

Student SLO Awareness Survey Report

Summary prepared by Katryn Wiese, SLO Coordinator

On February 12, 2013, a survey was sent to all students through their @mail.ccsf.edu email address:

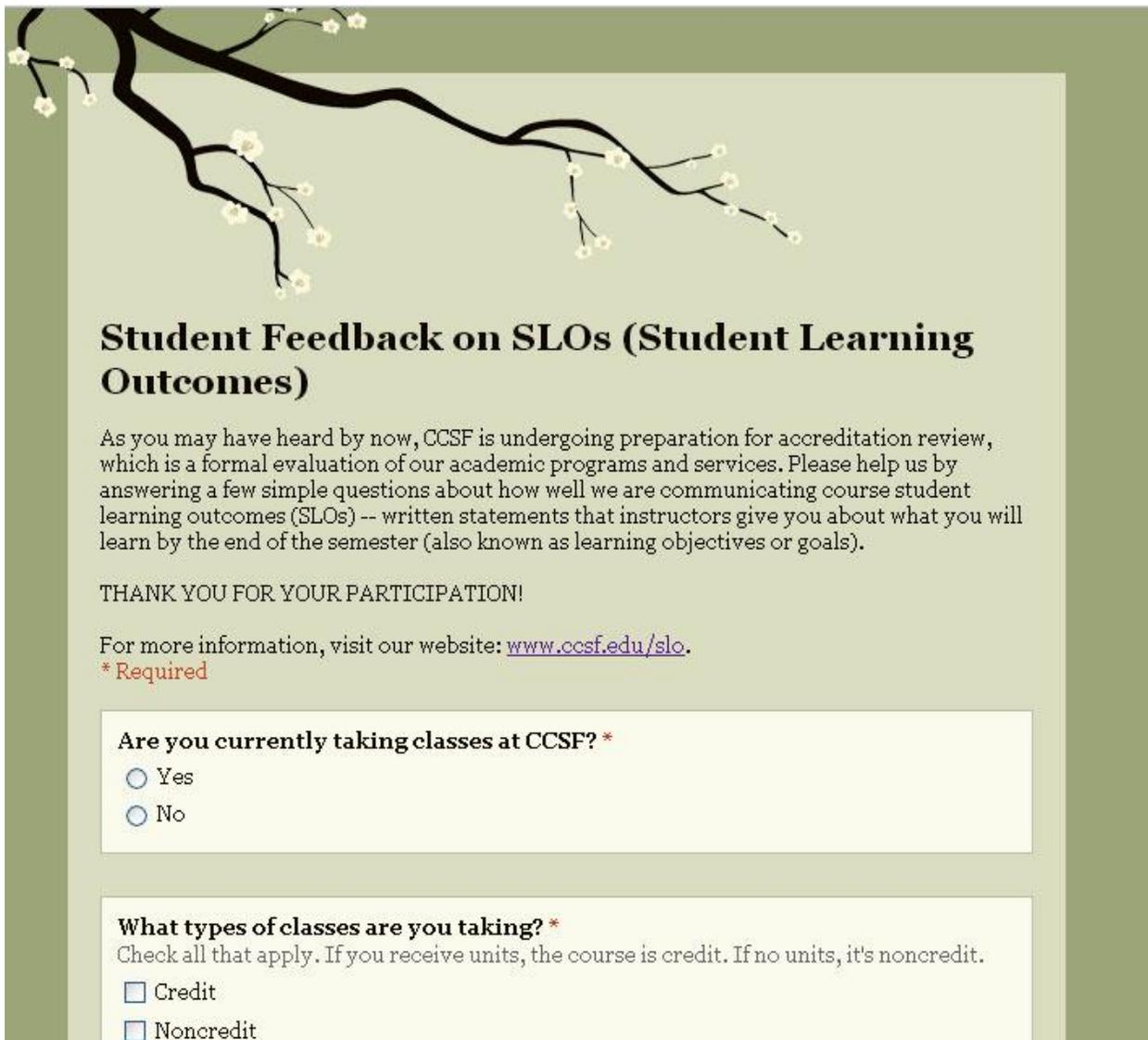
Date: Tue, Feb 12, 2013 at 12:27 PM
Subject: SLO Survey - We Need Your Help
To: samuel.santos@mail.ccsf.edu

As you may have heard by now, CCSF is undergoing preparation for accreditation review, which is a formal evaluation of our academic programs and services. Please help us by answering a few simple questions about how well we are communicating course student learning outcomes (SLOs) -- written statements that instructors give you about what you will learn by the end of the semester (also known as learning objectives or goals).

COMPLETE SURVEY HERE: *(see following screenshot of page 1 of the survey)*

THANK YOU FOR YOUR PARTICIPATION!

Katryn Wiese, SLO Coordinator
For more information on SLOs, visit our website: www.ccsf.edu/slo.

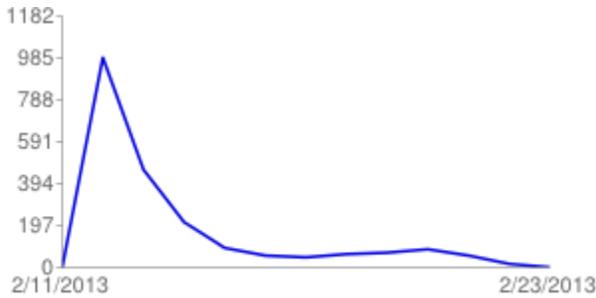


This survey was only one of many efforts to learn what we could about student awareness of SLOs. The most important methods in use are individual instructor activities and assessments. A web page with details and examples, produced in concert with a college-wide professional development workshop on Jan. 11 FLEX day, can be found here: http://www.ccsf.edu/NEW/en/about-city-college/slo/resources/professional_development/student_awareness.html

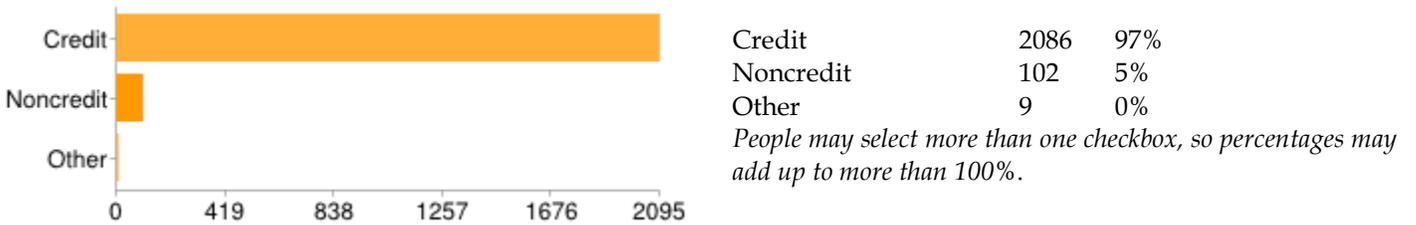
Survey goals:

- Educate and engage students on SLOs and college-wide efforts to increase SLO program and course awareness and meet accreditation standards.
- Gather data on student awareness and classroom SLO activities for use in demonstrating faculty efforts.

Number of daily responses

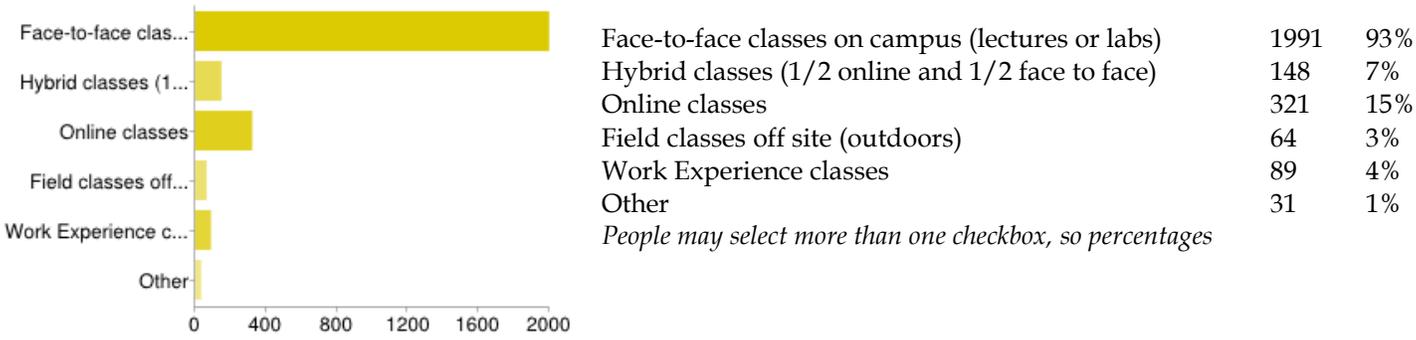


What types of classes are you taking?

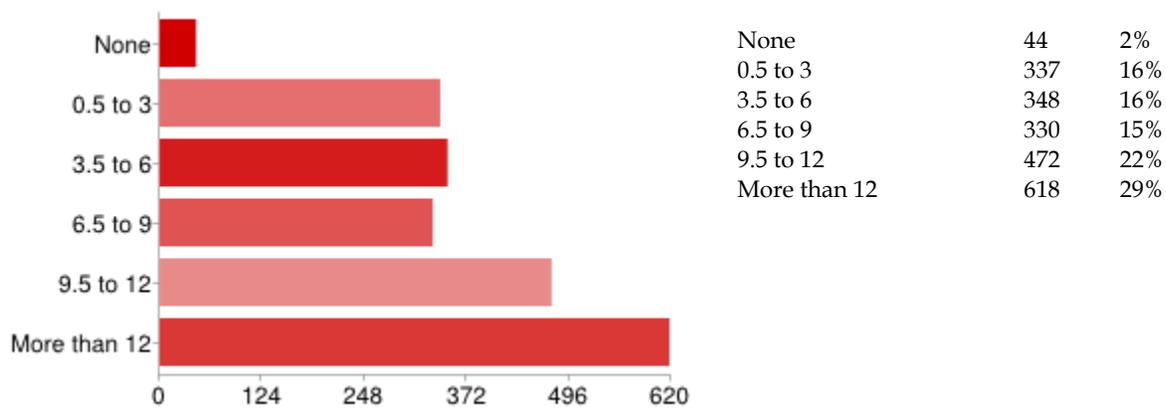


FINDINGS: There were 2142 submissions by February 23, 2013. Of those, only 7 were no longer taking classes at CCSF. **NOTE:** Of course we can't extrapolate survey results to all courses, but it's a good start. About 6% of credit students completed this survey. Only the tiniest percentage of noncredit students responded. It has always been a challenge to reach noncredit students through email, as they use it far less than credit students. Based on student responses to previous surveys, we consider an over-2000-student-response rate good. Most importantly, among those students who did respond, the majority knew about SLOs. These results confirm faculty commitment to and expertise in engaging students in the SLO process. We set a task upon our faculty, and they have succeeded.

What types of classes are you taking?

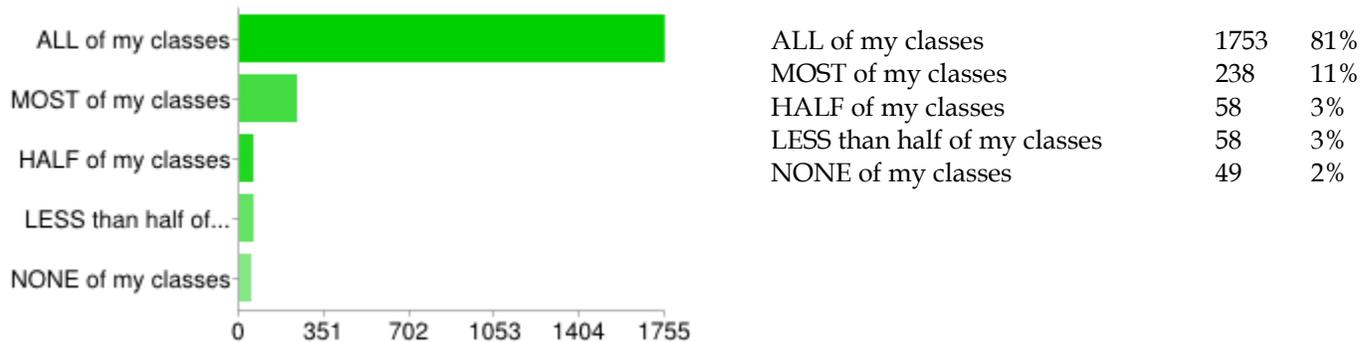


How many credit units are you taking at CCSF this semester?



FINDINGS: The highest percentage of students who chose to take this survey (30%) were enrolled in more than 12 credit units.

In how many of your current classes, have you reviewed or discussed the expected student learning outcomes (goals or objectives)?



Which of the following is true for any of your current classes?

Course learning outcomes are identified on syllabus	93%
There has been at least one assignment, activity, or class requirement devoted solely to reviewing the expected learning outcomes for the semester.	58%
Learning outcomes have not been brought up in class at all (as far as you can remember)	5%
You have had difficulty attending class and aren't sure if any of the above has happened	1%

People may select more than one checkbox, so percentages may add up to more than 100%.

FINDINGS: 93% of students knew their course SLOs were printed on their syllabus. More than half had engaged in an assignment or activity devoted solely to reviewing expected course outcomes. 81% of students completing this survey had reviewed or discussed expected SLOs in ALL their courses. Only 2% indicated that they hadn't reviewed course SLOs in any class. Combined with the indication that 1% of respondents admit to having difficulty attending class and can't be sure if SLOs were covered, it seems we're moving in the right direction. That suggests our active campaign to encourage faculty to reach out to students and engage them in course SLOs has been successful. *NOTE: Of course we can't extrapolate these results to all courses, but it's a good start.*

IMPROVEMENT PLANS: More of the same in the classroom. Inspire the continued embedding of course SLOs into syllabi and in-class activities. Schedule ongoing professional development opportunities to share models and methods for incorporating SLOs into in-class activities and the benefits for students.

SAMPLE FAVORITE SLOs (SLOs and/or comments were provided by 1277 of the students)

- Give and receive open and honest communication as well as express thoughts and feelings both verbally and nonverbally in a responsible, effective and assertive way.
- Accurately depict objects using orthographic projections of the six views and isometric drawings
- Add humor into a strong public speaking situation.
- American Art: Write a critical review of a piece of art on display at the de young museum.
- Apply knowledge of psychosocial nursing care to pass the NCLEX RN for licensure.
- Art 132A: Figure Drawing: Identify and represent the surface anatomy and proportion of the human figure."
- Use the periodic table to predict the physical and chemical properties of elements.
- Recognize 150 specific ornamental plants.
- Identify security threats and how to patch security issues
- Biological Anthropology: Gain deeper understanding of Human Variation and Diversity.
- Converse in basic Italian in the present tense.
- Create a map
- Create apps for mobile devices
- CS 111A: Intro to Java Programming: Analyze and fix errors. (debugging)
- Culinary Arts & Hospitality program: Learn how to chop different types of food
- Demonstrate applicable EMT skills for CPR
- Demonstrate the ability to read closely for textual clues to meaning
- Design webpages to make a website.
- Economics - Be able to evaluate an economic report or statistic
- Evaluate and critique artist's work
- Evaluate the interrelationship between animals and plants in this ecosystem.
- For RN Skills Lab: Be able to safely insert an IV into a patient.
- ENRG 3: Discuss common sources of energy generation and the pros and cons for each system.
- Describe the roles and responsibilities of community health workers
- Improve my study habits, learn how to stay focus and stop getting so frustrated so fast.
- Identify and be able to discuss and analyse pieces of art from certain periods
- Identify the primary radical in complex Chinese characters.
- Read food labels and be able to make informed food choices
- Distinguish, through listening, between Latin and Caribbean music.
- Write an original composition using a circle-of-fifths harmonic progression.
- Dance 125: develop appreciation for self-discipline and focus in support of self-expression
- Describe the digestion and absorption of carbohydrates, proteins, and lipids.
- Prepare and analyze stockholders equity.
- Identify the structure of organic compounds on the basis of reactions and spectroscopic analysis.
- Outline a budget for million dollar film!
- Pharmacology - Incorporate knowledge of cultural diversity in how medications are perceived by different cultures.
- Examine the concept of synaptic plasticity, cellular learning, and it's relationship to learning and memory.
- Plan and organize thematic and narrative structures via the editing program. (Final cut pro) Cinema Production
- Sketch the graph of a polynomial of nth degree.
- Archery: master your form
- Know when to contact a lawyer!
- Read a micrometer
- Explain the historical development of the Internet.
- Compare and contrast major moral theories with one another.
- Closely analyze and interpret literary texts
- Improve public speaking skills.
- Use movement strategies such as reversibility to facilitate awareness via the Feldenkrais method.
- Identify and discuss modern trends in studio ceramic arts.
- Write Object-Oriented Python programs using classes and objects. (yay!)
- Discuss the history and evolution of computer hardware. From cnit 103
- Yoga class: To reduce stress and promote better health condition.
- Well I am taking "lingerie" so I wouldn't dream of writing the SLOs here.