



San Diego Mesa College Student Learning Outcomes Survey Report

Fall 2008

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INTRODUCTION

The goal of the Student Learning Outcomes (SLO) Survey 2008 was to gauge the progress, needs, and perceptions of all Instructional and Student Services programs / disciplines / service areas, referred to in this report as units, with regard to SLOs. The purpose of the survey was to collect baseline data, and the College will administer the survey annually to measure progress over time.

METHODOLOGY

The survey instrument was created in Spring 2008 and administered to the Research Committee, SLO Subcommittee, and Program Review Committee for feedback. The finalized version of the SLO Survey 2008 appears in Appendix C. The survey was primarily conducted online via web-based survey software, and a follow-up paper survey administration also occurred. Survey invitations were distributed via email to all designated unit SLO contacts on October 27, 2008. Two reminder emails were sent and the survey closed on November 21, 2008 for a four-week administration timeframe.

As this was a census survey, non-respondents were contacted after the official survey timeframe and encouraged to respond. Since the online survey had closed by this time, late respondents completed paper surveys. Responses were received from the designated SLO contacts for all 66 units by January, 2009. Programs were unlikely to have made marked progress with SLOs from late November through January due to holiday breaks and Intersession. Therefore, the extended timeframe for data collection is not of significant concern.

Of the 66 units that responded, 54 (82%) were Instructional and 12 (18%) were from Student Services. Service areas in Administrative Services were not surveyed in the 2008 administration of the SLO Survey because administrative unit outcomes (AUOs) are a new initiative at Mesa; however, they will be surveyed in 2009.

HIGHLIGHT OF THE FINDINGS

Progress in the Student Learning Outcomes Assessment Cycle (SLOAC)

The Mesa College Student Learning Outcomes Assessment Cycle (SLOAC) comprises five steps:

Step 1. Identify three to five program-level / service area-level SLOs, i.e., there has been discussion among the unit members and a general agreement or consensus exists on your unit SLOs.

Step 2. Identify the program-level / service area-level SLO to be assessed and a way to assess it, i.e., your unit has discussed the assessment of your SLO and chosen assignments or activities through which it will be assessed.

Step 3. Conduct assessment of the program-level / service area-level SLO for at least one of the courses or service area activities/events that have the greatest impact on students. A common, unit-wide rubric has been adopted and used to measure the students' level of facility with the SLO.

Step 4. Close the loop: analyze the documented results of the assessment and determine whether any changes should be made, i.e., the results are being translated into "action plans" for improved learning in the future via changes in program design, instruction, or service delivery.

Step 5. Continue the cycle, i.e., begin the next iteration of the SLO assessment cycle, starting again with Step 2.

With regard to the five steps in the SLOAC, respondents were instructed as follows: *For your unit, please indicate whether each step in the program-level / service area-level SLO assessment cycle is COMPLETED, IN PROGRESS, or NOT STARTED. If you are unsure or unaware for any of these steps, please select PROGRESS UNKNOWN.*

The majority of units (N = 37, 56%) has "Completed" Step 1, while for Step 2 most units were "In progress" (N = 37, 56%). Units were in varying stages of development with regard to Step 3, and the vast majority (70%) has "Not started" both Steps 4 and 5 (see Table 4). Tables 1 and 2 in Appendix A provide a snapshot of where each unit stands with regard to the five steps in SLOAC, while Table 3 provides an overall view of the College's progress.

SLO Assessment

Based on their responses to unit progress in the SLOAC, respondents were routed to the appropriate questions. Respondents were only asked questions pertaining to those steps in the SLOAC with which their units were “COMPLETED”.

All but one unit (12 out of 13) that had completed Step 3 in SLOAC responded to the first item corresponding to SLO assessment. Most of the 12 respondents (N = 9) indicated that they used a common, unit-wide rubric to measure their SLOs and the remaining 3 indicated that they did not (see Table 4).

Respondents were asked to indicate whether their units conducted direct assessment, which involves observable demonstrations of student learning; indirect assessment, which involves self-reported student learning; or both. Of the 13 units that completed Step 3 in SLOAC, 6 units conducted direct assessment only, 4 units conducted indirect assessment only, and 3 units conducted both kinds of assessment (see Table 5).

Among the 9 units that conducted direct assessment, the most popular direct assessment activities were common exam questions and “other activities not listed”, both of which were used by 4 units each; followed by course-embedded assessment, used by 3 units; and written or oral reports, used by 2 units (see Table 6). Units may have used a variety of direct assessment activities.

Among the 7 units that conducted indirect assessment, all 7 units administered surveys, 3 units conducted interviews, and 1 unit used focus groups (see Table 7). Units may have used more than one type of indirect assessment activity.

Of the 8 units that completed a full cycle of SLO assessment and began another cycle, 4 units kept the same SLOs and assessment methods from one iteration of the cycle to the next while 1 unit modified their SLOs and/or assessment methods and 3 units declined to respond (see Table 8).

Dialogue and Praxis

Seven Likert-scale items were constructed based on the Student Learning Outcomes rubric provided by the Accrediting Commission of Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). These items focus on dialogue and praxis, defined as the intersection of reflection and action.

Descriptive data for these seven items are shown in Table 9 and will provide a baseline

against which future data may be compared in order to determine whether significant change has occurred.

Units Requesting Assistance from the SLO Committee

Table 10 lists the units that requested assistance with the various stages of the SLOAC . Seven units requested assistance from the Committee with writing their SLOs (Step 1), 6 units need help identifying the SLO to be assessed and a way to assess it (Step 2), 10 units would like assistance with conducting assessment (Step 3), and 12 units requested assistance with “closing the loop”, or using assessment data to inform decisions (Step 4). Among those units requesting assistance with Steps 1 and 2, most were “In progress.” However, among those units requesting assistance with Steps 3 and 4, most were “Not started.”

Decisions Informed and Actions Prompted by SLO Assessment Results

Respondents from all units were asked, *Please describe any decisions informed or actions prompted by your documented program-level / service area-level SLO assessment results.* Verbatim responses are listed in Appendix B.

Unique Circumstances or Challenges

Respondents from all units were asked, *Please use this space to elaborate on any of your responses to the [survey] questions. You may also use this space as an opportunity to tell us about any unique circumstances or challenges your unit has faced.* Verbatim responses are listed in Appendix B.

SUMMARY

The SLO Survey gathered data regarding progress among all College units on the five steps of the Student Learning Outcomes Assessment Cycle (SLOAC) listed below:

Step 1. Identify three to five program-level or service area-level SLOs, i.e., there has been discussion among the unit members and a general agreement or consensus exists on your unit SLOs.

Step 2. Identify the program-level or service area-level SLO to be assessed and a way to assess it, i.e., your unit has discussed the assessment of your SLO and chosen assignments or activities through which it will be assessed.

Step 3. Conduct assessment of the program-level or service area-level SLO for at least one of the courses or service area activities/events that have the greatest impact on students. A common, unit-wide rubric has been adopted and used to measure the students' level of facility with the SLO.

Step 4. Close the loop: analyze the documented results of the assessment and determine whether any changes should be made, i.e., the results are being translated into "action plans" for improved learning in the future via changes in program design, instruction, or service delivery.

Step 5. Continue the cycle, i.e., begin the next iteration of the SLO assessment cycle, starting again with Step 2.

The majority of units have completed Step 1, most units are in progress with Step 2, progress is varied in Step 3, and the vast majority has not started Steps 4 and 5. Of those units that have completed Step 3, most used a unit-level rubric to assess their chosen SLOs while a small number did not. Units used a mix of direct and indirect assessment methods. Direct assessment activities varied from unit to unit, whereas all units who engaged in indirect assessment conducted surveys. Among those units requesting assistance with Steps 1 and 2, most were "In progress." However, among those units requesting assistance with Steps 3 and 4, most were "Not started." This suggests that training in conducting SLO assessment and interpreting the results is particularly needed in order to help units get started with the actual assessment and "closing the loop."

RECOMMENDATIONS AND NEXT STEPS

It is recommended that the SLO Coordinator and Campus Research Analyst host a training on SLO assessment methods and interpretation and application of SLO assessment data. The SLO Coordinator may take responsibility for training on direct classroom assessment methods, while the Campus Research Analyst may provide assistance with data interpretation and indirect assessment methods, including survey

research, interview techniques, and alternative forms of focus groups, such as the nominal group technique. In particular, units that are in progress with Steps 1 and 2 need assistance completing those steps while other units need help getting started with Steps 3 and 4.

Annual administration of the SLO survey is also recommended for future collection of data against which the baseline data provided in this report may be compared. It is recommended that this occur annually until the SLO software, Taskstream, is fully implemented.

APPENDIX A. TABLES

Table 1 of 2

Unit progress in SLOAC: Step 1 completed

Step 1	Step 2	Step 3	Step 4	Step 5	Unit
Completed	Completed	Completed	Completed	Completed	Accelerated College Programs - Math Cooperative Work Experience Education Radiologic Technology Transfer Center Tutorial Centers
				In progress	Career Center Languages Mathematics
			In progress	In progress	Dental Assisting Program Financial Aid Physical Therapist Assistant Speech
		In progress	Not started	Not started	Accounting Animal Health Technology Anthropology Business Administration Economics Marketing Music Philosophy Real Estate
		Not started	Not started	Not started	Nutrition Sociology
	In progress	In progress	Not started	Not started	American Sign Language Black Studies Disability Support Programs and Services English Department Physical Sciences Teacher Education Program
		Not started	Not started	Not started	Chemistry Computer Business & Technology Dramatic Arts Engineering Program History (U.S.) History (World) Physics
	Progress unknown	Progress unknown	Not started	Not started	GISG

Table 2 of 2

Step 1	Step 2	Step 3	Step 4	Step 5	Unit
In progress	In progress	Completed	In progress	In progress	Student Health Services
		In progress	In progress	In progress	Health Information Technology
					Testing and Orientation
				Not started	Admissions and Records
				Progress unknown	Medical Assisting
			Not started	Not started	Fine Art
					Interior Design Program
					Learning Resource Center
					Student Affairs
			Progress unknown	In progress	Geography
		Not started	In progress	In progress	Chicano Studies Department
			Not started	Not started	Accelerated College Programs - Political Science
					Biology Department
					Building Construction
					Child Development
					Consumer Studies
					Dance
					EOPS
					Evaluation Department
					Fashion Program
					PE/Health/Athletics
					Political Science
					Psychology
				Progress unknown	Multimedia
	Not started	In progress	Not started	Not started	Hospitality
		Not started	Not started	Not started	Counseling Department
Not started	Not started	Not started	Not started	Not started	Architecture and Environmental Design
					Computer Information Sciences
Progress unknown	Not started	Progress unknown	Progress unknown	Progress unknown	Outreach and Community Relations

Unit progress in SLOAC: Step 1 not yet completed

Table 3
Overall institutional progress in SLOAC

	Completed		In progress		Not started		Progress unknown		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Step 1. Identify three to five program-level / service area-level SLOs, i.e., there has been discussion among unit members and a general agreement or consensus exists on your unit SLOs.	37	56%	26	39%	2	3%	1	2%	66	100%
Step 2. Identify the program-level / service area-level SLOs to be assessed and a way to assess it, i.e., your unit has discussed the assessment of your SLO and chosen assignments or activities through which it will be assessed.	23	35%	37	56%	5	8%	1	2%	66	100%
Step 3. Conduct assessment of the program-level / service area-level SLO for at least one of the courses or service area activities/events that have the greatest impact on students. A common, unit-wide rubric has been adopted and used to measure the students' levels of facility with the SLO.	13	20%	25	38%	26	39%	2	3%	66	100%
Step 4. Close the loop: analyze the documented results of the assessment and determine whether any changes should be made, i.e., the results are being translated into "action plans" for improved learning in the future via changes in program design, instruction or service delivery.	8	12%	10	15%	46	70%	2	3%	66	100%
Step 5. Continue the cycle, i.e., begin the next iteration of the SLO assessment cycle, starting again with Step 2.	5	8%	12	18%	46	70%	3	5%	66	100%

Table 4

Use of unit-wide rubric in completion of SLOAC Step 3

	Count	%	Valid %
Was your program-level / service area-level SLO measured using a common, unit-wide rubric? (Although the assessment activities may have varied, the rubric was the same).			
Yes, we used a unit-wide rubric.	9	69%	75%
No, we did not use a unit-wide rubric.	3	23%	25%
Decline to respond	1	8%	
Total	13	100%	100%

Table 5

Use of direct and indirect assessment in completion of SLOAC Step 3

	Count	Row %
What kind of program-level / service area-level SLO assessment did your unit conduct?		
Direct assessment ONLY (observed demonstrations of student learning)	6	46%
Indirect assessment ONLY (reported perceptions of student learning, including surveys, interviews, and focus groups)	4	31%
BOTH direct and indirect assessments	3	23%
Total	13	100%

Table 6

Direct assessment conducted in SLOAC Step 3 (9 programs / service areas)

	Count	Row %
Capstone projects (final projects which synthesize essential course objectives)	1	11%
Common exam questions (items designed to elicit student understanding of essential course objectives)	4	44%
Course-embedded assessment (representative student work generated in response to typical course assignments)	3	33%
Performance exams (e.g., external licensing examinations)	1	11%
Portfolios (collections of student work which demonstrates growth and development over time)	0	0%
Reports, written or oral	2	22%
Other activities not listed above	4	44%

Table 7

Indirect assessment conducted in SLOAC Step 3 (7 programs / service areas)

	Count	Row %
Surveys	7	100%
Focus groups	1	14%
Interviews	3	43%

Table 8
Restarting the cycle in completion of SLOAC Step 5

		Count	%	Valid %
As you began another SLO assessment cycle this year, what happened to your program-level / service area-level SLOs and the methods you chose to assess them?	We kept the same program-level / service area-level SLOs and assessment methods from one iteration of the cycle to the next.	4	50%	80%
	We modified our program-level / service area-level SLOs and/or assessment methods from one iteration of the cycle to the next.	1	13%	20%
	Decline to respond	3	38%	
	Total	8	100%	100%

Table 9
Dialogue and praxis

	Strongly disagree (1)		Disagree (2)		Agree (3)		Strongly agree (4)		Total		
	Count	%	Count	%	Count	%	Count	%	Count	Mean	Std. Dev.
Dialogue about student learning occurs on an ongoing basis in my unit.	0	0%	11	17%	31	47%	24	36%	66	3.2	.71
Dialogue about student learning involves all faculty/staff in my unit.	2	3%	11	17%	39	59%	14	21%	66	3.0	.71
The dialogue about student learning that occurs in my unit is robust.	3	5%	16	25%	36	56%	9	14%	64	2.8	.74
Student learning improvement is a visibly high priority in my unit.	1	2%	9	14%	22	34%	33	51%	65	3.3	.78
Student learning outcomes assessment occurs on an ongoing basis in my unit.	5	8%	9	14%	27	42%	24	37%	65	3.1	.91
Student learning outcomes assessment is conducted in a systematic fashion in my unit.	6	9%	18	28%	23	35%	18	28%	65	2.8	.95
Results of student learning outcomes assessment are used for continuous quality improvement in my unit.	7	11%	10	16%	29	45%	18	28%	64	2.9	.94

Table 10

Units requesting assistance from SLO Committee

Step in which assistance is requested	Unit requesting assistance
Step 1. Identify three to five program-level / service area-level SLOs.	Architecture and Environmental Design Chicano Studies Department Dental Assisting Program Geography Interior Design Program Outreach and Community Relations Student Health Services
Step 2. Identify the program-level / service area-level SLO to be assessed and a way to assess it.	Architecture and Environmental Design Building Construction Dental Assisting Program Hospitality Interior Design Program Student Health Services
Step 3. Conduct assessment of the program-level / service area-level SLO.	Architecture and Environmental Design Biology Department Building Construction Dance Dental Assisting Program English Department Evaluation Department Hospitality Physical Therapist Assistant Student Health Services
Step 4. Close the loop: analyze the documented results of the assessment and determine whether any changes should be made.	American Sign Language Architecture and Environmental Design Biology Department Black Studies Building Construction Computer Business & Technology Dental Assisting Program Hospitality Multimedia Nutrition Physical Therapist Assistant Student Health Services

APPENDIX B. OPEN ENDED RESPONSES

All comments are verbatim and have not been edited except to protect the identity of a specific person, department, or place. Identifiable information has been replaced with asterisks (***).

As you began another SLO assessment cycle this year, what happened to your program-level / service area-level SLOs and the methods you chose to assess them?

Found wide range in group scoring of student's writing assessment which encouraged us to train instructors in the use of objective rubrics to produce consistent standards of expectations and grading.

Much of our dialogue has been focused on tweaking the questions and the rubric. The main result so far is that the work on this one course shaped the development of the programwide SLOs.

Still in progress

We adjust our admissions numbers based on the changing healthcare employment needs of the community, as mandated by our accrediting body, ***.

We are planning to make modifications to our course curriculum as indicated by the findings of our SLO assessment

We felt the Community Reports/Logs were beneficial to the students in the program.

Yes, all faculty will incorporate blackboard as part of course assessment

Please use this space to elaborate on any of your responses to the above questions. You may also use this space as an opportunity to tell us about any unique circumstances or challenges your unit has faced.

A *** Appeal log was created to track and record Appeals and Appeal decisions. It was determined that many students made unclear statements by not addressing issues regarding their academic history. Students made claims in their appeals for which they were unable to provide supporting or alternative supporting documentation. Students also addressed issues of financial need which may or may not have had bearing upon their academic history. After analyzing Appeal decision input, it was determined that there were four primary reasons students...

At Jan meeting will finalize SLO to assess what assessment tool will be and work on creating rubric to evaluate the assessment

At this point, the Department awaits a report from Vice Chancellor Lynn Neault on student learning data already aggregated by the SDCCD. Once that report is forthcoming, we will proceed with appropriate data collection at the Department level.

Department *** agreed (4/25/2008) to assess [two] sections on only one SLO - "Critical Thinking: Reading" in the Fall 2009 semester. I agreed to draft a model for [a course], and I did so. I sent it to the Dept. Chair in May, 2008. I must emphasize that my proposal of an SLO model in no way is an endorsement of the concept, which I have always believed to be a politically-motivated, externally-imposed burden that will in no way improve instruction or student learning. I likewise regard this survey as a waste of my time.

Please use this space to elaborate on any of your responses to the above questions. You may also use this space as an opportunity to tell us about any unique circumstances or challenges your unit has faced. (CONTINUED)

Dialogue continues around the issue of our expertise relative to the perspective of administration as to how to accurately assess SLO outcomes. This is an issue that our department is concerned about when creating our own measures of SLOs. Also, *** is working on releasing national undergraduate [discipline] student learning outcomes and we are eagerly awaiting this information.

I am planning on making SLOs a formal part of our program, beginning this year.

It was beneficial to see that we all had the same objective but we called it a different name.

Our unit teaches 23 sections (from 7 am to 7 pm) of the course that we targeted. It is difficult to involve all of the instructors (two-thirds of whom are adjunct) in full participation and dialogue.

SLO number 6 is as follows: Understand and apply the use of modern technology to business situations.

SLOs are not new in vocational education and specifically Allied Health programs. And more specifically in ***, our accrediting agency (***), the Commission on Accreditation of ***, dictates "Entry level competencies" for our graduating students.

Thank you, ***!

The 2008 *** Expo was revamped and expanded based on prior years' evaluation data. The *** Center identified the outcomes that needed improvement and methods in which to address them which included an open house, *** workshops, *** tent and the annual *** fair. While more data collection and analysis are needed for future years, the positive increase in the 2008 *** ratings and students responses reaffirms the direction that was developed for the program.

The department would like to survey student on a number of items related to our possible SAOs and possibly other Student Services SLOs before students receive their degree/certificate.

The department/office is fairly new and an *** Coordinator was just hired in September. Work on establishing SLOs has been mentioned but none have yet to be established.

The *** department consists of only adjunct faculty; therefore time devoted to these activities is extremely limited.

We are in the process of collectively editing the SLOs we have crafted and should have a copy for you by October 15.

We are in the process of identifying an appropriate assessment tool. We will be submitting several assessment tools to *** and *** for feedback and input prior to selecting the assessment tool.

We are in the process of identifying Program Outcomes. Individual course outcomes have been established. We really need to get ALL faculty involved in the process - especially our adjunct and ProRata. We are going to address this issue this week in our Department Meeting.

We are in the process of identifying Program Outcomes. Individual course outcomes have been established. We really need to get ALL faculty involved in the process - especially our adjunct and ProRata. We are going to address this issue this week in our Department Meeting.

We felt we needed another couple of Program SLOs.

We have completed assessment for one course level SLO for *** 101 and are in the process of conducting the assessment portion for one course level SLO for *** 102.

Please use this space to elaborate on any of your responses to the above questions. You may also use this space as an opportunity to tell us about any unique circumstances or challenges your unit has faced. (CONTINUED)

We have had a change in chair leadership at the beginning of the semester. As the program writer for *** I would be interested in undertaking this with my "unit".

We have talked about the assessment process and it is in progress. We feel that in many ways, we do SLO assessment on a daily basis, but not in a manner that can be widely analyzed. We may need help once we define the exact process, but at this point I think we are good. Do we have a specific liaison we may contact with questions?

We still rely on the "learning objectives" listed on each course description

APPENDIX C. SURVEY INSTRUMENT

San Diego Mesa College Student Learning Outcomes (SLO) Survey 2008

The goal of this survey is two-fold: to learn about the progress that your unit has made in the area of Student Learning Outcomes (SLOs) and to identify any areas of SLOs in which the Mesa SLO Committee might be of assistance to your unit.

In what area of the College does your unit (program or service area) reside?

- ☐ Instructional Programs
☐ Student Services

What is the official title or name of your unit? *For units comprising two or more disciplines / service areas, please see your department chair / supervisor if coordination questions arise.*

For your unit, please indicate whether each step in the program-level / service area-level SLO assessment cycle is COMPLETED, IN PROGRESS, or NOT STARTED. If you are unsure or unaware for any of the steps, please select PROGRESS UNKNOWN.

Step 1. Identify three to five program-level / service area-level SLOs, i.e., there has been discussion among the unit members and a general agreement or consensus exists on your unit SLOs.

☐ Completed ☐ In progress ☐ Not started ☐ Progress unknown

Step 2. Identify the program-level / service area-level SLO to be assessed and a way to assess it, i.e., your unit has discussed the assessment of your SLO and chosen assignments or activities through which it will be assessed.

☐ Completed ☐ In progress ☐ Not started ☐ Progress unknown

Step 3. Conduct assessment of the program-level / service area-level SLO for at least one of the courses or service area activities/events that have the greatest impact on students. A common, unit-wide rubric has been adopted and used to measure the students' levels of facility with the SLO.

☐ Completed ☐ In progress ☐ Not started ☐ Progress unknown

Step 4. Close the loop: analyze the documented results of the assessment and determine whether any changes should be made, i.e., the results are being translated into "action plans" for improved learning in the future via changes in program design, instruction or service delivery.

☐ Completed ☐ In progress ☐ Not started ☐ Progress unknown

☐ **Completed**
 ☐ **In progress**
 ☐ **Not started**
 ☐ *Progress unknown*

Step 5. Continue the cycle, i.e., begin the next iteration of the SLO assessment cycle, starting again with Step 2.

Please list your program-level / service area-level SLO(s). You may list up to five SLOs.

SLO A: _____

SLO B: _____

SLO C: _____

SLO D: _____

SLO E: _____

Which of the program-level / service area-level SLOs listed in the previous question has your unit chosen to assess?

- ☐ SLO A
- ☐ SLO B
- ☐ SLO C
- ☐ SLO D
- ☐ SLO E

Was your program-level / service area-level SLO measured using a common, unit-wide rubric? (Although the assessment activities may have varied, the rubric was the same).

- ☐ Yes, we used a unit-wide rubric.
- ☐ No, we did not use a unit-wide rubric.

What kind of program-level / service area-level SLO assessment did your unit conduct?

- ☐ Direct assessment ONLY (observed demonstrations of student learning)
- ☐ Indirect assessment ONLY (reported perceptions of student learning, including surveys, interviews, and focus groups)
- ☐ BOTH direct and indirect assessments

Which of the following activities did you use to observe students' facility with the outcome in your direct assessment? Please select all that apply.

- ☐ Capstone projects (final projects which synthesize essential course objectives)
- ☐ Common exam questions (items designed to elicit student understanding of essential course objectives)
- ☐ Course-embedded assessment (representative student work generated in response to typical course assignments)
- ☐ Performance exams (e.g., external licensing examinations)
- ☐ Portfolios (collections of student work which demonstrates growth and development over time)
- ☐ Reports, written or oral
- ☐ Other activities not listed above

**Which of the following activities did you use to gather information for your indirect assessment?
Please select all that apply.**

- ☐ Surveys
- ☐ Focus groups
- ☐ Interviews

Please describe any decisions informed or actions prompted by your documented program-level / service area-level SLO assessment results.

As you began another SLO assessment cycle this year, what happened to your program-level / service area-level SLOs and the methods you chose to assess them?

- ☐ We kept the same program-level / service area-level SLOs and assessment methods from one iteration of the cycle to the next.
- ☐ We modified our program-level / service area-level SLOs and/or assessment methods from one iteration of the cycle to the next.

Please indicate the areas of the SLO assessment cycle in which you would like assistance from the SLO Committee. Please select any or all that apply. If no assistance is needed, please leave the items blank.

- ☐ Step 1. Identify three to five program-level / service area-level SLOs.
- ☐ Step 2. Identify the program-level / service area-level SLO to be assessed and a way to assess it.
- ☐ Step 3. Conduct assessment of the program-level / service area-level SLO.
- ☐ Step 4. Close the loop: analyze the documented results of the assessment and determine whether any changes should be made.

Please use this space to elaborate on any of your responses to the above questions. You may also use this space as an opportunity to tell us about any unique circumstances or challenges your unit has faced.

Please indicate your level of agreement or disagreement with the following statements about your unit's stages of development with regard to SLOs.

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Dialogue about student learning occurs on an ongoing basis in my unit.	☐	☐	☐	☐
Dialogue about student learning involves all faculty/staff in my unit.	☐	☐	☐	☐
The dialogue about student learning that occurs in my unit is robust.	☐	☐	☐	☐
Student learning improvement is a visibly high priority in my unit.	☐	☐	☐	☐
Student learning outcomes assessment occurs on an ongoing basis in my unit.	☐	☐	☐	☐
Student learning outcomes assessment is conducted in a systematic fashion in my unit.	☐	☐	☐	☐
Results of student learning outcomes assessment are used for continuous quality improvement in my unit.	☐	☐	☐	☐

Thank you for participating in the SLO Survey!

After clicking below to "submit" your survey, you will be immediately redirected to the Mesa SLO web site.