally; Terry, Brenda; Marin, Iliana; blong@gwc.cccd.edu; Huynh, Minh-Tri; Godfrey, Donald; Elbettar, Jay; Johnson, Jeff; Wahba, Remon; Warwick, Randall; Sak, Kathleen; Talmage, Dorrie; Giorgia Pirino; Pourreza, Atousea; Gutierrez, Pedro; Magrann, Tracey; Giancarlo, Jennifer; Sak, Kathleen; Nguyen, Scott H.; Chhun, Surya S.; HoChen, Jennifer; Reyes, Jesus; Galima, Maelanie; Gill, Tina; Lockwood, Frederick; Henry, Chuck; Crawfis, Robert; Basford, Sean; Ondracek, Ted; Oelstrom, Jeanne; Gill, Tina; Lowther, Gene

**Subject:** Distribution of Student Learning Outcomes

Dear Faculty Member:

Our college will soon be visited by an Accreditation team. We are currently writing a self-evaluation report about how well we meet various Accreditation Standards. Many Standards relate to SLOs. For our college to attain reaffirmation of accreditation, we MUST have verification that all instructors are collecting course SLOs, and that program and institutional SLOs are also being appropriately collected and reported. Coastline is collecting SLOs through Seaport. Because this affects our accreditation, it is absolutely imperative that the SLOs in your Seaport course website are set up to collect your course SLOs (and program or institutional SLOs, if your course has them).

Our records show that the SLO percents in your Seaport V3 course Web site(s) are not yet “distributed.” They need to be distributed so Seaport can automatically collect SLOs at the end of the semester (8-week courses that have already ended need to be set up, too). If you have already set up your grade book(s) in Seaport, the distribution process is very simple and can be completed in about five minutes. You can follow the instructions at this site:

[SLO Distribution](https://owa.coastline.edu/owa/redir.aspx?C=8f321d8d3eda4a46a6517c32be28ade2&URL=http%3a%2f%2fhelp.wp.coastlinelive.com%2fwp-content%2fuploads%2f2011%2f12%2fSLO_Distribution.pdf)

If your grade book has not yet been set up, you should first follow the instructions at this site: [Setting up Assessments List](https://owa.coastline.edu/owa/redir.aspx?C=8f321d8d3eda4a46a6517c32be28ade2&URL=http%3a%2f%2fhelp.wp.coastlinelive.com%2fwp-content%2fuploads%2f2012%2f02%2fSetting_Up_Assessments_List.pdf)

After reviewing the instructions at the above links, IF YOU STILL NEED HELP SETTING UP YOUR GRADE BOOK OR DISTRIBUTING YOUR SLOs, CONTACT YOUR SEAPORT 3 MENTOR (they are listed at this link: [http://help.wp.coastlinelive.com/ban/seaport-3-dropbox/](https://owa.coastline.edu/owa/redir.aspx?C=8f321d8d3eda4a46a6517c32be28ade2&URL=http%3a%2f%2fhelp.wp.coastlinelive.com%2fban%2fseaport-3-dropbox%2f)

Once you have distributed your COURSE SLOs, be sure to also distribute your PROGRAM and INSTITUTIONAL SLOS (not all courses have PSLOs and ISLOs, but all courses have CSLOs).

Sylvia is also planning training workshops; more information is coming.

PLEASE CONTACT ME IF YOU HAVE ANY QUESTIONS OR IF YOU NEED HELP. Having SLOs set up to be collected automatically in Seaport is an extremely important goal for the college. My objective is to help every faculty member get this achieved. Thanks for your help with this very important task. Gayle

Gayle Berggren, Ph.D.

Professor, Psychology

SLO Coordinator, Accreditation Co-Chairperson

714-241-6251

**From:** Berggren, Gayle  
**Sent:** Thursday, April 26, 2012 6:26 AM  
**To:** Armendariz, Patricia; Berggren, Gayle; Boehler, Connie; Chapman, Cheryl; Crowley, Debra; Cummins, Megan; Ellis, Jeanette; Gutierrez, Pedro; Johnson, Dan; Jones, Nancy; Lee, Lisa; Letterman, Bryce; Lockwood, Frederick; Marin, Iliana; Ostrowski, Ken; Preciado, Anita; Malinni Roeun; Rogoff, Meri; Ruppert, Kelly; Ryan, Celeste; Shelley, Kate; Stewart, Cheryl; Taylor, Marg; Terry, Brenda; Washington, Warren; Wild, Michelle; Miller, Rosemary; Montague, Judy  
**Cc:** Mary Halvorson; Rodriguez, Vince; Amitoelau, Sylvia; Zaki, Sohair; Dahnke, Lynn; Nash, Bob; Lovig, Margaret; Adrian, Lori; Groot, Joycelyn

**Subject:** Mentor Help Needed for SLO Set-Ups

Dear Mentors:

I need your immediate help in encouraging and assisting your mentees to get their SLOs “distributed.” My previous general emails to faculty have made barely a dent in the number of courses that have gotten properly set up: there are still 511 regular education courses and 441 contract-education courses that are either NOT set up or incorrectly set up.

To forewarn you, I am noticing three problems. 1. Faculty members who don’t think they NEED to set up SLOs at all (e.g., classroom or military), 2) Faculty members who set up their grade books, but then don’t distribute their SLOs (assign weights), 3) Faculty members who correctly set up only one of several SLOs, but leave the rest blank including program or institutional SLOs (this still enters my report at “unfinished” SLOs.)

Your list of mentees is posted here:

[http://help.wp.coastlinelive.com/ban/seaport-3-dropbox/](https://owa.coastline.edu/owa/redir.aspx?C=8f321d8d3eda4a46a6517c32be28ade2&URL=http%3a%2f%2fhelp.wp.coastlinelive.com%2fwp-content%2fuploads%2f2012%2f01%2fSeaport_3_Mentors-Mentees_1-6-12.pdf)

Remember, if you need help or have questions, you can contact the “*Super Mentors*” Cheryl Chapman, Meri Rogoff, and Brenda Terry.

Below is a sample email to cut and paste to your mentees. Thanks for your help. Gayle

Hi Mentees: This is a reminder to mentees in my group who may not have yet completed their one-time SLO set-up in Seaport. If you have already set up your grade book in Seaport and distributed/weighted each of your SLOs, thank you very much. You can disregard this message! (If you are unsure, please contact Gayle Berggren).

SLOs need to be set up so Seaport can automatically collect SLOs at the end of the semester. The first thing you need to do is set up your grade book; follow the instructions at this link: [Setting up Assessments List](https://owa.coastline.edu/owa/redir.aspx?C=8f321d8d3eda4a46a6517c32be28ade2&URL=http%3a%2f%2fhelp.wp.coastlinelive.com%2fwp-content%2fuploads%2f2012%2f02%2fSetting_Up_Assessments_List.pdf)

Then set up the weights for each of your SLOs; follow the instructions at this link: [SLO Distribution](https://owa.coastline.edu/owa/redir.aspx?C=8f321d8d3eda4a46a6517c32be28ade2&URL=http%3a%2f%2fhelp.wp.coastlinelive.com%2fwp-content%2fuploads%2f2011%2f12%2fSLO_Distribution.pdf)

After reviewing the instructions at the above links, if you still need help setting up your grade book or distributing your SLOs, please contact me for assistance, or consider attending an SLO training workshop in May. Sign up at this link: [http://159.115.100.11/regmanager/](https://owa.coastline.edu/owa/redir.aspx?C=8f321d8d3eda4a46a6517c32be28ade2&URL=http%3a%2f%2f159.115.100.11%2fregmanager%2f)

Thanks so much for your commitment to student learning and college improvement.

Gayle Berggren, Ph.D.

Professor, Psychology

SLO Coordinator, Accreditation Co-Chairperson

714-241-6251

**From:** Berggren, Gayle  
**Sent:** Tuesday, May 01, 2012 10:28 PM  
**To:** Chapman, Cheryl; Rogoff, Meri; Terry, Brenda  
**Cc:** Halvorson, Mary  
**Subject:** The Great SLO Challenge

Cheryl, Meri, and Brenda:

Would you like to join me in the Great SLO Challenge: trying to get ALL our faculty to get their SLOs distributed by the end of the semester! We have about 480 regular education courses that are not distributed, and about 400 military courses that still do not have distributed SLOs. The task is complicated, as sometimes individual faculty are discovering stray SLOs, or no SLOs, and many require more than "casual" assistance to get their grade books set up. Solving these issues takes time; sometimes up to an hour per faculty member.

Our interim VP of Instruction Mary Halvorson has agreed to provide funding to each one of you for this month to work intensely at this task. Should you agree to participate, you will each receive a stipend of $1,500 for the month of May, during which time, as a team, we will try to get all the faculty currently on the "unfinished SLOs list" to distribute their SLOs.

Please let me know ASAP if you are interested in participating, and I will give you more details; together we can determine an aggressive plan of attack. Thanks for your consideration. G

Gayle Berggren, Ph.D.

Professor, Psychology

SLO Coordinator, Accreditation Co-Chairperson

714-241-6251