SAN DIEGO
MESA COLLEGE
SLO Survey 2012 Results
(May 2012)

Mesa College Research Office

Background
San Diego Mesa College began implementing Student Learning Outcomes (SLOs) in 2003-2004.[1] At that time, the College identified six associate degree learning outcomes as the foundation for college-wide assessment, including the following:
- Critical thinking
- Communication
- Self-awareness and interpersonal skills
- Personal actions and civic responsibility
- Global awareness
- Technological awareness

The College also set in place an SLO implementation timeline that aimed for completion of one full assessment cycle by fall 2009. The timeline included the following five steps:[2]
1. Identify three to five program/service area SLOs
2. Identify the program/service-area SLO to be assessed and a means of assessment
3. Conduct assessment of the program/service area SLO for at least one of the courses or service area activities that has the greatest impact on students.
4. Close the loop by analyzing the documented results of the assessment and determine whether any changes should be made
5. Continue the cycle

In 2008, a survey was developed and administered to selected personnel with substantial involvement in the SLO process at the College, which included a department chair, program review lead writer, and SLO contact for each program. The goal of the survey was to assess the College's progress in SLO assessment. Items on the 2008 survey were intended to capture the College's progress in each of the five steps of the assessment cycle. Results from the 2008 survey indicated that the majority of the College's units had identified their SLOs and a means of assessing their SLOs, but relatively few had begun assessing their SLOs.[3]

In 2009, the original SLO survey was revised and again administered to the SLO contacts for each of the College's units. While the original survey included respondents from instructional and student services units only, the 2009 survey included respondents from the three major divisions: Instruction, Student Services, and Administrative Services. Items on the 2009 survey focused on Steps 2 through 5 of the assessment cycle, assuming all units had completed the first step of identifying their SLOs. Results of the 2009 survey showed that nearly half of the units had identified a means of assessing at least one SLO, and just over one in three had assessed at least one SLO.[4]

Since the College began implementing SLOs, many significant changes have occurred, including transitions to new leadership, changes in organizational structure (overall and specifically in the College's SLO support), and the adoption of TaskStream, an online system for SLO reporting. In 2004, the College's faculty, staff, and college-wide leadership came to a shared understanding of how SLOs would

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[1] Student Learning Outcomes for the Associate Degree. (2003, May). Mesa College Research Committee.
[2] Mesa College. (2005). Mesa College SLO Timeline. Retrieved June 11, 2012, from http://www.sdmesa.edu/instruction/slo/pdf/SLO-Timeline.pdf.
[3] San Diego Mesa College Office of Instructional Services, Resource Development, and Research. (2008). San Diego Mesa College Student Learning Outcomes Survey Report: Fall 2008.
[4] San Diego Mesa College Office of Instructional Services, Resource Development, and Research. (2009). San Diego Mesa College Student Learning Outcomes Survey Report: Fall 2009.

be developed and implemented. This college-wide policy paved the way for the campus community to fully engage in the assessment cycle as practitioners and researchers.[5] In light of the changes that have occurred at the College and the approaching ACCJC 2012 target for institutions to reach "Proficiency" in SLO implementation, the present study was undertaken to assess the College's progress in implementing SLOs and "closing the loop" on the assessment process.

Methodology
Several items from the 2008 and 2009 surveys were included in the 2012 SLO survey instrument, and new items were added to assess progress on the utilization of assessment data for program and service improvement. In addition, a separate survey was developed for the College's administrative units. The administrative unit outcome (AUO) survey included items similar to those on the 2012 SLO survey but reframed for administrative unit outcomes (AUOs). In May 2012, an invitation to complete the SLO and AUO surveys was sent to the Mesa College employee distribution list. Student Services and Instructional faculty, staff, and administrators were asked to complete the SLO survey, and administrative unit staff and administrators were asked to complete the AUO survey. A copy of each survey instrument is provided in Appendix A.

Two reminders were provided to the campus community, and the data collection period comprised a total of 16 days. In all, 142 members of the campus community completed the SLO survey, but just 10 completed the AUO survey. Due to the low number of responses to the AUO survey, this report focuses on SLO survey results only. A summary of SLO survey responses is provided in the following section, and a distribution of responses to each survey item, including verbatim open-end responses, is provided in Appendix B. Open-end responses are grouped by overarching theme in Appendix C.

Comparisons of responses on the present survey to those of the previous two surveys should be made with caution, as the previous two surveys included only a select group of campus leaders (SLO contacts for each unit or program). Contrastingly, the present survey aimed to gauge institution-wide perceptions of SLO implementation and the assessment cycle and thus included the entire campus community.

Summary of Findings
Among those who responded to the SLO survey, about four in five came from instructional programs, and the remaining respondents came from Student Services areas. Over three in four respondents (77%) were faculty members, 13% were staff members, and 6% were administrators. The overwhelming majority of respondents (93%) indicated their programs had SLOs in place. Four percent said they did not have SLOs in place, and the remaining 4% did not know if SLOs were in place for their programs.
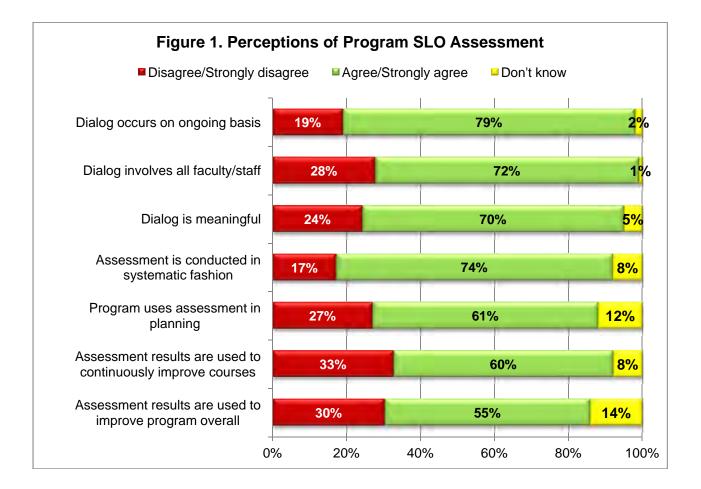
▶ **Program SLO Assessment**
Respondents who indicated their programs had SLOs in place were asked to rate their agreement with a series of statements pertaining to discussion and utilization of SLO assessment results within their programs. Overall, the majority of respondents provided favorable responses about faculty and staff discussion of SLO assessment; however, a smaller percentage of respondents indicated they were actually using assessment results to plan or make decisions in their programs.

Specifically, 79% of respondents agreed that dialog about student learning occurred on an ongoing basis, and 72% of respondents agreed that dialog about student learning involved all faculty and staff from their programs; a similar percentage (70%) said that the dialog about student learning was meaningful.

About three in four respondents (74%) agreed that student learning outcomes assessment was conducted in a systematic fashion, but a smaller percentage (61%) said that their programs used SLOs in their planning and decision-making processes. In the same vein, just 60% said that results of SLO assessment were used to continually improve courses in their programs. Just over half of respondents (55%) indicated that results of SLO assessment were used to improve their programs overall. Figure 1 illustrates responses to each item related to SLO implementation at the program level.

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[5] Mesa College. (2004, May). Policy on the Genesis, Development, and Application of Student Learning Outcomes. Retrieved June 14, 2012, from http://www.sdmesa.edu/instruction/slo/pdf/GenesisSLO.pdf.

Figure 1. Perceptions of Program SLO Assessment

■ Disagree/Strongly disagree   ■ Agree/Strongly agree   □ Don't know

Statement	Disagree/Strongly disagree	Agree/Strongly agree	Don't know
Dialog occurs on ongoing basis	19%	79%	2%
Dialog involves all faculty/staff	28%	72%	1%
Dialog is meaningful	24%	70%	5%
Assessment is conducted in systematic fashion	17%	74%	8%
Program uses assessment in planning	27%	61%	12%
Assessment results are used to continuously improve courses	33%	60%	8%
Assessment results are used to improve program overall	30%	55%	14%

When asked to identify one thing their programs had accomplished related to student learning outcomes, the most commonly mentioned positive accomplishment was program or service planning and improvement. Several respondents noted a program improvement that was driven by assessment results, including the following:

- "Developed workshops that have been more helpful in the transfer process"
- "The department has improved retention and success by examining data and then modifying course content, redesigning the course content sequencing, and by changing the course rotation scheme."
- "We have refined the critical thinking components in some of our courses."
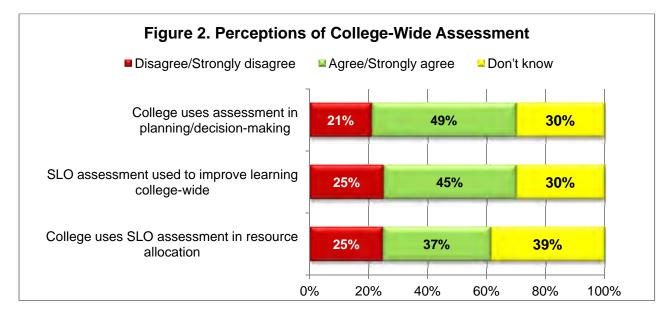
Other positive achievements included obtaining feedback about student learning, increasing dialog about student learning, and improved consistency of services. It should be noted that a large number of respondents mentioned as their only accomplishment the completion of their program SLOs or compliance with internal and external requirements. Specifically, respondents noted:

- "All courses have been put into TaskStream."
- "All SLOs done at program and dept level done. All courses have had at least one SLO assessed at course level."
- "Fulfilling college requirement of data collection."
- "We do them as required."

Other comments revealed that some faculty and staff felt removed from the assessment process and did not find it meaningful.
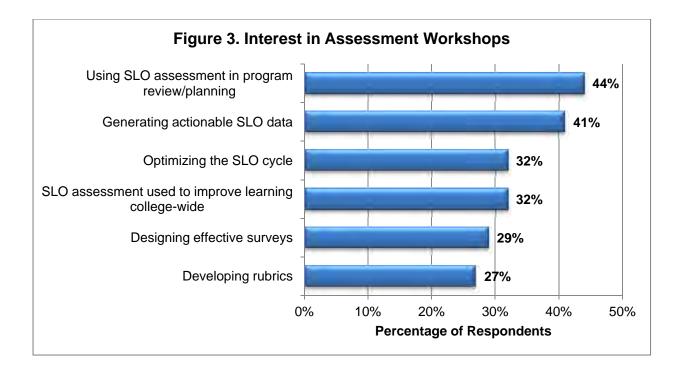
▶ **College-wide Assessment**

All respondents were asked to rate their agreement with a series of statements about college-wide SLO dialog and the utilization of SLO results in institutional planning and resource allocation. Overall, survey responses revealed a potential lack of awareness of how assessment results are used college-wide. For example, about half of the respondents agreed that the College used assessment in planning and decision making, but 30% were unsure. Similarly, 45% of respondents agreed that the College used SLO assessment results to improve learning college-wide, but again a large percentage (30%) were unsure. Just over one in three respondents agreed that the College used SLO assessment in its resource allocation processes, while 39% were unsure. Figure 2 illustrates responses to items about college-wide utilization of assessment results.

Figure 2. Perceptions of College-Wide Assessment

■ Disagree/Strongly disagree   ■ Agree/Strongly agree   ■ Don't know

	Disagree/Strongly disagree	Agree/Strongly agree	Don't know
College uses assessment in planning/decision-making	21%	49%	30%
SLO assessment used to improve learning college-wide	25%	45%	30%
College uses SLO assessment in resource allocation	25%	37%	39%

0%   20%   40%   60%   80%   100%

▶ **Assessment Training and Support**

Respondents were asked to rank in order of importance four options for campus SLO support. Over one in three respondents (36%) ranked the appointment of an SLO coordinator as their top priority; 30% ranked SLO mentors as their top choice, and a similar percentage (29%) ranked an assessment and program review Flex day as their first priority. Far fewer respondents (15%) ranked the development of a college-wide outcomes assessment task force or committee as their top choice.

Respondents were asked to indicate which of several possible workshop topics they would be interested in attending. Nearly half of all respondents (44%) were interested in a workshop on using SLO assessment in program review and planning, and 41% were interested in a workshop on generating actionable data through SLO assessment. About one in three respondents (32%) expressed an interest in workshops on writing an action plan based on SLO assessment results and optimizing the SLO assessment cycle for planning. Twenty-nine percent of respondents were interested in a workshop on designing effective surveys, and 27% were interested in a workshop on developing rubrics. Figure 3 illustrates respondent interest in specific assessment-related workshops.

Figure 3. Interest in Assessment Workshops

Using SLO assessment in program review/planning: 44%
Generating actionable SLO data: 41%
Optimizing the SLO cycle: 32%
SLO assessment used to improve learning college-wide: 32%
Designing effective surveys: 29%
Developing rubrics: 27%

Percentage of Respondents

The final question on the survey asked respondents to name one thing they would change to improve SLO assessment at Mesa College. The most commonly recommended changes centered on the following themes:

- Improved support and leadership for SLOs
- More meaningful assessment
- Improved tools and technology to support assessment
- Enhanced training
- Increased engagement of campus stakeholders in the assessment process
- Release time or other incentives for SLO work

Conclusions and Recommendations
The present study was intended to describe the College's progress on SLO assessment and utilization of assessment results for planning and improvement. Overall, survey results indicate that some notable progress has been made on instructional and student services program assessment. However, there appears to be a lack of awareness among faculty and staff about how assessment results are tied to college-wide planning and decision-making. Furthermore, there appear to be some unmet needs for assessment training and support. Based on the survey results, the following are possible ways in which the College could improve the assessment experience for the campus community.

▶ *Enhanced Assessment Training*
A large percentage of respondents indicated an interest in learning more about generating actionable data and integrating assessment results into program review and planning. In addition, several open-ended comments mentioned the need to make assessment more meaningful to practitioners and/or the need for additional guidance on developing appropriate SLOs and measuring them. Support was also strong for a college-wide "assessment day" during district Flex days. These are but two of a number of training options the College may pursue to foster wide faculty and staff engagement in assessment.

▶ Sustained Support for Assessment
Respondent rankings of various types of support showed that the appointment of an SLO coordinator and/or SLO mentors were high priorities for many survey respondents. In addition, several open-ended comments revealed the need for improved tools, resources, and a leader with assessment expertise and knowledge of assessment best practices.

▶ Improved Campus-Wide Communication
Survey results pertaining to college-wide assessment indicated that a large percentage of respondents were unsure how assessment results were used in college-wide planning and resource allocation. Open-ended comments also pointed to a need for clear communication about assessment goals and expectations, as well as timelines. This recommendation aligns closely with that of sustained support for assessment at the College.

Limitations
In contrast to the two previous SLO surveys conducted at Mesa College, the current survey included all members of the campus community. However, analysis of progress in administrative unit outcome assessment was impossible due to the particularly low response from staff and administrators in administrative units. This may indicate the need to further clarify the role of assessment for administrative departments and/or a need to reach out to staff in administrative departments regarding the assessment process.

As of fall 2011, Mesa College employed a total of 1,345 faculty, staff, and administrators. The Mesa College distribution list included 1,349 contacts. Given these figures. roughly 11% of the Mesa employee population participated in the survey. However, it should be noted that the Mesa College distribution list has several limitations. While it serves as the most comprehensive list of Mesa employees, its accuracy is largely unknown, as updates may or may not occur when employees are hired or separate from the College. In addition, the Mesa College distribution list consists of SDCCD email addresses, but many adjunct faculty rely on personal email addresses. This represents a significant limitation in that adjunct faculty, which represent about half of all Mesa employees, may be largely underrepresented among survey respondents.

Furthermore, participation in the survey was completely voluntary, presenting the possibility of a self-selection bias. Thus, survey results should be interpreted with caution, as they may not represent those of the larger employee population. Given these limitations, the present study was intended to explore campus perceptions of assessment with the goal of informing planning efforts at the College.

Appendix A: SLO Survey Instrument

Mesa College SLO Survey 2012

SAN DIEGO MESA COLLEGE

Page 1 - Question 1 - Choice - One Answer (Bullets)

In which area of the College does your program reside?

○ Instructional Programs
○ Student Services

Page 1 - Question 2 - Choice - One Answer (Bullets)

Are you currently a faculty member, staff member, or manager/administrator?

○ Faculty
○ Staff
○ Manager/Administrator
○ Other, please specify

Page 2 - Question 3 - Choice - One Answer (Bullets)   [Mandatory]

Does your program currently have student learning outcomes (SLOs) in place?

○ Yes
○ No [Skip to 5]
○ Don't know [Skip to 5]

Page 3 - Heading

Student Learning Outcome (SLO) Assessment

Description

Please indicate your level of agreement with each of the following statements. Please refer to your experience with student learning outcomes in your program only. If you do not have experience with specific item, please select "Don't know."

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Dialogue about student learning occurs on an ongoing basis.				
○	○	○	○	○
Dialogue about student learning involves all faculty/staff in my program.				
○	○	○	○	○
The dialogue about student learning that occurs in my program is meaningful.				
○	○	○	○	○
Student learning outcomes assessment is conducted in a systematic fashion in my program.				
○	○	○	○	○
Results of student learning outcomes assessment are used to continually improve courses in my program.				
○	○	○	○	○
Results of program learning outcomes assessment are used to improve the program overall.				
○	○	○	○	○
My program uses student learning outcomes assessment in its planning and decision-making processes.				
○	○	○	○	○

What is one thing your program has accomplished related to student learning outcomes? If you are unsure, please enter "Don't know."

Utilization of SLO Assessment Results

Please rate your agreement with the following statements. If you are unsure or unable to respond to a specific item, please select "Don't know."

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The College uses student learning outcomes assessment in its planning and decision-making processes.				
○	○	○	○	○
The College uses student learning outcomes assessment in its resource allocation processes.				
○	○	○	○	○
Student learning outcomes assessment is used to improve student learning college-wide.				
○	○	○	○	○

For future planning purposes, please rank the following in order of importance in helping you assess Student Learning Outcomes and improve your courses/programs.	
Option	**Rank**
Convene a college-wide outcomes assessment task force or committee	
Appoint an assessment coordinator	
Train mentors to assist me in the assessment of SLOs and utilization of SLO assessment results	
Schedule a Flex Day dedicated to assessment and program review	

On which of the following topics would you be interested in attending a Flex workshop? Please select all that apply.

- ❑ Developing rubrics
- ❑ Designing effective surveys
- ❑ Generating actionable data through SLO assessment
- ❑ Using SLO assessment in program review and planning
- ❑ Writing an action plan based on SLO assessment results
- ❑ Optimizing the SLO assessment cycle for planning
- ❑ Other, please specify

_____

What is one thing you would change to improve student learning outcomes assessment at Mesa College?

Thank You Page

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Mesa College AUO Survey 2012

SAN DIEGO MESA COLLEGE

Page 1 - Question 1 - Choice - One Answer (Bullets)

Are you currently a faculty member, staff member, or manager/administrator?

- ○ Staff
- ○ Manager/Administrator
- ○ Other, please specify

_____

Page 2 - Question 2 - Choice - One Answer (Bullets)   [Mandatory]

Does your service area currently have administrative unit outcomes (AUOs) in place?

- ○ Yes
- ○ No [Skip to 5]
- ○ Don't know [Skip to 5]

Page 3 - Heading

Administrative Unit Outcome (AUO) Assessment
Description

Page 3 - Question 3 - Rating Scale - Matrix

Please rate your level of agreement with each of the following statements. Please refer to your experience with administrative unit outcomes in your service area only. If you do not have experience with a specific item, please select "Don't know."

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Dialogue about administrative unit outcomes occurs on an ongoing basis.				
○	○	○	○	○
Dialogue about administrative unit outcomes involves all staff in my unit.				
○	○	○	○	○
The dialogue about administrative unit outcomes is meaningful.				
○	○	○	○	○
Administrative unit outcome assessment is conducted in a systematic fashion in my service area.				
○	○	○	○	○
Results of administrative unit outcomes are used to continually improve area services and operations.				
○	○	○	○	○
My service area uses outcomes assessment in its planning and decision-making processes.				
○	○	○	○	○

Page 4 - Question 4 - Open Ended - Comments Box

What is one thing your service area has accomplished related to administrative unit outcomes? If you are unsure, please enter "Don't know."

Page 5 - Heading

Utilization of AUO Assessment Results

Description

Page 5 - Question 5 - Rating Scale - Matrix

Please rate your agreement with each of the following statements.If you are unsure or unable to respond to a specific item, please select "Don't know."

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The College uses outcomes assessment in its planning and decision-making processes.				
○	○	○	○	○
The College uses outcomes assessment in its resource allocation processes.				
○	○	○	○	○
Assessment is used to improve college-wide operations.				
○	○	○	○	○

Page 6 - Question 6 - Ranking Question   [Randomize]

For future planning purposes, please rank each of the following in order of importance in helping you assess administrative unit outcomes (AUOs) and improve your area's services/operations.

Option	Rank
Convene a college-wide outcomes assessment task force or committee	
Appoint an assessment coordinator	
Train mentors to assist my department in the assessment of AUOs and utilization of AUO assessment results	
Schedule a college-wide assessment and program review day	

Page 7 - Question 7 - Choice - Multiple Answers (Bullets)   [Up To 5 Answers]

On which of the following topics would you be interested in attending a training or workshop?

- ❑ Designing effective surveys
- ❑ Generating actionable data through AUO assessment
- ❑ Using AUO assessment in program review and planning
- ❑ Writing an action plan based on AUO assessment results
- ❑ Optimizing the AUO assessment cycle for planning
- ❑ Other, please specify

What is one thing you would change to improve administrative unit outcomes assessment at Mesa College?

Thank You Page

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Appendix B: Distribution of Responses to SLO Survey Items
May 2012
(N=142)

1. In which area of the College does your program reside?		
	Number	**Percent**
Instructional Programs	112	81%
Student Services	26	19%
Total	138	100%
No response	*4*	*--*

2. Are you currently a faculty member, staff member, or manager/administrator?		
	Number	**Percent**
Faculty	110	77%
Staff	18	13%
Manager/Administrator	8	6%
Other	6	4%
Total	142	100%

3. Does your program currently have student learning outcomes (SLOs) in place?		
	Number	**Percent**
Yes	132	93%
No	5	4%
Don't know	5	4%
Total	142	100%

Student Learning Outcome (SLO) Assessment

[ASKED IF YES, PROGRAM CURRENTLY HAS SLOS IN PLACE, N=132]

4. Please indicate your level of agreement with each of the following statements. Please refer to your experience with student learning outcomes in your program only. If you do not have experience with specific item, please select "Don't know."

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	No response	Not Asked	Mean
Rating	1	2	3	4	--			
Dialogue about student learning occurs on an ongoing basis.	6 5%	18 14%	58 45%	44 34%	3 2%	3 --	10 --	3.11
Dialogue about student learning involves all faculty/staff in my program.	11 9%	24 19%	56 44%	36 28%	1 1%	4 --	10 --	2.92
The dialogue about student learning that occurs in my program is meaningful.	10 8%	21 16%	49 38%	41 32%	7 5%	4 --	10 --	3.00
Student learning outcomes assessment is conducted in a systematic fashion in my program.	8 6%	14 11%	60 46%	37 28%	11 8%	2 --	10 --	3.06
Results of student learning outcomes assessment are used to continually improve courses in my program.	14 11%	28 22%	49 38%	28 22%	11 8%	2 --	10 --	2.76
Results of program learning outcomes assessment are used to improve the program overall.	12 9%	27 21%	43 33%	29 22%	18 14%	3 --	10 --	2.80
My program uses student learning outcomes assessment in its planning and decision-making processes.	13 10%	22 17%	50 39%	28 22%	16 12%	3 --	10 --	2.82

5. What is one thing your program has accomplished related to student learning outcomes? If you are unsure, please enter "Don't know."

A constant assessment of the Financial Aid Appeal process.

achievement of SLO

adds consistency to the meaning of our services

All assessments/evaluations of services includes a focus on student outcomes.

All courses have been input into Taskstream. Faculty should get substantive release time to do SLO assessment.

All courses offered across disciplines, during the last two academic years,have been assessed and data has been entered into the Taskstream program. All SLO's done at program and dept level done. All courses have had at least one SLO assessed at course level.

assessing them

assessment

awareness of problem areas

Better standardized teaching objectives across the board for given classes.

Changed some to be measurable

Communicated that these were/have been configured and kept the faculty in the department updated about them. ALSO, our department chair began early on (about two years ago) asking everyone to include SLOs in our syllabi.

Complete listing.

Created awareness of departmental objectives in a related course.

Developed workshops that have been more helpful in the transfer process..

Do not know

"Don't"

Don't know (30)

Don't know. It's debated forevere but forever seems meaningless.

don't know... however, my opinion is that SLO's are a waste of time... trying to evaluate a program by student responses to one (possibly multi-layerd) question is ridiculous.

Every course has SLO's and will be assessed this semester.

Expanded scope of course.

fulfilling college requirement of data collection

Getting them done

Have everything into taskstream

I believe it has gathered nearly all slo information as required.

Improve students awareness

Improved and raised student compliance of completing the veterans orientation up by nearly 10%.

Improvement of job preparation workshops and services prior to the the annual job fair.

Increase in dialogue about student learning.

integration of taskstream into program reveiw

It has created assessments for three courses at different levels.

It helps to focus on most important course objectives.

It is abundantly clear that SLOs and their entry is a complete waste of faculty time. It is meaningless data entry to please accreditors, and accountability-driven politicians that have little or no understanding of how learning occurs. The time taken to enter data takes away from precious time needed to have real conversations about learning, away from grading, away from research.

It lets me know if the students are retaining the information.

keep up with the many regs and standard changes and state-of-art equipment so students are well prepare for employment in the industry.

Logging on to TaskStream

Q5, continued

Loosing a lot of valuable time documenting what we already do.

Lots of busy work using Taskstream. Nothing else new. We were doing it anyway.

meaningful discussion and evolution of the SLO assesment process

Meeting the accreditation requirement of "Proficiency."

My program has accomplished nothing but wasted time due to student learning outcomes (slos). All of the dialog that I checked having gone on was going on well before the institution of slos. In fact, I would argue that dialog has decreased due to implementation of slos. This is because the types of assessments and data entry required by this task has taken us away from actually discussing and improving student learning.

nothing that I know of...

Nothing! This SLO non-snese has only gotten in the way of us doing what we need to do. Please get rid of it. The only thing this has added to our programs is the extra work of having to pretend that there is meaning attached to this non-snese and making non-sense charts and non-sense questions that we all know are meaningless.

Our department finally included the SLO results of the past two years in TaskStream this semester.

Overall improvement of student analysis of aesthetic and technical aspects of dance and choreography in written assignments in all courses in the dance program.

Paperwork is submitted on time ...cannot vouch for its authenticity.

Provide better services to students.

Reevaluated the assessments used to test the SLO.

Simplify language used to communicate with stduents.

SLOs are attached to all activities that are done by our office and we have completed one year of assessment.

SLO's are listed on the course syllabus and discussed throughout the semester to relate current performace and improvement with future success in higher level courses.

student needs have been considered with regard to having print stations available on every floor of the library. Students still need help on the 3rd floor.

Students are requested to articulate their critical thoughts on each course by mid-terms through individualized rhetorical modes.

STUDENTS ARTICULATE THEIR KNOWLEDGE ABOUT PHYSICAL AND PSYCHOLOGICAL HEALTH AND WELLNESS

Systematic approach to make sure that all courses have SLO's and that they are reviewed periodically.

Taskstream

Teaching students how to make what they are learning relevant to their life.

That our students can find the website for our program and follow directions.

That we have been doing a very good job of educating program students.

The department has improved student retention and success by examining data and then modifying course content, redesigning the course content sequencing, and by changing the course rotation scheme.

The program has accomplished nothing because the SLOs are too watered down to be relevant.

The students have learned real management techniques,policies, and procedures that they can use right away in their professional job tasks and objectives.

The system is too hard too cumbersome and to repeatitive.

They have seen the value of this type of assessment and are interested in further refining their SLOs for future assessment. I have seen a change in attitude.

This is new and we have not had a chance to use TaskStream to accomplish anything. We have used other tools to accomplish purchasing state of the art equipment.

Q5, continued

To make it course specific across the school, yet still keep the same high standards

Unsure

Used some SLO assessment data to determine supply and equipment purchases.

waste of time

Wasted valuable time.

We are meeting the requirements of ACJCC, but other than that, we do not utilize SLO's as a meaningful measurement in our department. We disagree with the origination for SLO's and the need, and only do the minimum necessary to fulfill our Dean's and the College's requirements.

We do them as required

We encourage students to plan ahead and learn how to help themselves.

We got all of them fed into taskstream. Compliance is not equal to engagement, however.

We have always had student outcomes because we are a vocational program. But it has sharpened our appreciation for student learning outcomes.

We have always used outcomes to adjust curriculum and assessment tools.

We have concluded that creating, analyzing and using SLO's has been a immense waste of time and faculty energy. SLO's are useless and redundant tasks and should be abandoned.

We have finished the requirements of re-writing SLO's.

We have made the State government and people who don't teach happy. We have increased our work load, which is already too heavy. We have taken time away from working with students, which is much more valuable.

We have met all of our target outcomes for SLO's

We have met all our SLO's at at least 80% success rate.

We have refined the critical thinking components in some of our courses.

We have tied SLOs directly to the list of Course Objectives on the official course outlines.

We have used survey data to determine how we can improve support to students doing research for their academic classes.

we have written and recorded them

We have written student learning outcomes, assessed them for each course we teach, and entered assessment and findings into Taskstream. We have also done a program assessment and done all mapping in Taskstream. We have satisfied requirements for assessment in this first cycle as requested by Administration.

We just do what we must. There really isn't a benefit to these as they are currently administered. It's just a waste of time.

We lost a lot of valuable time that could have been spent improving student learning, but instead was spent on largely meaningless "get the boxes checked" activities, under the direction of largely clueless higher administrators who seem to have little awareness of what teaching and learning involve and no respect for those who do.

we managed to get the assessments completed for the minimal number of courses

We will now include it in our syllabus also.

"We've filled out the blanks -- we have ""100% compliance"" -- and it doesn't mean a damn thing. It's a travesty.
"

We've tested all of our classes multiple times

No response (9)

Not asked (10)

Utilization of SLO Assessment Results

[ASKED OF ALL RESPONDENTS]

6. Please rate your agreement with the following statements. If you are unsure or unable to respond to a specific item, please select "Don't know."

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	No response	Mean
Rating	**1**	**2**	**3**	**4**	**--**		
The College uses student learning outcomes assessment in its planning and decision-making processes.	8 6%	21 15%	53 38%	16 11%	43 30%	1 --	2.79
The College uses student learning outcomes assessment in its resource allocation processes.	12 9%	22 16%	39 28%	13 9%	55 39%	1 --	2.62
Student learning outcomes assessment is used to improve student learning college-wide.	16 11%	19 14%	46 33%	17 12%	42 30%	2 --	2.65

7. For future planning purposes, please rank the following in order of importance in helping you assess Student Learning Outcomes and improve your courses/programs.

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

Rank	1	2	3	4	No response
Convene a college-wide outcomes assessment task force or committee	15 14%	22 20%	29 26%	44 40%	32 --
Appoint an assessment coordinator	42 36%	32 28%	27 23%	15 13%	26 --
Train mentors to assist me in the assessment of SLOs and utilization of SLO assessment results	33 30%	36 33%	24 22%	16 15%	33 --
Schedule a Flex Day dedicated to assessment and program review	33 29%	25 22%	28 25%	28 25%	28 --

8. On which of the following topics would you be interested in attending a Flex workshop? Please select all that apply.

	Number	Percent
Developing rubrics	34	27%
Designing effective surveys	37	29%
Generating actionable data through SLO assessment	52	41%
Using SLO assessment in program review and planning	56	44%
Writing an action plan based on SLO assessment results	41	32%
Optimizing the SLO assessment cycle for planning	41	32%
Other, please specify	30	24%

8. On which of the following topics would you be interested in attending a Flex workshop? Other, specified

A workshop designed to assess the outcomes of giving the ACCJC a vote of no confidence.
classified are not welcome at flex. it is only for the hoity toity. there is a class system in place whether or not anyone will admit it.
Coming up with an alternative to Taskstream
conducting program (and other non-course) level assessments
Finding a better method of reporting SLO testing results: TASKSTREAM is awful!
finding a way to abolish SLOs entirely
hire a coordiator to complete these
Hire someone to do these with faculty filling in the blanks
How to design SLOs that reflect the broader objectives of a course, rather than just a small piece of the course.
If these are here to stay we may as well learn how to use them to benefit the student rather than just check off one more item from our to do list.
Making SLOs relevant
More training on using Taskstream
No time for this kind of flex activity
None (7)
none SLO is a waste of time
not interested
Nun of the above
On the topic of: "Who thought this wasa good idea?"
Only if necessary would I be interested in attending these. SLOs really aren't that useful.
SLO's as a waste of my time
We do not have SLOs but if our office had them in the future, we would need all of the above.
What is a rubric and how do I develop them?

workshop on how to stop using language like "actionable data"
No response (2)
Not asked (112)

9. What is one thing you would change to improve student learning outcomes assessment at Mesa College?

?

1)Faculty and chairs need reassigned time to do SLOs and its accompanying tasks. Accurate assessment and documentation take time. Please invest by giving reassigned time to departments for it, rather than hoping faculty can get it done as they struggle with the current workload. 2) TaskStream was the biggest obstacle to getting the SLOs done. Frustrating software. Faculty members,whose expertise is in instruction, assessment, and analysis,waste hours doing what can be done by trained clerical staff.

A lot of people will probably say "get rid of Tasktream" in response to this question. I find Taskstream to be a perfectly usable system. There has either been not much information/guidance or changing information on what the reporting needs to include. More consistency in direction from Administration is needed and more concrete answers about what standards the college will be held to would also be very helpful.

Abandon SLO's all together and develop some campus wide guts to fight the bullying tactics of the ACCJC.

Abolish it

As a former original member of the SLO committee I would like to see a comprehensive campus-wide SLO Newlsetter on various programs/departments, their SLO's, how they are measured, how programs have adjusted in response etc. Something to engage the campus as a whole, to generate excitement and buy-in. SLO's need to be something other than just one more record-keeping duty we are all required to submit.

Ban students from using electronic devices in class.

Better interdepartmental communication.

Better training on the process of data entry AND A MORE USER FRIENDLY software.

change the tool (taskstream) used to record SLO data.

Consistency throughout the academic writing process courses.

Convene workshops to clearly define the difference between SLOs and Course objectives - complete with examples that are successfully used and implemented at other colleges.

course selection/recommendations based upon preenrollment assessment.

create more opportunities for students to speak with us about their needs, rather than just a survey. Increase real dialog and communication.

Create SLOs that are more like those used in for profit organizations.

Don't know (5)

Don't know right now.

drop the SLO, institute a Department-wide Final exam, given during an extra week of classes

Easier software system

Eliminate SLOs

Eliminate the need for SLO's and let the professors' intelligent assessment be the norm

eliminate them

explain to student services what slo's fit our programs.

get rid of SLOs as they are an infringement of academic freedom

Get rid of taskstream

get rid of Taskstream

Get rid of the whole process!

Get rid of them.

Getting rid of Taskstream and developing a program that would meet Mesa's needs.
Give faculty substantive release time to work on SLO assessment.
give reassigned time for the point person in the department who is responsible for the input and generation of meaningful SLO data and results.

Have a real process; have an SLO Coordinator who knows what he or she is doing; reconvene the SLO Committee.

Have administration speak of them in terms of goals and course/program improvement, not have them be threatening. Faculty do not trust our VP and his
    intentions of SLO's. They should not be tied to CRN's or to instructors, only programs as a whole.
Have all faculties involved.
Have someone assigned to help faculty input into Taskstream and make this whole process easier and more user friendly. Everyone is just grasping at straws to
    get this done, let along making it meaningful.
Have someone input our info into TAskstream, or better yet, get rid of taskstream.
Have the dean mandate and assure that all department members do actually work with SLOs that are created and that all members are able to assess outcomes.

Have them (1) reflect the broader objectives of a course and (2) relate to the five SLOs that are set ata the campus level,e.g. critical thinking, ability to read, write
    and speak in English, etc.
Hire a full time person knowledgeable in writing ALL of these with faculty filling in the blanks
Hire a SLO coordinator
Hire more full time instructors so that we can have more people available for committee assignments. As it is, the few of us that are left are expected to handle too
    many committees, etc. We need more full time faculty. Please reward our long time, loyal adjuncts by giving them preference in the hiring process.
    Other colleges do it, so can we. Since they have been here so long, they will be a great help in our committee assignments.

Hire someone to do them.
I don't think Mesa is alone in the lack of effectiveness of SLO's. We do them, we may or may not meet them and we keep trying. I am not sure that SLO's do
    anything but create busy work.
I don'thave any recommendation.
I think a video tutorial done by someone who is knowledgable and enthusiastic on the benefits of SLOs may help...

I would change people's mindset about SLOs and the use of software such as TaskStream. SLOs are beneficial in the student learning process and all things are
    considered with resource allocation, including SLOs. In the end, the students definitely benefit from this work. We just need to continue providing support
    and obtaining feedback on this process.
I would give facutly incentive to take part. We are overworked and this is not a high priority. Find some money to back this added responsibility. Right now it just
    seems like bullying from administration and the State.
I would know prior to the start of class which SLO was going to be used so I could schedule it in my lesson plans.

I would like to see actual results of the time/effort/money that has gone in to developing SLOs. So far, it seems like a waste of time.

I would like to see an easier more user friendly alternative to taskstream.
Insure faculty know student learning outcome questions early in a semester.
Involve everyone not just faculty.
it remains to be seen how resource allocation will or will not be consistently and fairly linked to SLO's
I've only been involved at the fringes, but it seems it was hard for people to organize and understand at first. Perhaps the process needs ongoing mentoring and
    support.
Keep it simple. Meet the minimum requirements needed to keep accreditation, otherwise focus our time and energy on something more useful.

Let departments create their own reporting mechanism for SLOs, or at the least stop using TASKSTREAM and develop a better method.

Limit the number of courses in each department that need to be done per year.

Listening to faculty senate's inital rejection of the terrible Taskstream. Get rid of it.

Make it manditory for faculty to participate

Make it more dynamic and organic. It needs to look human. Everyone knows that we assess our students in accordance with the course outline of record. The big question is: "Why isn't that enough?" The answer: because the accreditation process is still linear and time bound. We assess our students all of the time; accreditation bound to six- (or two-) year cycles removes the dynamic aspect of assessing what students learn. Add in the barrage of basic skills courses and the possibility of their being an impediment to progress toward a degree or certificate, and you have a perfect storm of resistance. Accreditors want time bound results from institutions that have a significant part of their student populations locked into coursework that suspends them in time, so to speak. So, yes, we can assess in perpetuity, and we can teach well, but real learning is difficult to quantify in the fashion currently practiced.

Make it simpler

Make meaningful assessment probes. Employing or providing release time for faculty to learn more about rubrics and assessments as well as to deal with all the work related to this issue. This is altogether a full time job. The district should invest the money on this and stop squeezing professors with work that is beyond their expertise and beyond the weekly contract hours. This process could be useful and meaningful. As it is, it is a lot of busy work that serves only the appearances in order to satisfy the orders received. We need statisticians, we need experts in creating a testing program that could be graded either on line or by other people. Teachers grading their own tests are not really standard, not because they can't but because people look for different areas of development and learning. There is too much that is being ignored on this topic.

Make sure that at least 4-6 different people know the software "TaskStream" and what is expected from each lead writer, so we don't have to get an email from the dean at the last minute that the SLO assessment is not completed when we were told by the software expert that it was completed back in the fall semester. We don't get any reassign time to do this and our plates are already overflowing. If an extra .10 of reassign time was given to the lead writer this would ensure all SLO were assessed.

make them informal/optional

Make them objectives, not outcomes. No one, not even the student, can guarantee the first. We can all be effectively guided by the second.

More consistent leadership, direction, and support of effective practices

More faculty commitment and participation in the process

More mentorship

move along to the next educational fad...

n/a

Not having to do them.

Nothing.

Provide flex credit or even release time for faculty who work on SLOs throughout the year.

Provide more feedback to instructors on the results of slo utilization.

Provide routine clerical support to assist faculty with data entry into task stream.

Provide substantive release time for faculty to carry out SLOA. (2)

Provide substantive release time for faculty to complete SLO's. This creates more incentives for faculty, and produces positive results.

Provide work-related training for staff compliance within their respective department responsibilities.

reassigned time for faculty

Recognize that decisions that come from above and our made by people who are far away from our classes should be banned.

Release time for all the increased time faculty must spend to do the above.

Release time for those working on them on dept's behalf.

Replace Taskstream with a content management system (CMS) and database that uses current industry practices, standards and technology. Replace Taskstream with a CMS that has a user friendly interface. Replace Taskstream with a CMS that generates reports that provide data that is meaningful to the process of improving student success.

Requiring all student services to cross train.

See if the Taskstream tool can be changed to make it more user friendly.

select another tool to use because Task Stream is not intuitive or easy to utilize.

simplify and make meaningful

"Since it cannot be altogether eliminated, i would suggest the following:

1. Eliminate TaskStream. We could all do SLO assessment in our own way and deposit files/spreadsheets/word documents or references to boxes of student work in a folder.

2. set up a liaison system similar to what is done in program review to assist programs with this arduous task.

3. Give reassigned time to liaisons and those doing the assessment.

4.Form a group to actively lobby against wasting our time with this."

software available to students in the LRC

stop it

Stop using taskstream

The lead person for TaskStream of each program should get some extra reassigned time. All faculty that carry out the SLO process needs substantive release time because their plate it already filled and remember students and student issues always come first.

The system that is in use to too complicated, too cumbersome, and too repeatitive - it needs to be changed!

To get more input from students. Making it more user (student) friendly.

Train the faculty on how to develop and implement the SLOs in the classroom rather than just include them on the syllabi. Also maybe have 2 or 3 department-wide and School/Division-wide learning outcomes that everyone can agree are workable to implement, so that there is greater continuity across the department's course offerings (to see whether or not progress is being made; and/or to evaluate whether in fact, student learning is improving, and if so, what are the points along the continuum (the low end, middle end and high end).

Transition to more user-friendly softyware.

Use a better system than taskstream.

Use common testing as a method to standardize SLO evaluation.

USE SOCIAL MEDIA. WE ARE SEVERELY DEFICIENT AND INCOMPETENT IN UNDERSTANDING AND USING THE FULL CAPACITY OF SOCIAL MEDIA. COMPREHENSIVE TRAINING IN ALL DEPARTMENTS SHOULD COMMENCE IMMEDIATELY. TODAY, THERE IS NO BETTER WAY TO REACH STUDENTS. REALLY.

We need more release time for key Basic Skills and SLO positions so non-teaching work does not take away from teaching duties.

We need training again on how to write an effective SLO and measure it. Now that we are refining our SLOs, we need to get training so that they are more effective in measuring what it is that we want to measure.

No response (36)

Q5. What is one thing your program has accomplished related to student learning outcomes? If you are unsure, please enter "Don't Know."

Course/Program/Service Planning and Improvement

Developed workshops that have been more helpful in the transfer process..

Expanded scope of course.

Improved and raised student compliance of completing the veterans orientation up by nearly 10%.

Improvement of job preparation workshops and services prior to the the annual job fair.

It helps to focus on most important course objectives.

keep up with the many regs and standard changes and state-of-art equipment so students are well prepare for employment in the industry.

Overall improvement of student analysis of aesthetic and technical aspects of dance and choreography in written assignments in all courses in the dance program.

Provide better services to students.

Simplify language used to communicate with stduents.

Students are requested to articulate their critical thoughts on each course by mid-terms through individualized rhetorical modes.

student needs have been considered with regard to having print stations available on every floor of the library. Students still need help on the 3rd floor.

Teaching students how to make what they are learning relevant to their life.

The department has improved student retention and success by examining data and then modifying course content, redesigning the course content sequencing, and by changing the course rotation scheme.

Used some SLO assessment data to determine supply and equipment purchases.

We encourage students to plan ahead and learn how to help themselves.

We have always used outcomes to adjust curriculum and assessment tools.

We have refined the critical thinking components in some of our courses.

We have used survey data to determine how we can improve support to students doing research for their academic classes.

Feedback/Information on Student Learning

A constant assessment of the Financial Aid Appeal process.

achievement of SLO

awareness of problem areas

It lets me know if the students are retaining the information.

STUDENTS ARTICULATE THEIR KNOWLEDGE ABOUT PHYSICAL AND PSYCHOLOGICAL HEALTH AND WELLNESS

That our students can find the website for our program and follow directions.

That we have been doing a very good job of educating program students.

The students have learned real management techniques,policies, and procedures that they can use right away in their professional job tasks and objectives.

We have met all of our target outcomes for SLO's

We have met all our SLO's at at least 80% success rate.

Dialog about Student Learning/Assessment

Changed some to be measurable

Increase in dialogue about student learning.

meaningful discussion and evolution of the SLO assesment process

Reevaluated the assessments used to test the SLO.

SLO's are listed on the course syllabus and discussed throughout the semester to relate current performace and improvement with future success in higher level courses.

Systematic approach to make sure that all courses have SLO's and that they are reviewed periodically.

They have seen the value of this type of assessment and are interested in further refining their SLOs for future assessment. I have seen a change in attitude.

We have always had student outcomes because we are a vocational program. But it has sharpened our appreciation for student learning outcomes.

Q5, Continued

Compliance/Completion of Administrative Requirements

All courses have been input into Taskstream.

All courses offered across disciplines, during the last two academic years,have been assessed and data has been entered into the Taskstream program.

All SLO's done at program and dept level done. All courses have had at least one SLO assessed at course level.

assessing them

assessment

Complete listing.

Every course has SLO's and will be assessed this semester.

fulfilling college requirement of data collection

Getting them done

Have everything into taskstream

I believe it has gathered nearly all slo information as required.

Meeting the accreditation requirement of "Proficiency."

Our department finally included the SLO results of the past two years in TaskStream this semester.

Paperwork is submitted on time ...cannot vouch for its authenticity.

SLOs are attached to all activities that are done by our office and we have completed one year of assessment.

We are meeting the requirements of ACJCC, but other than that, we do not utilize SLO's as a meaningful measurement in our department. We disagree with the origination for SLO's and the need, and only do the minimum necessary to fulfill our Dean's and the College's requirements.

We do them as required

We got all of them fed into taskstream. Compliance is not equal to engagement, however.

We have finished the requirements of re-writing SLO's.

We have made the State government and people who don't teach happy. We have increased our work load, which is already too heavy. We have taken time away from working with students, which is much more valuable.

we have written and recorded them

We have written student learning outcomes, assessed them for each course we teach, and entered assessment and findings into Taskstream. We have also done a program assessment and done all mapping in Taskstream. We have satisfied requirements for assessment in this first cycle as requested by Administration.

we managed to get the assessments completed for the minimal number of courses

We've filled out the blanks -- we have "100% compliance" -- and it doesn't mean a damn thing. It's a travesty.

Not Meaningful/Non-productive Use of Time

don't know... however, my opinion is that SLO's are a waste of time... trying to evaluate a program by student responses to one (possibly multi-layerd) question is ridiculous.

Don't know. It's debated forevere but forever seems meaningless.

It is abundantly clear that SLOs and their entry is a complete waste of faculty time. It is meaningless data entry to please accreditors, and accountability-driven politicians that have little or no understanding of how learning occurs. The time taken to enter data takes away from precious time needed to have real conversations about learning, away from grading, away from research.

Loosing a lot of valuable time documenting what we already do.

Lots of busy work using Taskstream.

My program has accomplished nothing but wasted time due to student learning outcomes (slos). All of the dialog that I checked having gone on was going on well before the institution of slos. In fact, I would argue that dialog has decreased due to implementation of slos. This is because the types of assessments and data entry required by this task has taken us away from actually discussing and improving student learning.

Nothing! This SLO non-snese has only gotten in the way of us doing what we need to do. Please get rid of it. The only thing this has added to our programs is the extra work of having to pretend that there is meaning attached to this non-snese and making non-sense charts and non-sense questions that we all know are meaningless.

The program has accomplished nothing because the SLOs are too watered down to be relevant.

waste of time

Wasted valuable time.

We have concluded that creating, analyzing and using SLO's has been a immense waste of time and faculty energy. SLO's are useless and redundant tasks and should be abandoned.

We just do what we must. There really isn't a benefit to these as they are currently administered. It's just a waste of time.

We lost a lot of valuable time that could have been spent improving student learning, but instead was spent on largely meaningless "get the boxes checked" activities, under the direction of largely clueless higher administrators who seem to have little awareness of what teaching and learning involve and no respect for those who do.

Q5, Continued

Improved Awareness/Consistency

adds consistency to the meaning of our services
Better standardized teaching objectives across the board for given classes.
Created awareness of departmental objectives in a related course.
Improve students awareness
To make it course specific across the school, yet still keep the same high standards

Don't Know

Do not know
Don't know (30)
nothing that I know of...
Unsure

Other Comments

All assessments/evaluations of services includes a focus on student outcomes.
Communicated that these were/have been configured and kept the faculty in the department updated about them.
    ALSO, our department chair began early on (about two years ago) asking everyone to include SLOs in our
    syllabi.
"Don't"
Faculty should get substantive release time to do SLO assessment.
integration of taskstream into program reveiw
It has created assessments for three courses at different levels.
Logging on to TaskStream
Nothing else new. We were doing it anyway.
Taskstream
The system is too hard too cumbersome and to repeatitive.
This is new and we have not had a chance to use TaskStream to accomplish anything. We have used other tools to
    accomplish purchasing state of the art equipment.
We have tied SLOs directly to the list of Course Objectives on the official course outlines.
We will now include it in our syllabus also.
We've tested all of our classes multiple times

Q9. What is one thing you would change to improve student learning outcomes assessment at Mesa College?

Improve Tools and Technology to Assess SLOs

Better training on the process of data entry AND A MORE USER FRIENDLY software.

change the tool (taskstream) used to record SLO data.

Easier software system

Get rid of taskstream

get rid of Taskstream

Getting rid of Taskstream and developing a program that would meet Mesa's needs.

Have someone input our info into TAskstream, or better yet, get rid of taskstream.

I would like to see an easier more user friendly alternative to taskstream.

Let departments create their own reporting mechanism for SLOs, or at the least stop using TASKSTREAM and develop a better method.

Listening to faculty senate's inital rejection of the terrible Taskstream. Get rid of it.

Replace Taskstream with a content management system (CMS) and database that uses current industry practices, standards and technology. Replace Taskstream with a CMS that has a user friendly interface. Replace Taskstream with a CMS that generates reports that provide data that is meaningful to the process of improving student success.

See if the Taskstream tool can be changed to make it more user friendly.

select another tool to use because Task Stream is not intuitive or easy to utilize.

Stop using taskstream

The system that is in use to too complicated, too cumbersome, and too repeatitive - it needs to be changed!

Transition to more user-friendly softyware.

Use a better system than taskstream.

Improve SLO Guidance and Communication

A lot of people will probably say "get rid of Tasktream" in response to this question. I find Taskstream to be a perfectly usable system. There has either been not much information/guidance or changing information on what the reporting needs to include. More consistency in direction from Administration is needed and more concrete answers about what standards the college will be held to would also be very helpful.

Better interdepartmental communication.

Have a real process; have an SLO Coordinator who knows what he or she is doing; reconvene the SLO Committee.

Have someone assigned to help faculty input into Taskstream and make this whole process easier and more user friendly. Everyone is just grasping at straws to get this done, let along making it meaningful.

Hire a full time person knowledgeable in writing ALL of these with faculty filling in the blanks

Hire a SLO coordinator

Hire someone to do them.

I would know prior to the start of class which SLO was going to be used so I could schedule it in my lesson plans.

Insure faculty know student learning outcome questions early in a semester.

I've only been involved at the fringes, but it seems it was hard for people to organize and understand at first. Perhaps the process needs ongoing mentoring and support.

More consistent leadership, direction, and support of effective practices

More mentorship

Provide routine clerical support to assist faculty with data entry into task stream.

Provide Release Time/Incentives for SLO Work

give reassigned time for the point person in the department who is responsible for the input and generation of meaningful SLO data and results.

Give faculty substantive release time to work on SLO assessment.

I would give facutly incentive to take part. We are overworked and this is not a high priority. Find some money to back this added responsibility. Right now it just seems like bullying from administration and the State.

Provide flex credit or even release time for faculty who work on SLOs throughout the year.

Provide substantive release time for faculty to carry out SLOA. (2)

Provide substantive release time for faculty to complete SLO's. This creates more incentives for faculty, and produces positive results.

reassigned time for faculty

Release time for all the increased time faculty must spend to do the above.

Release time for those working on them on dept's behalf.

The lead person for TaskStream of each program should get some extra reassigned time. All faculty that carry out the SLO process needs substantive release time because their plate it already filled and remember students and student issues always come first.

Q9, Continued

We need more release time for key Basic Skills and SLO positions so non-teaching work does not take away from
    teaching duties.

Make SLOs/Assessment More Meaningful

create more opportunities for students to speak with us about their needs, rather than just a survey. Increase real
    dialog and communication.

Have administration speak of them in terms of goals and course/program improvement, not have them be
    threatening. Faculty do not trust our VP and his intentions of SLO's. They should not be tied to CRN's or to
    instructors, only programs as a whole.

Have them (1) reflect the broader objectives of a course and (2) relate to the five SLOs that are set ata the campus
    level,e.g. critical thinking, ability to read, write and speak in English, etc.

I would like to see actual results of the time/effort/money that has gone in to developing SLOs. So far, it seems like a
    waste of time.

Make it more dynamic and organic. It needs to look human. Everyone knows that we assess our students in
    accordance with the course outline of record. The big question is: "Why isn't that enough?" The answer:
    because the accreditation process is still linear and time bound. We assess our students all of the time;
    accreditation bound to six- (or two-) year cycles removes the dynamic aspect of assessing what students
    learn. Add in the barrage of basic skills courses and the possibility of their being an impediment to progress
    toward a degree or certificate, and you have a perfect storm of resistance. Accreditors want time bound
    results from institutions that have a significant part of their student populations locked into coursework that
    suspends them in time, so to speak. So, yes, we can assess in perpetuity, and we can teach well, but real
    learning is difficult to quantify in the fashion currently practiced.

Provide more feedback to instructors on the results of slo utilization.

simplify and make meaningful

To get more input from students. Making it more user (student) friendly.

Drop Requirements for SLOs

Abandon SLO's all together and develop some campus wide guts to fight the bullying tactics of the ACCJC.

Abolish it

drop the SLO, institute a Department-wide Final exam, given during an extra week of classes

Eliminate SLOs

Eliminate the need for SLO's and let the professors' intelligent assessment be the norm

eliminate them

get rid of SLOs as they are an infringement of academic freedom

Get rid of the whole process!

Get rid of them.

Not having to do them.

stop it

Enhance Training Related to SLOs

Convene workshops to clearly define the difference between SLOs and Course objectives - complete with examples
    that are successfully used and implemented at other colleges.

explain to student services what slo's fit our programs.

I think a video tutorial done by someone who is knowledgable and enthusiastic on the benefits of SLOs may help...

Provide work-related training for staff compliance within their respective department responsibilities.

Train the faculty on how to develop and implement the SLOs in the classroom rather than just include them on the
    syllabi. Also maybe have 2 or 3 department-wide and School/Division-wide learning outcomes that everyone
    can agree are workable to implement, so that there is greater continuity across the department's course
    offerings (to see whether or not progress is being made; and/or to evaluate whether in fact, student learning
    is improving, and if so, what are the points along the continuum (the low end, middle end and high end).

We need training again on how to write an effective SLO and measure it. Now that we are refining our SLOs, we
    need to get training so that they are more effective in measuring what it is that we want to measure.

Engage College Stakeholders in Assessment

As a former original member of the SLO committee I would like to see a comprehensive campus-wide SLO
    Newlsetter on various programs/departments, their SLO's, how they are measured, how programs have
    adjusted in response etc. Something to engage the campus as a whole, to generate excitement and buy-in.
    SLO's need to be something other than just one more record-keeping duty we are all required to
    submit.Have all faculties involved.

Have the dean mandate and assure that all department members do actually work with SLOs that are created and
    that all members are able to assess outcomes.

Involve everyone not just faculty.

Q9, Continued
Make it manditory for faculty to participate
More faculty commitment and participation in the process

Multiple Topics/Recommendations

1)Faculty and chairs need reassigned time to do SLOs and its accompanying tasks. Accurate assessment and documentation take time. Please invest by giving reassigned time to departments for it, rather than hoping faculty can get it done as they struggle with the current workload. 2) TaskStream was the biggest obstacle to getting the SLOs done. Frustrating software. Faculty members,whose expertise is in instruction, assessment, and analysis,waste hours doing what can be done by trained clerical staff.

Make meaningful assessment probes. Employing or providing release time for faculty to learn more about rubrics and assessments as well as to deal with all the work related to this issue. This is altogether a full time job. The district should invest the money on this and stop squeezing professors with work that is beyond their expertise and beyond the weekly contract hours. This process could be useful and meaningful. As it is, it is a lot of busy work that serves only the appearances in order to satisfy the orders received. We need statisticians, we need experts in creating a testing program that could be graded either on line or by other people. Teachers grading their own tests are not really standard, not because they can't but because people look for different areas of development and learning. There is too much that is being ignored on this topic.

Make sure that at least 4-6 different people know the software "TaskStream" and what is expected from each lead writer, so we don't have to get an email from the dean at the last minute that the SLO assessment is not completed when we were told by the software expert that it was completed back in the fall semester. We don't get any reassign time to do this and our plates are already overflowing. If an extra .10 of reassign time was given to the lead writer this would ensure all SLO were assessed.

Since it cannot be altogether eliminated, i would suggest the following: 1. Eliminate TaskStream. We could all do SLO assessment in our own way and deposit files/spreadsheets/word documents or references to boxes of student work in a folder. 2. set up a liaison system similar to what is done in program review to assist programs with this arduous task. 3. Give reassigned time to liaisons and those doing the assessment. 4.Form a group to actively lobby against wasting our time with this.

Other Comments

?
Ban students from using electronic devices in class.
Consistency throughout the academic writing process courses.
course selection/recommendations based upon preenrollment assessment.
Create SLOs that are more like those used in for profit organizations.
Don't know (5)
Don't know right now.
Hire more full time instructors so that we can have more people available for committee assignments. As it is, the few of us that are left are expected to handle too many committees, etc. We need more full time faculty. Please reward our long time, loyal adjuncts by giving them preference in the hiring process. Other colleges do it, so can we. Since they have been here so long, they will be a great help in our committee assignments.
I don'thave any recommendation.
I would change people's mindset about SLOs and the use of software such as TaskStream. SLOs are beneficial in the student learning process and all things are considered with resource allocation, including SLOs. In the end, the students definitely benefit from this work. We just need to continue providing support and obtaining feedback on this process.
it remains to be seen how resource allocation will or will not be consistently and fairly linked to SLO's
Keep it simple. Meet the minimum requirements needed to keep accreditation, otherwise focus our time and energy on something more useful.
Limit the number of courses in each department that need to be done per year.
make them informal/optional
Make it simpler
Make them objectives, not outcomes. No one, not even the student, can guarantee the first. We can all be effectively guided by the second.
move along to the next educational fad...
n/a
Nothing.
Recognize that decisions that come from above and our made by people who are far away from our classes should be banned.
software available to students in the LRC
Use common testing as a method to standardize SLO evaluation.

Q9, Continued
USE SOCIAL MEDIA. WE ARE SEVERELY DEFICIENT AND INCOMPETENT IN UNDERSTANDING AND USING
THE FULL CAPACITY OF SOCIAL MEDIA. COMPREHENSIVE TRAINING IN ALL DEPARTMENTS
SHOULD COMMENCE IMMEDIATELY. TODAY, THERE IS NO BETTER WAY TO REACH STUDENTS.
REALLY.
Requiring all student services to cross train.