

CLOSING THE LOOP STUDENT LEARNING OUTCOMES (SLO) SURVEY

This survey asks for SUMMARY feedback from departments about the outcomes of their dialog for their Course, Program, and general education/Institutional-level SLOs and ways that departments can improve student learning outcomes and student success. The data will be reported to the Planning and Institutional Effectiveness/Accreditation and Budget Committees, fulfilling an Accreditation Standard of good practice.

INSTRUCTIONS:

1. Only ONE Survey should be completed for each major, program, or certificate. Select one person from each discipline area to complete the survey.
2. Enter your answers directly onto this survey. When completed you may then transfer your answers to the Survey Monkey website at xxxxxxx. Submit your answers WITHIN ONE WEEK.
3. Alternately, you may return the completed paper survey this evening to a collection box located on the desk in the front office at the Le-Jao Center (Gayle will enter your survey answers into Survey Monkey for you).
4. OR send your completed paper survey to Gayle Berggren at the College Center 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 website. You will receive an email when the data is available for viewing.

NOTE: Please feel free to use the "Other" comment/text 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.

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

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.

- Accounting
- Art Major
- Biological Technology
- Building Codes Technology
- Business Administration
- Business
- Cognitive and Caregivers Boot Camp
- Computer Networking
- Digital Media foundations
- DSPS/ABI
- DSPS/II
- Economics
- Emergency Management/Homeland Security
- English Major
- ESL
- French Major
- Gerontology Major
- Health and Fitness
- Health Care Management
- History
- Human Services
- Liberal Studies Major (for Teaching)
- Management
- Management and Supervision

- Mathematics
- Office Support Specialist
- Paralegal Studies
- Process Technology
- Psychology
- Real Estate
- Real Estate Broker
- Retail Management
- Small Business Management
- Sociology
- Supply Chain Management
- Spanish

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.

- Business Plan
- Cisco Certified Networking Administrator (CCNA)
- Cisco Certified Networking Professional (CCNP)
- Cognitive & Caregivers Boot Camp
- CompTIA Computer Hardware
- CompTIA Computer Software
- Digital Media
- DSPS/ABI
- Educational Studies
- General Office Assistant
- Geographic Information Systems (GIS)
- Home Business
- Human Services
- Leadership
- LINUX Administration
- Medical Administrative Office Technician
- Medical Coding Specialist
- Network Security Specialist
- Networking Tools
- Process Technician Fundamental
- Real Estate Lending & Mortgage Brokering
- Real Estate Property Salesperson
- SharePoint Server
- Windows Server 2008
- Windows Vista

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):

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.)

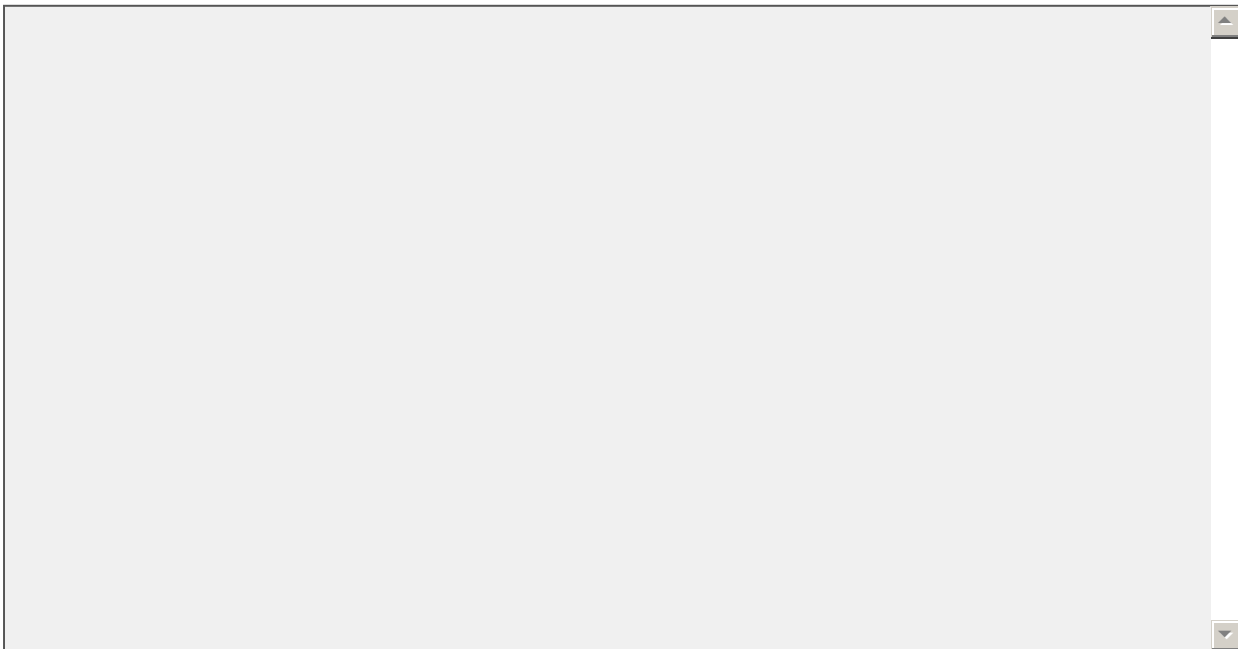
Use these percentages to measure Mastery Outcomes:

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:



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.

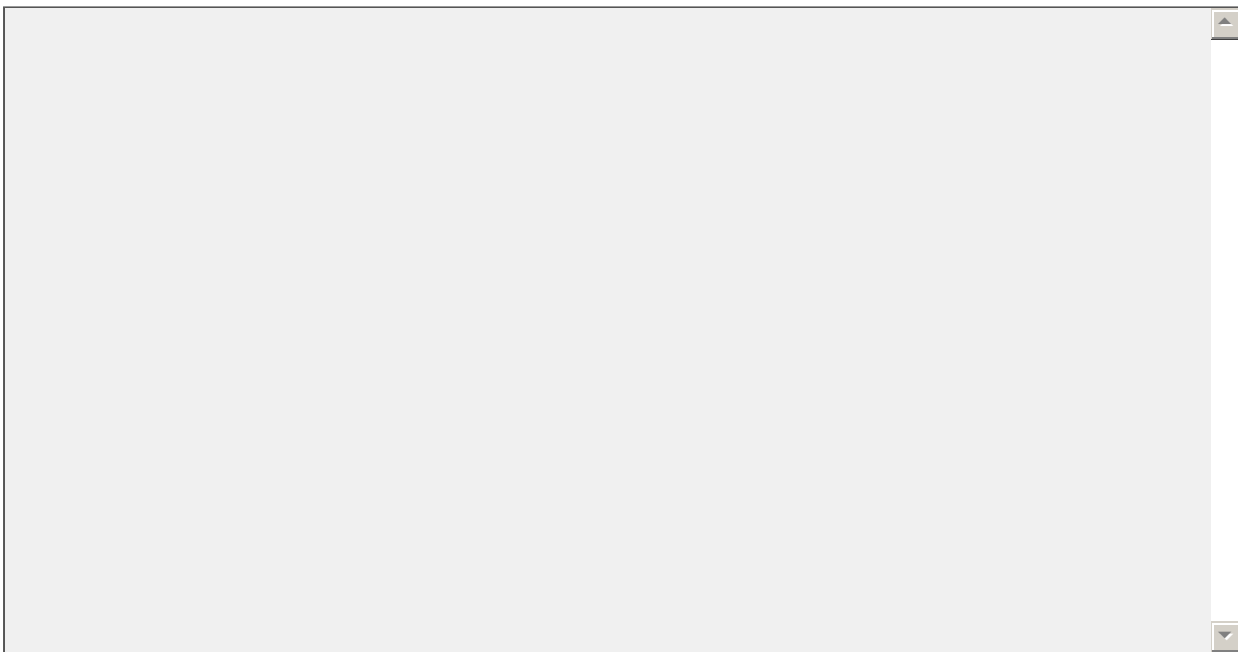
Use these percentages to measure Mastery Outcomes:

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:



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.

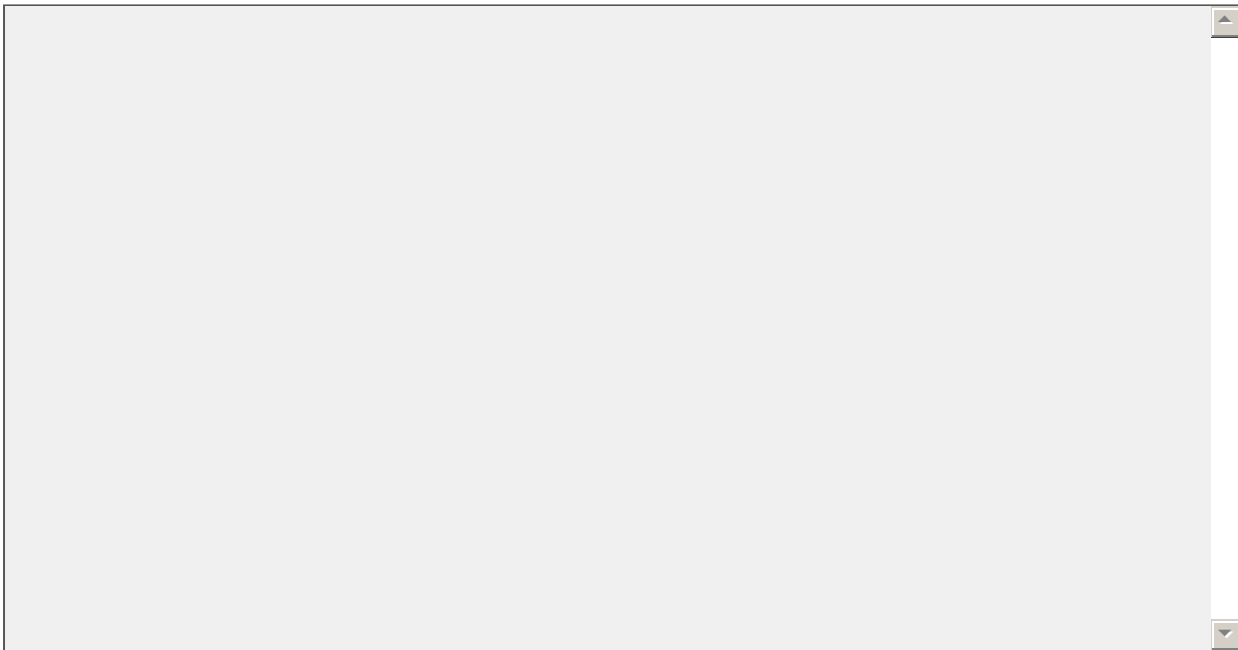
Use these percentages to measure Mastery Outcomes:

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:



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 may apply:

- 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

Other Reasons (please specify)

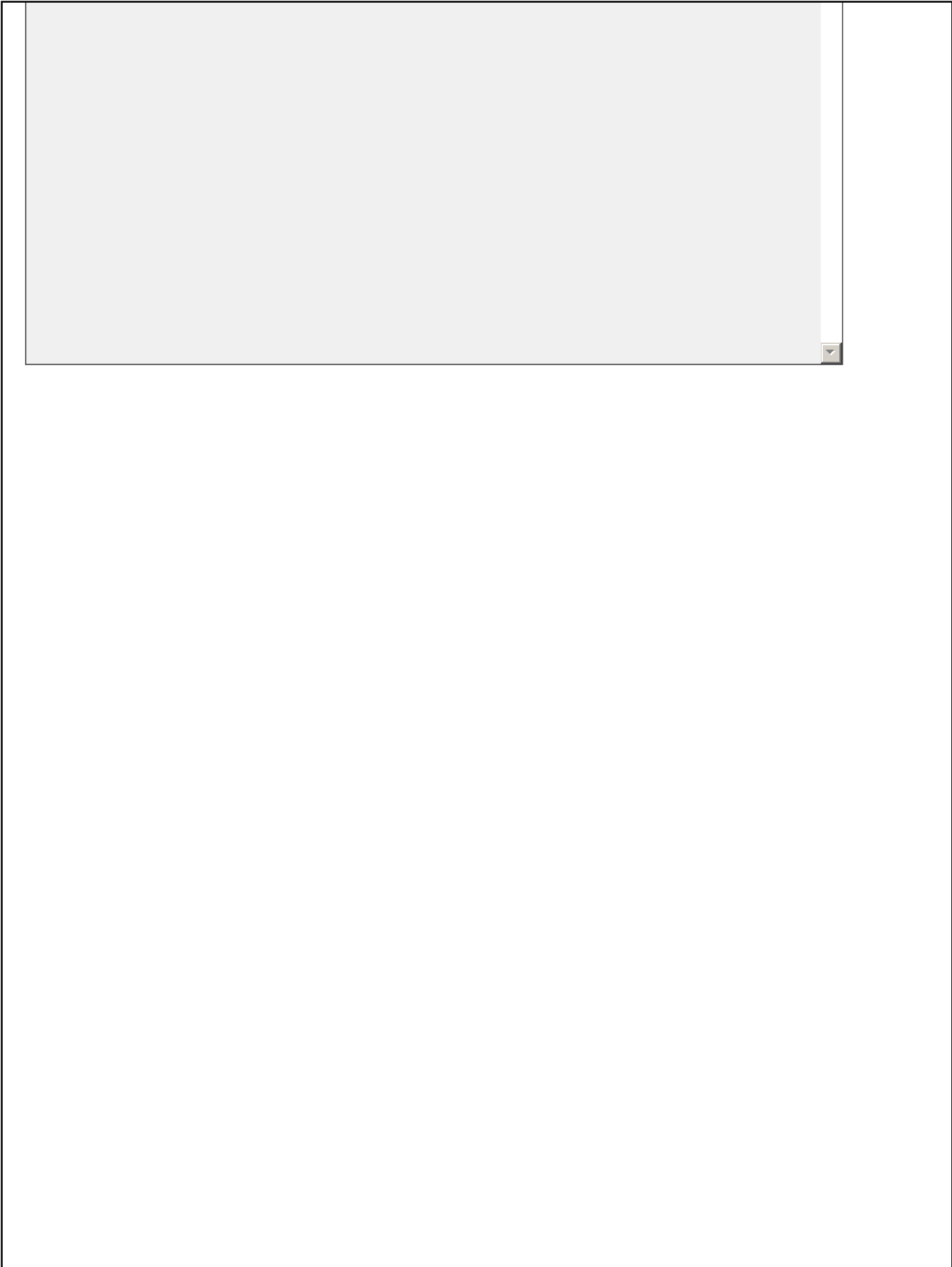


Solutions for Improvement or Implementation Strategies

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 might implement 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 basic skills 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

Other solutions (please specify)



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.

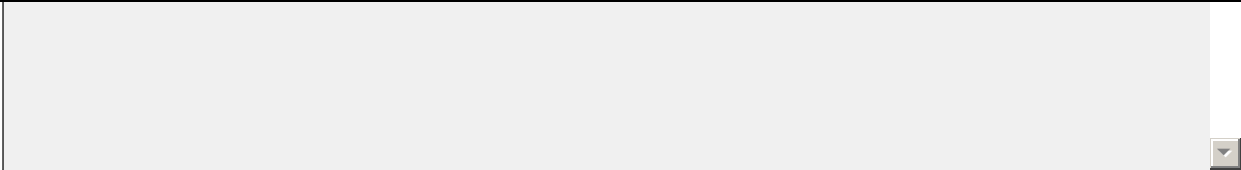
Instructional Needs for Student Success Related to Goal I

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):



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)

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):

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):

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):

Instructional Needs for Student Success Related to Goal VI

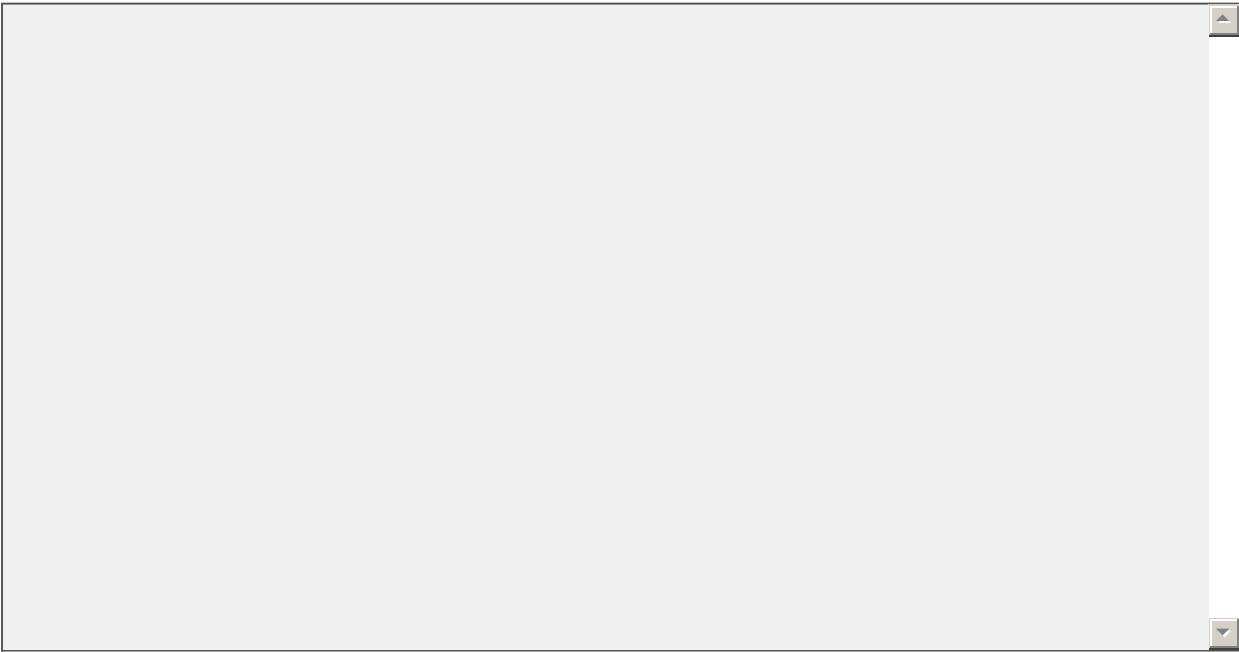
15. Education Master Plan GOAL VI: COASTLINE WILL PURPOSEFULLY ADVANCE AND SUSTAIN THE COLLEGE'S CAPACITY FOR STUDENT SUCCESS THROUGH THE EFFICIENT USE OF RESOURCES, AS WELL AS EXPANDED, DIVERSE AND RESPONSIVE PROGRAMS AND SERVICES.

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):

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?

A large, empty rectangular text input field with a vertical scrollbar on the right side. The field is light gray and occupies the upper half of the page below the question. The scrollbar is located on the right edge of the text area.