Closing the Loop Survey Spring 2013 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.

		Response Percent	Response Count
Accounting		0.0%	0
Art Major		**6.7%**	**1**
Biological Technology		0.0%	0
Building Codes Technology		0.0%	0
Business Administration		0.0%	0
Business		0.0%	0
Computer Networking		0.0%	0
Digital Media foundations		**6.7%**	**1**
DSPS/ABI		0.0%	0
DSPS/ID		0.0%	0
Economics		**6.7%**	**1**
Emergency Management/Homeland Security		**6.7%**	**1**
English Major		**6.7%**	**1**
ESL		**6.7%**	**1**
French Major		**6.7%**	**1**
Gerontology Major or Certificate		**6.7%**	**1**
Health and Fitness		**6.7%**	**1**
Health Care Management		0.0%	0

History		**6.7%**	**1**
Human Services		**6.7%**	**1**
Liberal Studies Major (for Teaching)		0.0%	0
Management and Supervision		0.0%	0
Mathematics		**6.7%**	**1**
Office Support Specialist		**6.7%**	**1**
Paralegal Studies		**6.7%**	**1**
Process Technology		**6.7%**	**1**
Psychology Major		**6.7%**	**1**
Real Estate Broker		**6.7%**	**1**
Retail Management		0.0%	0
Small Business Management		0.0%	0
Sociology Major		**6.7%**	**1**
Supply Chain Management		0.0%	0
Spanish		**6.7%**	**1**
		answered question	**15**
		skipped question	**2**

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.

		Response Percent	Response Count
Business Plan		0.0%	0
Cisco Certified Newtworking Administrator (CCNA)		0.0%	0
Cisco Certified Networking Professional (CCNP)		0.0%	0
Cognitive & Caregivers Boot Camp		0.0%	0
CompTIA Computer Hardware		0.0%	0
CompTIA Computer Software		0.0%	0
Digital Media		14.3%	1
Educational Studies		0.0%	0
General Office Assistant		14.3%	1
Home Business		0.0%	0
Human Services Certificate		14.3%	1
Leadership		0.0%	0
LINUX Administration		0.0%	0
Medical Administratieve Office Technician		14.3%	1
Medical Coding Specialist		14.3%	1
Network Security Specialist		0.0%	0
Networking Tools		0.0%	0
Process Technician Fundamental		14.3%	1
Real Estate Lending & Mortgage Brokering		0.0%	0

Real Estate Property Salesperson		14.3%	1
SharePoint Server		0.0%	0
Windows Server 2008		0.0%	0
Windows Vista		0.0%	0
Other		**28.6%**	**2**
	Other (please specify)		2
	answered question		**7**
	skipped question		**10**

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

	Course	Program	Institutional	Rating Count
SLOs were met very well	**83.3% (5)**	66.7% (4)	33.3% (2)	6
SLOs were met OK	**66.7% (8)**	58.3% (7)	**66.7% (8)**	12
SLOs were met poorly	**100.0% (1)**	0.0% (0)	0.0% (0)	1
SLOs were met very poorly	0.0% (0)	0.0% (0)	0.0% (0)	0
SLOs were a mix of good and bad	80.0% (4)	**100.0% (5)**	60.0% (3)	5
Not sure or none	0.0% (0)	0.0% (0)	0.0% (0)	0
	Other (please specify)			3
	answered question			**16**
	skipped question			**1**
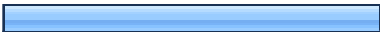
4. Below is a list of some reasons why course, program, or institutional-level SLOs may not have been met in your area. Please select all that your faculty identified during your dialog:

		Response Percent	Response Count
Not all faculty completed required course SLOs		12.5%	2
Not all faculty completed required program SLOs		18.8%	3
Not all faculty completed required institutional SLOs		12.5%	2
Faculty were confused about how to implement SLOs in Seaport		37.5%	6
Faculty do not want to set up SLOs in Seaport		6.3%	1
Facutly do not understand why they need to collect SLOs		6.3%	1
Faculty set up SLOs incorrectly in Seaport		6.3%	1
Faculty set up weights incorrectly/poorly in Seaport		37.5%	6
Faculty are using assignments that poorly measure the SLOs		25.0%	4
Faculty were unaware of all the SLOs they were supposed to complete		6.3%	1
Faculty want to change the SLOs/they don't measure what is being taught in the class		31.3%	5
Faculty use grade books in other platforms and didn't import them into Seaport		6.3%	1
The wrong SLOs were uploaded into the class		25.0%	4
Students remain on the class			

roster, even though they have dropped the course, depressing SLO results		62.5%	10
Faculty fail to drop students, who remain on the roster, depressing SLO results		**81.3%**	**13**
	Other (please specify)		6
	answered question		**16**
	skipped question		**1**

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:

		Response Percent	Response Count
Change or adjust the assignments/grading criteria/for the SLO		56.3%	9
Reduce or increase the number of SLOs being measured		31.3%	5
Try different weights for assessments in Seaport		62.5%	10
Try different assignments to measure the SLOs		31.3%	5
Manage course time better to adequately teach/cover the SLO material		0.0%	0
Turn in new curriculum with new SLOs if the faculty feel they need updating		31.3%	5
Be sure all faculty are aware of all the SLOs they are supposed to complete		25.0%	4
Report SLOs in an alternate format (faculty using outside grade books)		6.3%	1
Remove and replace incorrect SLOs uploaded into Seaport		6.3%	1
Drop non-participating students in a timely manner		**75.0%**	**12**
Ensure that students who incorrectly remain on the class roster get dropped		50.0%	8
Get help for faculty who are confused about how to implement SLOs in Seaport		31.3%	5
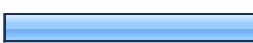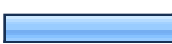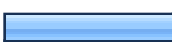
Assist faculty who set up SLOs incorrectly in Seaport		37.5%	6
Support peers in their efforts to collect SLOs		31.3%	5
Dialog with faculty who don't want to set up SLOs in Seaport		0.0%	0
Dialog with facutly who don't understand why they need to collect SLOs		0.0%	0
Other (please specify)			3
answered question			**16**
skipped question			**1**

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:

		Response Percent	Response Count
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 can't read at college-level ability		56.3%	9
Students study ineffectively or not enough		62.5%	10
Students don't integrate or synthesize information		31.3%	5
Students don't have requisite course information		18.8%	3
Students lack technical/background subject knowledge		12.5%	2
Students are scientifically unprepared		6.3%	1
Students lack experience in memorization of course terminology		12.5%	2
Students were placed incorrectly (placement test/prerequisites)		25.0%	4
Students have high rates of absenteeism		37.5%	6
Students find course vocabulary complicated		12.5%	2
Students didn't attempt the SLO/it was too difficult		18.8%	3
Students already earned enough points/didn't do SLO measure		37.5%	6

The SLO project is too long and complicated		0.0%	0
The SLO is due at the end of the semester when students are overwhelmed		6.3%	1
Used just one SLO measure/it was too hard		25.0%	4
Different teachers are teaching the SLO in different ways		12.5%	2
Low rates of SLO achievement seen in non-native English speaking students		37.5%	6
Low rates of SLO achievement seen in institutionalized students		25.0%	4
Low rates of SLO achievement seen in online students		6.3%	1
Low rates of SLO achievement seen in on-site students		0.0%	0
	Other Reasons (please specify)		5

	answered question	**16**
	skipped question	**1**

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:

		Response Percent	Response Count
Update course materials/textbook		6.3%	1
Add supplemental or new materials, including lecture, Internet, handbook, etc.		18.8%	3
Send emails to encourage student effort		**75.0%**	**12**
Provide grading rubrics		43.8%	7
Refer students for skilled subject tutoring		37.5%	6
Use presentation/teaching strategies that employ active- rather than passive-learning		25.0%	4
Create more "authentic" assessments (e.g., case studies, simulations, real-world applications) that require critical thinking, problem-solving, etc.		18.8%	3
Provide training in basic core concepts		6.3%	1
Develop teaching strategies to improve students' retention of information		12.5%	2
Create hands-on exercises		18.8%	3
Provide sample papers		25.0%	4
Provide study skills materials		18.8%	3
Increase the number of faculty teaching in this department		25.0%	4

Refer students for targeted student success courses		37.5%	6
Spend more time on the SLO objectives and less time on review material		12.5%	2
Increase coordination and dialog among the faculty teaching this course		25.0%	4
Provide more feedback on homework		25.0%	4
Provide additional graded, targeted quizzes covering the SLO		18.8%	3
Other solutions (please specify)			5
		answered question	**16**
		skipped question	**1**

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	Rating Count
Provide tutoring in basic skills	**50.0% (7)**	35.7% (5)	14.3% (2)	14
Provide tutoring in English	**53.8% (7)**	30.8% (4)	15.4% (2)	13
Provide tutoring in science	9.1% (1)	**54.5% (6)**	36.4% (4)	11
Provide tutoring in writing	**46.2% (6)**	38.5% (5)	15.4% (2)	13
Provide tutoring in:_____ (List in comment box)	0.0% (0)	25.0% (2)	**75.0% (6)**	8
Provide student teacher aides	0.0% (0)	33.3% (3)	**66.7% (6)**	9
Provide instructional materials for multiple modality learners	11.1% (1)	33.3% (3)	**55.6% (5)**	9
Provide instructional materials: general	10.0% (1)	40.0% (4)	**50.0% (5)**	10
Provide free English workshops for students	18.2% (2)	36.4% (4)	**45.5% (5)**	11
Provide free Math workshops for students	20.0% (2)	30.0% (3)	**50.0% (5)**	10
Provide faculty training in:_____ (List in comment box)	0.0% (0)	33.3% (2)	**66.7% (4)**	6
Provide technical support for students 24/7	22.2% (2)	**55.6% (5)**	22.2% (2)	9
Provide educational resources	30.0% (3)	30.0% (3)	**40.0% (4)**	10
Provide library resources	22.2% (2)	22.2% (2)	**55.6% (5)**	9
Require reading placement test/course	**50.0% (5)**	20.0% (2)	30.0% (3)	10

Provide faculty peer mentoring to strengthen instructional skills	27.3% (3)	27.3% (3)	**45.5% (5)**	11
Provide instructional design support to strengthen course academic design	27.3% (3)	**45.5% (5)**	27.3% (3)	11
Provide accessible faculty training	40.0% (4)	**60.0% (6)**	0.0% (0)	10
Enhance analytic capabilities of Seaport to facilitate strategies to improve student retention (e.g. Early Alert)	**41.7% (5)**	33.3% (4)	25.0% (3)	12
Assist more faculty with the implementation of the Academic Quality Rubric in their courses	**41.7% (5)**	**41.7% (5)**	16.7% (2)	12
		Other (please specify your exact needs):		3
			answered question	**16**
			skipped question	**1**

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**	**Rating Count**
Provide accessible faculty training	30.8% (4)	**53.8% (7)**	15.4% (2)	13
Provide accessible technology/infrastructure support	**57.1% (8)**	28.6% (4)	14.3% (2)	14
Provide resource faculty or staff to assist with mentoring	25.0% (3)	**66.7% (8)**	8.3% (1)	12
Provide assistance with building partnerships in the community	15.4% (2)	38.5% (5)	**46.2% (6)**	13
Provide assistance in writing grants	16.7% (2)	25.0% (3)	**58.3% (7)**	12
Provide unique services to the students in my courses/program	27.3% (3)	27.3% (3)	**45.5% (5)**	11
Provide special/new resources for my program in order to meet a new educational demand	10.0% (1)	**50.0% (5)**	40.0% (4)	10
Provide a new resource in order to respond to changes in the community/workplace	10.0% (1)	20.0% (2)	**70.0% (7)**	10
Other (please specify your exact needs):				7

answered question	**16**
skipped question	**1**

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?

	Response Count
	8
answered question	8
skipped question	9

Page 3, Q2. 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.

1	Counseling	Feb 25, 2013 1:41 PM
2	unknown	Feb 14, 2013 11:02 AM

Page 4, Q3. After reviewing your program's SLOs, rate how well SLOs in your area were generally met:

1	Given that Counseling 105 is a course typicallly taken by new or nearly-new sutdents, we feel that the percents in "fully achieved" range are admirable. Fully achieved ranged from 54.98% to 62.39% for CSLOs.	Feb 25, 2013 1:44 PM
2	Program-level SLOs apply only to the highest level ESL courses. Course-level SLOs for these courses are mapped to the Program-level SLOs. ESL instructors are aware of Institutional SLOs, and they do their best to address those that are appropriate for their courses and their LEP students.	Feb 21, 2013 1:44 PM
3	Plans to improve dropping of students	Feb 14, 2013 10:17 AM

Page 5, Q4. 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:

1	After discussion it is possible that not all conselors are completing all steps to upload SLOs in Seaport. Counselsors suggest an automated email and tutorial to students re: how to forward Coatline email to personal email.	Feb 25, 2013 1:46 PM
2	Most ESL instructors distributed and assessed SLOs without problems and achieved reasonably good results. However, some have asked to change the SLOs for their courses. In these cases, the SLOs are too ambitious and need to be scaled down.	Feb 21, 2013 1:58 PM
3	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.	Feb 19, 2013 9:43 PM
4	In correspondence courses, significant delays in receiving work depress SLO results.	Feb 15, 2013 5:22 AM
5	outdated SLOs	Feb 14, 2013 10:32 AM
6	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 also not 100% up to speed on getting their SLOs distributions done in Seaport.	Feb 7, 2013 7:11 PM

Page 6, Q5. 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:

1	On-line discussion boards for faculty who are having difficulty. Counseling 105 can't drop incarcerated students who aren't participating; this would affect achievement percentages.	Feb 25, 2013 1:47 PM
2	Check reliability of SLO distribution after course import.	Feb 14, 2013 11:06 AM
3	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 which would drop non-participating students -- i.e., failure to complete a benchmark assignment would trigger an automatic drop. 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.	Feb 7, 2013 7:14 PM

Page 7, Q6. 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:

1	*Some" students don't study, but the course is about study strategies!! Procrastination is a problem. Students don't complete, have lack of follow/through, even with multiple reminders! Pace assignments evently throughout the semester. Some students drop out or "disappear."	Feb 25, 2013 1:52 PM
2	The students don't have a sufficient level of basic skills, especially English reading, speaking, understanding proficiency (not even just a basic understanding)	Feb 14, 2013 10:34 AM
3	Students waiting until the last minute to get books. Some chemistry needs to be explained.	Feb 14, 2013 10:19 AM
4	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.	Feb 7, 2013 7:17 PM
5	Students who struggle, they usually have computer technical issues.	Feb 1, 2013 2:26 PM

Page 8, Q7. 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...

1	We like the idea of students being referred to student success courses, including our own study strategies course.	Feb 25, 2013 2:04 PM
2	1. Discuss SLOAC results with teachers one level below and one level above your ESL course. Brainstorm ways to improve preparation for the next level. 2. Make better use of rubrics. Students need to be very familiar with the evaluation criteria on the rubrics, and they need frequent feedback on their performance. 3. Give students more preparation for the assessments and clarify instructions for the assessments. 4. Administer SLO diagnostic tests that are not counted as assessments to identify gaps and weaknesses in the students' knowledge and skills.	Feb 21, 2013 2:14 PM
3	Increase the number of full-time faculty teaching in this department.	Feb 14, 2013 10:35 AM
4	Need to put out additonal email to give more encouragement.	Feb 14, 2013 10:19 AM
5	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.	Feb 7, 2013 7:19 PM

Page 9, 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.

Of the following list of possible INSTRUC...

1	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 coolege 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.	Feb 21, 2013 2:28 PM
2	Provide tutoring in science (increase)	Feb 14, 2013 10:20 AM
3	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. 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.	Feb 7, 2013 7:24 PM

Page 10, 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 COLLE...

1	We have no un-met needs.	Feb 25, 2013 2:05 PM
2	Provide sufficient resources to meet the college-wide need for ESL instruction.	Feb 21, 2013 2:32 PM
3	I would like to see a teacher's station with a computer and a screen in all the art classrooms. Also I would like to seeing all visual art faculty trained to use it as well as the portable digital projectors that are now in the art classrooms.	Feb 19, 2013 4:20 PM
4	Internships and apprenticeships! Align with local workforce needs- this as a unique service and/or new educational demand.	Feb 14, 2013 11:06 AM
5	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.	Feb 14, 2013 10:23 AM
6	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.	Feb 7, 2013 7:26 PM
7	TUTORING.	Feb 6, 2013 9:25 AM

Page 11, 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?

1	About 10 % of students in our courses do not complete their assignments on time or at all. This is a fairly consistent percentage and although we have tried a variety of methods to encourage students to continue and complete course cestions. There always seems to be "flaky" students who never finish.	Feb 19, 2013 9:55 PM
2	No- Our SLOs are working pretty well and we are discussing and improving them each semester.	Feb 19, 2013 9:48 PM
3	None at this time. Thank you.	Feb 15, 2013 5:27 AM
4	Compared to my expereinces 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.	Feb 14, 2013 11:11 AM
5	Remove the "Learning Outcome" in the Course Information Template in Seaport. Require SLOs to be updated and/or distributed before grades can be submitted.	Feb 14, 2013 11:06 AM
6	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.	Feb 7, 2013 7:29 PM
7	Remove it entirely, it doesn't change the way instructors teach and takes up valuable time better spent on students and course improvement.	Feb 6, 2013 9:26 AM
8	Curriculum committee process - help faculty understand SLO process	Feb 1, 2013 2:34 PM