



# Gathering and Using Disaggregated SLO Data

Craig Kleinman & Pam Mery  
City College of San Francisco  
[www.ccsf.edu/slo](http://www.ccsf.edu/slo)

Please select an assessment level for each student below.  
If no students are listed, no student data has been loaded with you as selected CRN and year.

Student Name	Student Id	Assessment
Paul, Charles	W80045223	Meets SLO
Smith, Mary	@99412000	Developing
Doe, Jane	W87321100	No evidence

Total number of individuals at each stage

<input type="text" value="1"/>	Meets SLO	<input type="text" value="33.33"/>	% of total number assessed
<input type="text" value="1"/>	Developing SLO	<input type="text" value="33.33"/>	% of total number assessed
<input type="text" value="1"/>	No evidence of SLO	<input type="text" value="33.33"/>	% of total number assessed
<input type="text" value="0"/>	Enrolled, but not assessed		
<input type="text" value="0"/>	No longer enrolled		

What improvements, if any, did you make to your class since your last...



# AGENDA

## Gathering and Using Disaggregated SLOs

### 1. What, Why, How

**Context** - accreditation, need for data-informed conversations

**CurricUNET** - faculty roles, institutional support, outcomes mapping

**Argos** - disaggregate by student demographics, course attributes

### 2. Assessment Levels: ILOs, GELOs, PSLOs, SLOs (mapping!)

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**3. Application:** college-wide initiatives, program review,  
course and program modifications, enhanced conversations

### 4. Q&A and Online Resources



## ILOs and GELOs

Due: EVERY 4 YEARS

Reviews: up to 4 years of CRN data through mapped courses (GELOs) and programs (ILOs)

Submitted by: SLO Coordinator and corresponding workgroups

## PROGRAM

Due: EVERY 3 YEARS

Reviews: up to 3 years of CRN data through mapped courses

Submitted by: program coordinator

## COURSE AGGREGATE

Due: EVERY 3 YEARS

Reviews: up to 3 years of CRN data

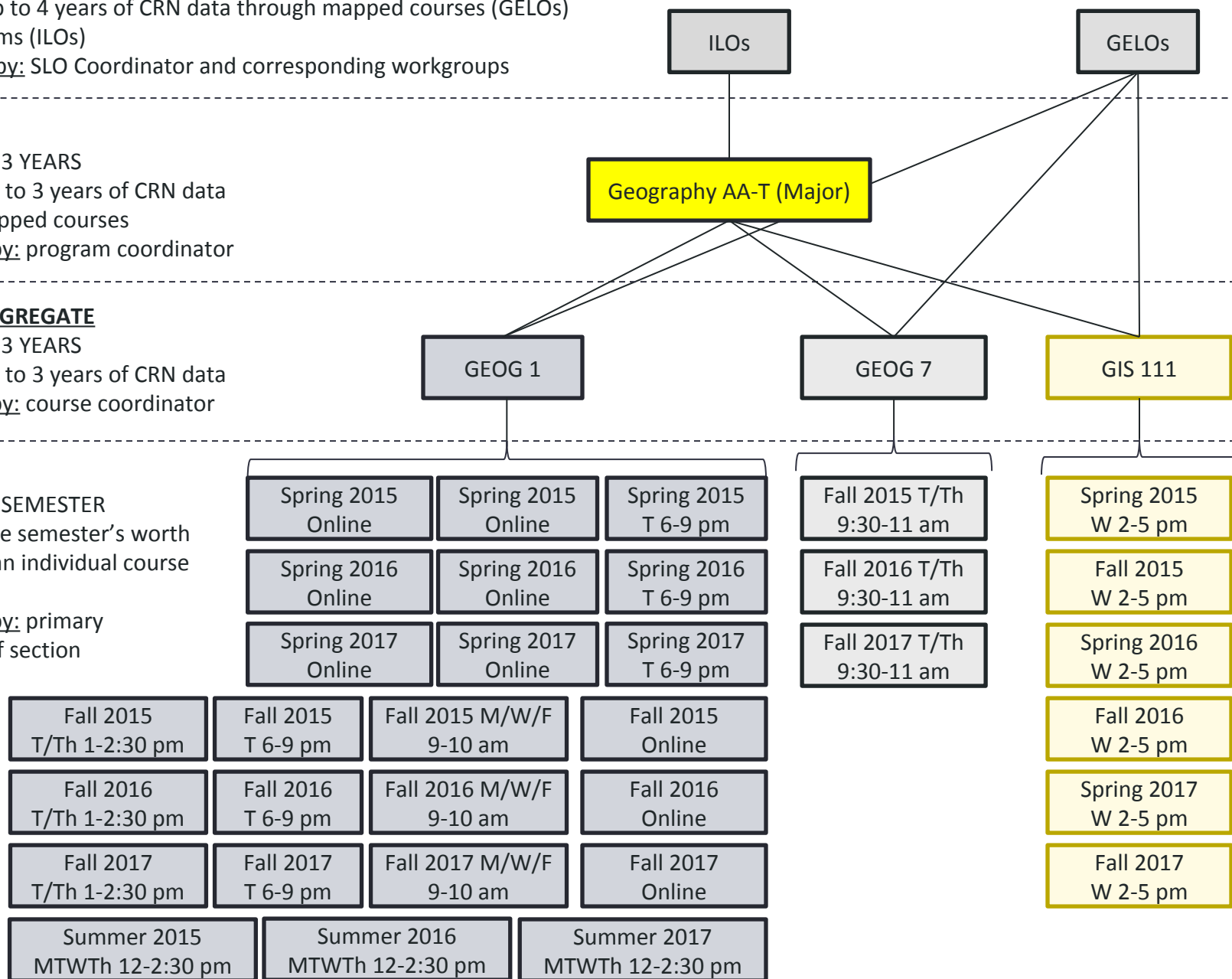
Submitted by: course coordinator

## CRN

Due: EVERY SEMESTER

Reviews: one semester's worth of data for an individual course section

Submitted by: primary instructor of section



## SLO Outcomes v20170109

Available Dimensions

Term Desc	CR/NCR	Course	Subject Course	Top 2 Desc	GE_AREA_A	GE_AREA_B	GE_AREA_C	GE_AREA_D
GE_AREA_F	GE_AREA_G	GE_AREA_H	Subject	Time of Day	Location	English eligibility	Math eligibility	ESL eligibility

Columns

ASSESSMENT\_L

SLO	ASSESSMENT_LEVEL	Meets SLO	Developing SLO	No evidence of SLO	Total by ROWS
Gender	SLO	%	%	%	%
Age Group	Gender	Value	Value	Value	Value
Ethnicity	— Analyze a film independent of the course syllabus by applying course theories and concepts, and support from course textbook and course materials.	56.25%	25.00%	18.75%	100.00%
URM	— F	53.85%	23.08%	23.08%	100.00%
Bog or Pell	— M	57.89%	26.32%	15.79%	100.00%
DSPS	— Analyze a physical situation with an appropriate mathematical formulation of the fundamental laws of physics.	73.58%	5.66%	20.75%	100.00%
First Gen	— F	72.73%	9.09%	18.18%	100.00%
Foster Youth	— M	72.41%	3.45%	24.14%	100.00%
Veteran	— Analyze a physical situation with multiple forces acting on a point mass or extended object using Newton's Laws of Motion.	56.00%	37.33%	6.67%	100.00%
	— F	65.22%	30.43%	4.35%	100.00%
	— M	52.17%	39.13%	8.70%	100.00%
	— Analyze a physical situation with multiple forces acting on a point mass or extended object using concepts of work and energy.	44.72%	39.13%	16.15%	100.00%
	— F	50.00%	30.77%	19.23%	100.00%
	— M	39.74%	46.15%	14.10%	100.00%
	— Analyze a rooms department's Income Statement for a hotel, using such factors as average room rate, occupancy percentage, revenue per available room (RevPar), and departmental control.	50.00%	16.67%	33.33%	100.00%
	— F	42.86%	0.00%	57.14%	100.00%
	— M	60.00%	40.00%	0.00%	100.00%
	— Analyze a simple traditional piece of music, appraise its musical structure or form, and formulate this knowledge compositionally.	72.73%	27.27%	0.00%	100.00%
	Total by COLUMNS	74.91%	19.17%	5.92%	0.00%

Measures





# Accrediting Commission for Community and Junior Colleges

## Western Association of Schools and Colleges

In 2014, the ACCJC adopted revised Standards with increased emphasis on student learning and achievement, including this new Standard:

### **Accreditation Standard I.B.6.**

The institution **disaggregates** and analyzes **learning outcomes and achievement** for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies **[emphasis added]**



Glossary definitions for **learning outcomes and achievement** per the ACCJC's Guide to Evaluating and Improving Institutions, July 2015, page 12:

**“Student Learning:** Competencies in skill and knowledge gained by students who are at the institution. The knowledge and competencies are expressed for segments of study or activity through measurable learning outcomes at the institutional, program, degree, and course levels.”

**“Student Achievement:** Student attainment that can be measured at defined points of completion, including successful course, certificate and degree completion, licensure examination passage, post-program employment, and other similar elements.”

# Feb/Mar/April 2015: CurricUNET Software and Training Development



Please select an assessment level for each student below.  
If no students are listed, no student data has been loaded with you as instructor for the selected CRN and year.

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Smith, Mary	@99412000	Developing SLO
Doe, Jane	W87321100	No evidence of SLO

Total number of individuals at each stage

1	Meets SLO	33.33	% of total number assessed
1	Developing SLO	33.33	% of total number assessed
1	No evidence of SLO	33.33	% of total number assessed
0	Enrolled, but not assessed		
0	No longer enrolled		

Assessment & Analysis

What assessment methods were used?  
Enter assessment methods used here.

What criteria were used for assigning an assessment level to each student?  
Elaborate here.

Please select an assessment level for each student below.  
If no students are listed, no student data has been loaded with you as instructor for the selected CRN and year.

Student Name	Student Id	Assessment Level
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1	Developing SLO	33.33	% of total number assessed
1	No evidence of SLO	33.33	% of total number assessed

any, did you make to your class since your last assessment?  
(If yes, please state so.)

assessment data.

/discussion

ow your current assessment data compare to earlier assessment  
any changes made since previous assessment; you can also

pplicable.

nts, if applicable, do you plan to implement based on your  
are you planning to implement these changes, and how will you

vements, if applicable.

require resources that will be requested during the next  
v cycle

you will be requesting?

resources you will be requesting.

Save Cancel



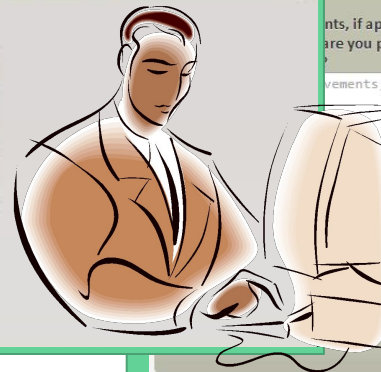
**May/June 2015:**  
Instructors enter data  
each semester, each section,  
for each student

Please select an assessment level for each student below.  
If no students are listed, no student data has been loaded with you as instructor for the selected CRN and year.

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Assessment & Analysis

What assessment methods were used?  
Enter assessment methods used here.

What criteria were used for assigning an assessment level to each student?  
Elaborate here.

Please select an assessment level for each student below.  
If no students are listed, no student data has been loaded with you as instructor for the selected CRN and year.

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Total number of individuals at each stage

1	Meets SLO	33.33	% of total number assessed
1	Developing SLO	33.33	% of total number assessed
1	No evidence of SLO	33.33	% of total number assessed

Assessed

Did you make any changes to your class since your last assessment? (If yes, please state so.)

Assessment data.

/discussion

How does your current assessment data compare to earlier assessment data? (If applicable, please state so.)

Applicable.

If applicable, do you plan to implement based on your current assessment data? (If yes, please state so.)

Are you planning to implement these changes, and how will you implement them? (If applicable, please state so.)

Resources that will be requested during the next assessment cycle? (If applicable, please state so.)

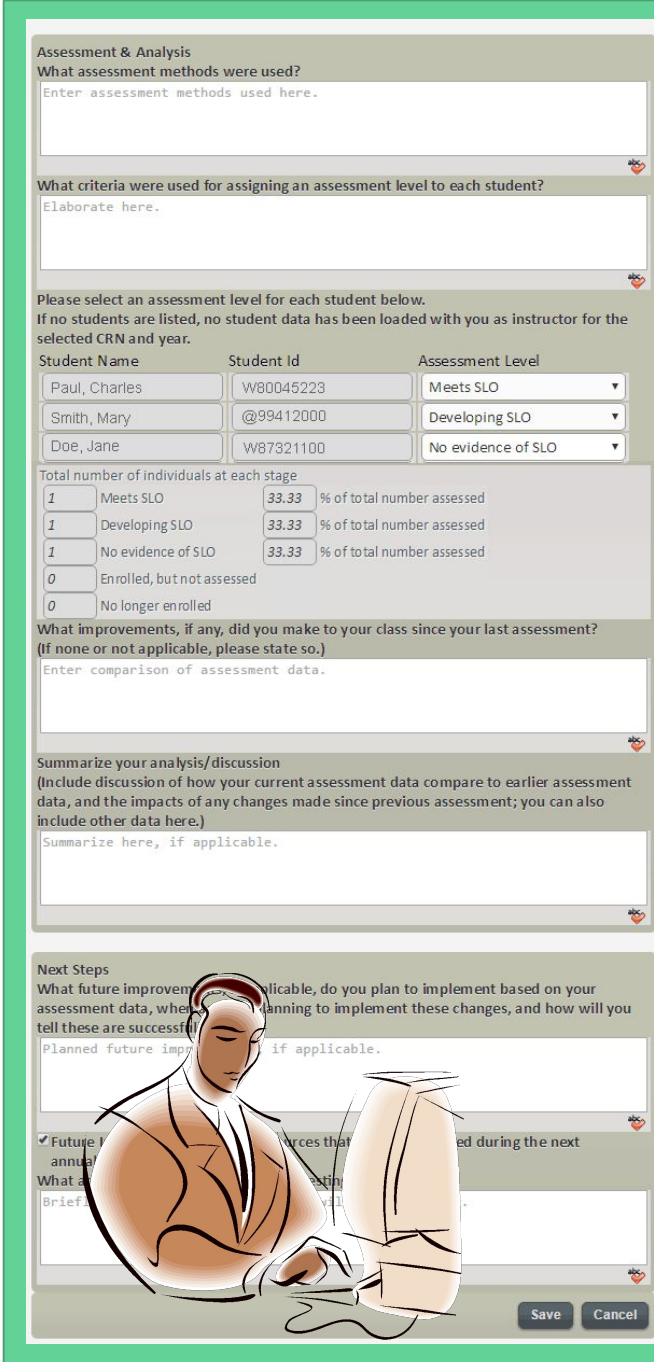
Are you requesting? (If yes, please state so.)

What resources will be requesting.

Save Cancel

# Instructors also provide analysis that supports CQI:

- What assessment **methods** were used?
- What **criteria** were used for assigning an assessment level to each student?
- Please select an assessment level for each student below....
- What **improvements**, if any, did you make to your class since your last assessment? (Enter comparison of assessment data.)
- Summarize your **analysis/discussion**. (Include discussion of how your current assessment data compare to earlier data, impacts of any changes....)
- **Next steps** - What future improvements, if applicable, do you plan to implement based on your assessment data, when are you planning to implement these changes, and how will you tell if these are successful? **[check box for program review requests]**



The screenshot shows a web-based form for assessment analysis. It includes sections for: 'Assessment & Analysis' with a text area for methods; 'What criteria were used for assigning an assessment level to each student?' with a text area for elaboration; a table for selecting assessment levels for individual students; a summary table of results; a section for improvements with a text area; a summary section with a text area; and a 'Next Steps' section with a text area and a checkbox for future improvements. An illustration of a person at a computer is overlaid on the bottom right.

**Assessment & Analysis**  
What assessment methods were used?  
Enter assessment methods used here.

What criteria were used for assigning an assessment level to each student?  
Elaborate here.

Please select an assessment level for each student below.  
If no students are listed, no student data has been loaded with you as instructor for the selected CRN and year.

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Total number of individuals at each stage

Assessment Level	Count	% of total number assessed
Meets SLO	33.33	% of total number assessed
Developing SLO	33.33	% of total number assessed
No evidence of SLO	33.33	% of total number assessed
Enrolled, but not assessed	0	
No longer enrolled	0	

What improvements, if any, did you make to your class since your last assessment?  
(If none or not applicable, please state so.)  
Enter comparison of assessment data.

Summarize your analysis/discussion  
(Include discussion of how your current assessment data compare to earlier assessment data, and the impacts of any changes made since previous assessment; you can also include other data here.)  
Summarize here, if applicable.

**Next Steps**  
What future improvements, if applicable, do you plan to implement based on your assessment data, when are you planning to implement these changes, and how will you tell these are successful?  
Planned future improvements, if applicable.

☒ Future improvements  
What are the future improvements?  
Briefly describe the improvements.

Save Cancel

# DATA publicly viewable immediately in CurricUNET

## Outcome Assessments Search

Status

Active ▾

Outcome Assessment Type

--- All ---

--- All ---

CRN-level SLO Assessment

Certificate or Major PSLO Assessment

ILO Assessment

Admin Unit Outcome Assessment

Academic and Student Service Area SSO or SLO Assessment

Counseling SLO or SSO Assessment


Course (SLO Aggregate) Assessment

GELO Assessment


Date Range

- Enter the start and/or end date
- This date is the date the assessment was completed
- If only one of the two dates is entered, the results will be filtered by the end date.
- If neither date is filled in, then the results will not be filtered by date.
- Non-date entries will be ignored.

Start Date



End Date



Search

# Course Section- Level Assessment

Student names  
removed

Totals produced

Originator	Katryn Wiese
Outcome Assessment Type	CRN-level SLO Assessment
Course	OCCAN 1 - Oceanography
<b>Outcome</b>	
Analyze and interpret the origin, distribution, and evolution of ocean sediment.	
CRN	34999
Semester	Spring
Year	2016
<b>Assessment &amp; Analysis</b>	
<b>Assessment Methods Used</b>	
Separate exam given at end of semester and mapped to all course SLOs (assesses all SLOs through a combination of 16 questions). 3 of the 16 question related to this SLO and the collective scores on those 3 are combined.	
<b>What criteria were used for assigning an assessment level to each student?</b>	
2 out of 3 correct on mapped questions = MEETS outcome 1 correct = DEVELOPING None correct = NO EVIDENCE	
<b>Total number of individuals at each stage:</b>	
13 Meets SLO	65% of total number assessed
5 Developing SLO	25% of total number assessed
2 No evidence of SLO	10% of total number assessed
1 Enrolled, but not assessed	
0 No longer enrolled	
<b>Changes made to this class since the last assessment</b>	
Exercises based on how well students were or weren't getting the concepts. I also added to improve in-class discussion.	
<b>Summary of data, analysis, and discussion</b>	
This end-of-the-semester exam determines what they remember by the end, and it can stand	
<b>Next Steps</b>	
Applicable, do you plan to implement based on your assessment data, implement these changes, and how will you tell these are successful?	
Develop an end-of-semester activity around biological productivity that pulls back in ocean sediment!	



# Program-Level Assessment (Majors and Certificates)



Analyze and discuss scientific issues with rigor, skepticism, and evidential support, within the limits of current knowledge.

Outcome Assessment Type		Certificate or Major PSLO Assessment
Program		Earth Science AS, M: Major
Totals for each assessment level for all outcome assessments included in this report		
116 Enrolled, but not assessed		
1366 Meets SLO		65.02% of total number assessed
534 Developing SLO		25.42% of total number assessed
201 No evidence of SLO		9.57% of total number assessed
201 No longer enrolled		
Totals for each assessment level by outcome for all outcome assessments included in this report		
Understand how scientists think and be able to think, analyze, and discuss issues with similar rigor, skepticism, and evidential support; includes understanding the dynamic nature and limits of scientific knowledge.		
80 Enrolled, but not assessed		
528 Meets SLO		65.27% of total number assessed
202 Developing SLO		24.97% of total number assessed
		9.77% of total number assessed
Strategies for understanding and solving them (where possible with current methods).		
		58.07% of total number assessed
		29.85% of total number assessed
		12.08% of total number assessed
Direct or change the forces of nature; and understand the role each person plays in the problem especially as relates to earth science phenomena.		
		63.42% of total number assessed
		27.18% of total number assessed

80 Enrolled, but not assessed

528 Meets SLO

65.27% of total number assessed

202 Developing SLO

24.97% of total number assessed

79 No evidence of SLO

9.77% of total number assessed

82 No longer enrolled



# ARGOS Data Viewer

## What?

CurricUNET SLO data + BANNER student completion and demographic data

**What for?** View and filter data by term, GE Areas, Age, Gender, Ethnicity and more...

**Who uses it?** Anyone can! (Deans, Chairs, Course Coordinators, Teaching Faculty)

LATINO STUDENTS		SLO DATA			COMPLETION DATA		
		Total Assessed	Meets SLO		Total Enrolled	Course Success*	
COURSE		#	#	%	#	#	%
HIST	1	294	209	71%	1,204	585	49%
HIST	17A	146	115	79%	130	61	47%
HIST	17B	47	45	96%	1,041	535	51%
LALS	1	326	196	60%	2,143	1,577	74%
POLS	1	927	691	75%	3,132	39	65%
Total		1,860	1,339	72%	9,047	2,026	61%

# SLO Coordinator Team CurricUNET Administrator provide **support**

## CurricUNET Assessment User Manual

- ▶ View public reports
- ▶ Log in help
- ▶ Orient yourself
- ▶ Start report
- ▶ Navigate report
- ▶ Edit draft report
- ▶ Submit final report
- ▶ Log out help
- ▶ Support

## CurricUNET Assessment User Manual

Log in to create, modify, or submit a report.

**Nightly Maintenance Shut Down from 2 to 3 am Pacific Time**

Help? Review [screen shots](#) and [step-by-step instructions](#); watch [video tutorials](#)?

[View final reports](#) from across the college (no need to sign in).

**SAVE EVERY 5 MINUTES!**

After 1 hour of no saves or screen changes, the software automatically times out.

You can also lose your work (if unsaved) if you move from one screen to the next without saving first, if you click FINISH and there are errors and you don't notice the error message and leave the page, and if you cause the screen to freeze by clicking buttons too quickly (before they've had time to process the requests).

SAVE YOURSELF TIME AND STRESS BY SAVING OFTEN AND BEING PATIENT WHEN PROCESSES ARE RUNNING.

## CurricUNET Assessment Module TASK GUIDE (Sept 10, 2015 version)

### Logging In for the First Time and Navigating

- Click the following link:  
<http://www.ccsf.edu/curricUNET>  
(Or from [www.ccsf.edu](http://www.ccsf.edu), go to **My CCSF**. Scroll to the lower left and click on **CurricUNET**.)
- From the left-hand navigation menu, choose the **CurricUNET Assessment module**.
- From the main page of the CurricUNET Assessment User Manual, click **Login**.
- Login with your CCSF Office 365 username (example: [jdoe@ccsf.edu](mailto:jdoe@ccsf.edu)).
- First time logging in, everyone's password is **ChangeMe1**  
(Note: the password is case sensitive!)  
Having trouble logging in?  
Email [curricUNET@ccsf.edu](mailto:curricUNET@ccsf.edu).
- After your log in the first time, you will be required to reset your password.  
Be sure to choose a password that has a minimum of 8 characters with at least 1 number and 2 letters. Write this password down and store it in a safe place.
- Once you have changed your password, you can return to the main home screen by clicking the **Home** link in the top left of the screen.
- Once you are at the main screen of the assessment module, look at the left-margin menu and under **Build/Edit** in the center, choose **Outcome Assessments**.
- If this is your first time in the system, you will see "You have no Assessments to edit." in the center of the screen.
- From the left-margin menu (top left), choose **Create New Assessment**.



## CurricUNET V2 Assessment and Program Review Modules

### LOGGING IN AND NAVIGATING

Produced by Katryn Wiese  
City College of San Francisco

### CurricUNET Help Labs and Trainings

Today Aug 23 - 29, 2015

	Sun 8/23	Mon 8/24	Tue 8/25	Wed 8/26	Thu 8/27	Fri 8/28	Sat 8/29
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							

**8 - 1p**  
**Help Lab**  
S134 - southwest corner of the first floor (not the basement) of the Science Hall - off the stairwell, not the hallway.

**11 - 6p**  
**Help Lab**  
S134 - southwest corner of the first floor (not the basement) of the Science Hall - off the stairwell, not the hallway.

**2p - 4p**  
**SPECIAL TRAINING** for DCC Curriculum S3 (Science Hall basement)

**3p - 5p**  
**Training:** Curriculum Module CIV. TIC. Science 37

**4p - 6p**  
**Help Lab**  
S134 (Science Hall - southwest

SLO Coordinator Team and  
CurricUNET Administrator  
provide **ALL KINDS OF SUPPORT**

Tell me what to do – I  
don't want to read or  
watch a video.

WHY?

My password  
doesn't work!

Who's  
going to  
see this?

I already  
submitted  
it! I swear!

This is a  
waste of  
time!

She got a B, so  
she met the SLO.

What's a  
browser?

I'm just a part-timer.  
I shouldn't have to  
do this!

I should be  
paid more to  
do this!



Will this be  
used against  
me?

Thank you!



CCSF has consistently reached 95% participation rates due to . . .

- **Local champions**

- Academic Senate, SLO Coordinators, Department Chairs and Other Faculty Leads, Administration / Institutional Support

- **Practical support & reinforcement structures**

- Professional development and additional FLEX days
- CurricUNET Administrator, SLO Coordinators
- Evaluation and contract language - *see next slide* -
- Public tracking - *see following slide* -

- **Putting results into action and publicized**

- Transparent program review process - *see following slide* -
- College-wide reports and initiatives - *see following slide* -

- **Very real accreditation requirements**

CCSF has consistently reached 95% participation rates due to . . .

- **Faculty evaluation language** (negotiated with union):
  - Completes required paperwork/submissions on time.
  - Effectively assesses SLOs as stated in approved departmental documents (e.g., course outlines) and demonstrates the use of data to improve instruction and/or program.
- **Department chair evaluation language:** Facilitates faculty and staff involvement in the assessment of SLOs as stated in approved departmental documents (e.g., course outlines) and demonstrates the use of data to improve instruction and/or programs.
- **Administrator evaluation language:** Additionally, at least one goal that assesses effectiveness in promoting the achievement of the institution's SLOs, Student Services Outcomes, or Administrative Unit Outcomes in the area(s) supervised is included.



CCSF has consistently reached 95% participation rates due to . . .

- **Publicize missing CRN-level reports.**
  - Before & after deadline online (instructor + CRN).
  - Through email to faculty, chairs, deans (who follow up one on one).
- **Transparent integration with program review.**
  - Reports annually publicized and addressed (narrative explanation of missing reports) through public program review.
  - Departments addressing demographic trends from both completion data AND SLO data for a particular course/program.
- **Assessment discussions via Participatory Governance.**
  - Annual review of mission statement.
  - College-wide reports analyzing outcomes at various levels including Institutional, General Education, Degrees, Certificates.
  - Quality Focus Essay (QFE).



## ILOs and GELOs

Due: EVERY 4 YEARS

Reviews: up to 4 years of CRN data through mapped courses (GELOs) and programs (ILOs)

Submitted by: SLO Coordinator and corresponding workgroups

## PROGRAM

Due: EVERY 3 YEARS

Reviews: up to 3 years of CRN data through mapped courses

Submitted by: program coordinator

## COURSE AGGREGATE

Due: EVERY 3 YEARS

Reviews: up to 3 years of CRN data

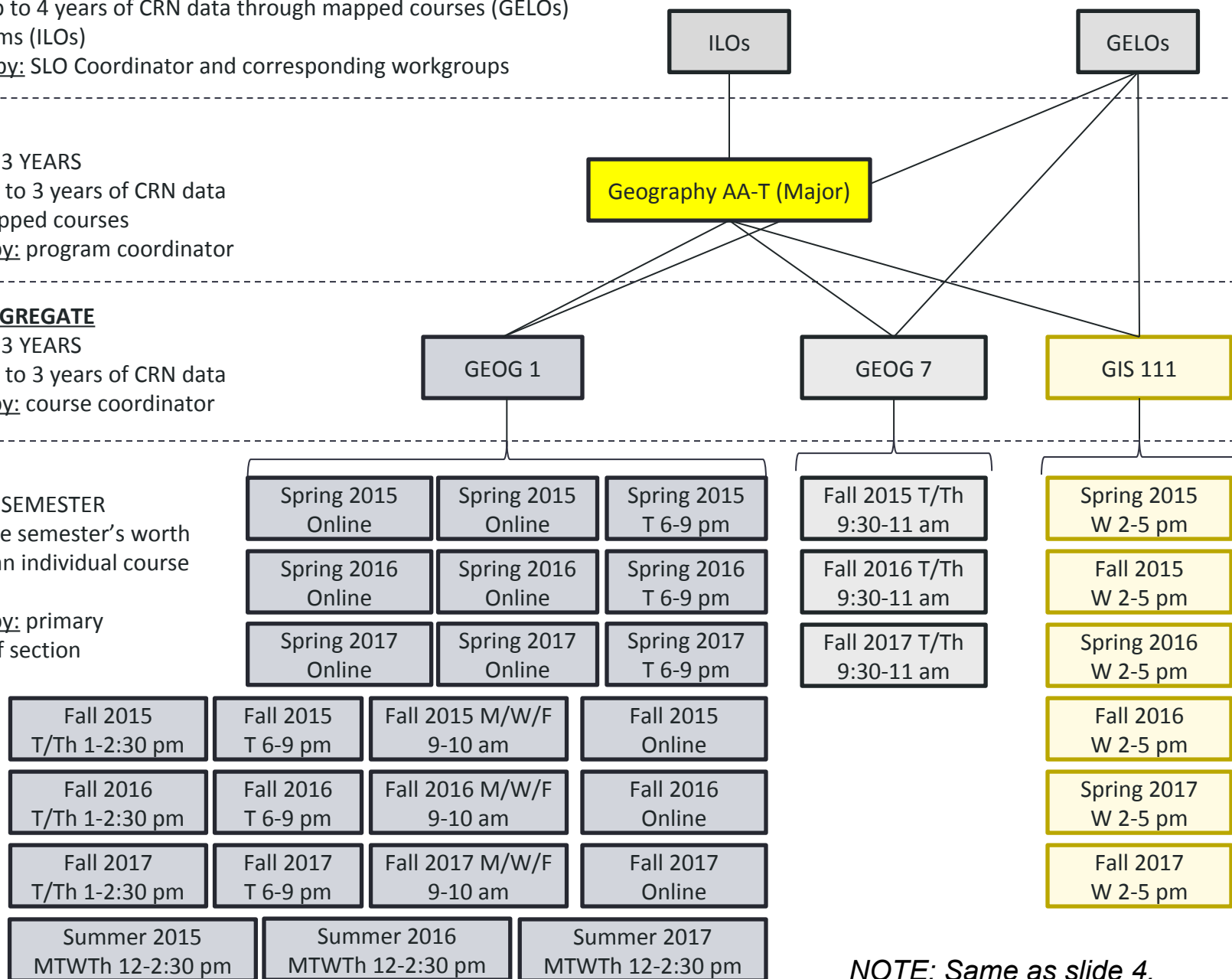
Submitted by: course coordinator

## CRN

Due: EVERY SEMESTER

Reviews: one semester's worth of data for an individual course section

Submitted by: primary instructor of section



*NOTE: Same as slide 4.*

# CurricUNET: Mapping Course SLO to GELO

- Checkboxes during Course-level updates.
- Courses updated at least once every 6 years.
- Mappings reviewed and approved by **Curriculum Committee**.
- Mappings to GELOs validated by GELO Assessment Workgroups.

Upon completion of this course a student will be able to:

*Be sure to start with an active verb. Follow the link above for help.*

Apply the plate tectonics theory to the origin, evolution, and features of ocean margins and basins and ocean crust.

## General Education Outcome Mapping (If Applicable)

*Complete this mapping ONLY if this course currently satisfies a CCSF General Education Area (A through H) OR if this proposal will be requesting that the course satisfy a General Education Area requirement (A through H).*

☒ **C. Natural Sciences Requirement:** Apply scientific inquiry and investigation of evidence to critically evaluate scientific arguments.

☐ **C. Natural Sciences Requirement:** Communicate scientific ideas and theories effectively.

☐ **C. Natural Sciences Requirement:** Apply scientific principles, theories, or models to explain the behavior of natural phenomena.

☐ **C. Natural Sciences Requirement:** Apply scientific knowledge and reasoning to human interaction with the natural world and issues impacting society.



# CurricUNET: Major/Certificate to Course & ILO

- Checkboxes during Program-level updates.
- Programs updated at least once every 6 years.
- Mappings reviewed and approved by **Curriculum Committee**.
- Mappings to ILOs reviewed and modified as needed by SLO Committee.

Upon completion of this program, students will be able to:  
*Be sure to start with an active verb. Follow the link above for help.*

Participate in field work including making observations at outcrops, understanding the difference between observation and interpretation, taking field notes they have to use; developing the "eyes of an oceanographer;" especially as related to oceanographic phenomena.

## Institutional Learning Outcome Mappings

- ☒ ILO Critical Thinking 1a: Apply critical and creative reasoning, including diverse perspectives, to address complex problems
- ☒ ILO Information Competency 1b: Locate, evaluate, synthesize, and appropriately use multiple forms of information
- ☐ ILO Communication 2a: Communicate effectively
- ☐ ILO Communication 2b: Demonstrate respectful interpersonal and intercultural communication
- ☐ ILO Communication 2c: Recognize and interpret creative expression
- ☐ ILO Cultural, Social, and Environmental Awareness 3a: Demonstrate an understanding of the history and values of diverse societies and cultures
- ☐ ILO Cultural, Social, and Environmental Awareness 3b: Demonstrate an understanding of civic, social, and environmental responsibility
- ☐ ILO Cultural, Social, and Environmental Awareness 3c: Demonstrate civic, social, and environmental responsibility
- ☐ ILO Cultural, Social, and Environmental Awareness 3d: Collaborate effectively in diverse social, cultural, and global contexts
- ☐ ILO Personal and Career Development 4a: Identify and develop helpful resources and opportunities
- ☐ ILO Personal and Career Development 4b: Demonstrate self-reflection and confidence
- ☐ ILO Personal and Career Development 4c: Maintain or improve health
- ☐ ILO Personal and Career Development 4d: Value lifelong learning

## Course Student Learning Outcome Mappings

- ☐ **BIO 100A:** Describe how the theory of evolution explains the unity and diversity of living forms using examples from geology, biochemistry, cell biology, genetics, and organism form and function.
- ☐ **BIO 100A:** Provide evidence for how form relates to function in both small scale (molecules and subcellular pathways) and large scale (animal physiology) systems.
- ☐ **BIO 100A:** Explain how genetic and environmental factors influence the growth and behavior of organisms.
- ☐ **BIO 100A:** Evaluate the effects of gene expression and environmental influences on the growth and behavior of organisms.
- ☐ **BIO 100A:** Synthesize information, use quantitative reasoning and solve critical thinking problems; write clear, concise, and logical reports.





# Application: ILO assessment used in annual review of mission statement

## SLO Dashboard

### Instructional SLO Assessment Status at a Glance

---

#### Institutional Learning Outcomes

	ILO #1 Critical Thinking and Information Competency			ILO#2 Communications			ILO#3 Cultural, Social and Environmental Awareness				ILO#4 Personal and Career Development				
	1A	1B	1C	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C	4D	4E
Proficient	69.4%	64%	72%	73%	74%	72%	77%	75%	79%	80%	75%	69%	79%	71%	82%
Developing	22.2%	25%	24%	21%	22%	19%	17%	19%	16%	15%	19%	26%	15%	24%	13%
No Evidence	8.4%	11%	4%	6%	4%	8%	6%	6%	5%	5%	6%	5%	6%	5%	5%
Number of Assessments	3297	653	8611	5713	2644	2492	33,929	34,094	9366	18,520	52,371	37,836	26,317	44,199	9,505
Full Report	Assessed F'13			Assessed F'14			Assessed F'15				Assessment F'16				
	<a href="#">Report S'14</a>			<a href="#">Report S'15</a>			<a href="#">Report S'16</a>				<a href="#">Draft Report F'16</a>				

Learn more about [Institutional Learning Outcomes](#) and ongoing assessment.

# Application: Program (Unit/Department) Review

“Flowing to and from the same stream...”

www.ccsf.edu/en/employee-services/office-of-instruction/curricunet.html

CCSF Guides: Future StudentsCommunity

Employee DirectoryContact UsMyCCSF

Student ServicesEducational ProgramsOur LocationsLibraryEmployee ServicesAbout City College

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CurricUNET User Manual

CurricUNET Assessment User Manual

CurricUNET Curriculum User Manual

CurricUNET Program Review User Manual

Help Lab

Announcements

About CurricUNET

CurricUNET User Manual

FOR submitting outcomes assessment reports (SLOs):  
**ASSESSMENT Module:** [Log in \(Save often!\)](#)  
[User Manual and Support](#)  
[CCSF Assessment Processes and Website](#)

FOR modifying/deactivating/creating course outlines, addenda, majors, and certificates:  
**CURRICULUM Module:** [Log in](#)  
[User Manual and Support](#)  
[Curriculum Committee Processes and Website](#)

FOR submitting annual plan and program review:  
**PROGRAM REVIEW Module:** [Log in \(Save often!\)](#)  
[User Manual and Support](#)  
[Program Review Processes and Website](#)



# Application: Program (Unit/Department) Review

## ◀ Program Review Guidelines Fall 2015

- ▶ Q: Unit Description
- ▶ Q: Data Trends - Selected
- ▶ Q: Data Trends - Other
- ▶ Q: Progress - Resource Linked
- ▶ Q: Progress - Other
- ▶ Q: Planning
- ▶ Q: Curriculum Currency
- ▶ Q: Assessment Currency
- ▶ Q: Resource Requests
- ▶ CurricUNET User Manual

## Program Review Guidelines Fall 2015

### For Annual Program Review, Fall 2015

.....

**"Looking at last year to plan for next year."**

During the Fall 2015 semester departments and programs will examine accomplishments from last year (2014-2015), as well as accomplishments that transpired in early or mid-Fall 2015, and will then delineate plans for next year (2016-2017). Future departmental or programmatic events occurring later in Fall 2015 or in Spring 2016 will be discussed in your program review that will be written in Fall of 2016.

**Accomplishments 2014-2015 >>> Program Review Fall 2015 <<< Events & Plans 2016-2017**

Program Review questions are shown in the left-hand navigation menu – each item pulls up a web page that addresses a different question and provides guidelines and suggestions. You will use CurricUNET to answer these questions and produce your Program Review report.

### Program Review Goals

.....

Thoughtfully review current state of the program.

Make plans for next year for the program (including making resource requests).

Connect unit plans to College Plans and Priorities (and foster collaboration across units).

**Demonstrate closing the loop and dialogue around program improvements** (including comprehensive participation):

# Application: Program (Unit/Department) Review - Instructional Unit Example

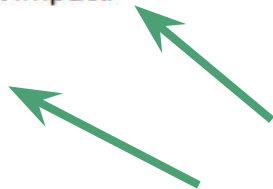
**Paragraph 1:** "Analyze **enrollment trends**. Describe FTES trends and factors influencing those trends. Discuss your unit's FTES / FTEF ratio. Disaggregate by program and/or course when applicable and compare to college-wide trends."

- Use [Tableau to view trends in FTES and FTES/FTEF](#).
- Use Argos for detailed data down to course level. [See instructions for Argos below](#).
- *Requesting a position through FPAC? [Read this note](#).*

**Paragraph 2:** "Comment on **student achievement trends** especially in relation to student demographics. Address disproportionate impact, focusing on populations experiencing greatest impact."

- Use [Tableau to view trends in Credit Course Success](#).
- Use [Tableau to view trends in Noncredit Average Attendance Hour](#).
- Use Argos for detailed data down to course level. [See instructions for Argos below](#).
- What is disproportionate impact? [See below for answers](#).

**Paragraph 3:** "Comment on **learning outcomes** in relation to SLO data gathered in Spring 2015 for some selected courses in your department. Address disproportionate impact, focusing on populations experiencing greatest impact."

- Use latest version of Disaggregation of SLOs in Argos. [See instructions for Argos below](#).
  - What is disproportionate impact? [See below for answers](#).
- 



## SLO Outcomes v20170109

☐ Available Dimensions

Term Desc ☐ CR/NCR ☐ Course ☐ Top 2 Desc ☐ GE\_AREA\_A ☐ GE\_AREA\_B ☐ GE\_AREA\_C ☐ GE\_AREA\_D ☐ GE\_AREA\_E ☐  
 GE\_AREA\_F ☐ GE\_AREA\_G ☐ GE\_AREA\_H ☐ Subject ☐ Time of Day ☐ Location ☐ English eligibility ☐ Math eligibility ☐ ESL eligibility ☐

☐ Columns

 ASSESSMENT\_L ☐
☐ Subject Course ☐
☐ Gender ☐
☐ Age Group ☐
☐ Ethnicity ☐
☐ URM ☐
☐ Bog or Pell ☐
☐ DSPS ☐
☐ First Gen ☐
☐ Foster Youth ☐
☐ Veteran ☐

ASSESSMENT_LEVEL		Meets SLO	Developing SLO	No evidence of SLO	Total by ROWS
Subject Course	Gender	%	%	%	%
		Value	Value	Value	Value
→ ACCT 1		76.14%	13.98%	9.88%	100.00%
	→ F	77.94%	12.99%	9.07%	100.00%
	→ M	75.36%	14.46%	10.18%	100.00%
→ ACCT 2		93.55%	3.90%	2.55%	100.00%
	→ F	93.83%	3.90%	2.27%	100.00%
	→ M	94.00%	3.00%	3.00%	100.00%
→ ACCT 51		78.62%	0.00%	21.38%	100.00%
	→ F	82.95%	0.00%	17.05%	100.00%
	→ M	70.91%	0.00%	29.09%	100.00%
→ ACCT 52		86.57%	8.96%	4.48%	100.00%
	→ F	88.37%	6.98%	4.65%	100.00%
	→ M	85.71%	9.52%	4.76%	100.00%
→ ACCT 53		87.18%	3.85%	8.97%	100.00%
	→ F	88.10%	2.38%	9.52%	100.00%
	→ M	86.21%	6.90%	6.90%	100.00%
Total by COLUMNS		82.81%	9.11%	8.08%	0.00%

## SLO Outcomes v20170109

Available Dimensions

Term Desc  CR/NCR  Course  Top 2 Desc  GE\_AREA\_A  GE\_AREA\_B  GE\_AREA\_C  GE\_AREA\_D  GE\_AREA\_E  GE\_AR  
 GE\_AREA\_F  GE\_AREA\_G  GE\_AREA\_H  Subject  Time of Day  Location  English eligibility  Math eligibility le  ESL eligibility lev

Columns

ASSESSMENT\_L\_1

Subject Course   
 SLO   
 Gender   
 Age Group   
 Ethnicity   
 URM   
 Bog or Pell   
 DSPS   
 First Gen   
 Foster Youth   
 Veteran

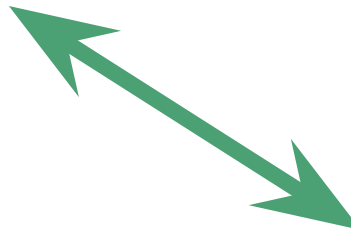
ASSESSMENT_LEVEL		Meets SLO	Developing SLO	No evidence of SLO	Total by ROWS
Subject Course	SLO	%	%	%	%
Gender		Value	Value	Value	Value
ACCT 1		76.14%	13.98%	9.88%	100.00%
	Classify and explain the operating, investing and financing activities reported in the Statement of Cash Flows when evaluating the solvency and liquidity of a company;	71.23%	26.03%	2.74%	100.00%
	F	71.79%	25.64%	2.56%	100.00%
	M	70.00%	26.67%	3.33%	100.00%
	Compare and contrast cash basis and accrual basis accounting and their impact on the financial statements including the nature and purpose of G.A.A.P. (Generally Accepted Accounting Principles)	22.22%	77.78%	0.00%	100.00%
	F	33.33%	66.67%	0.00%	100.00%
	M	25.00%	75.00%	0.00%	100.00%
	Describe and apply accounting and business terminology	80.00%	0.00%	20.00%	100.00%
	F	68.75%	0.00%	31.25%	100.00%
	M	88.24%	0.00%	11.76%	100.00%
	Describe how an accounting system is designed to satisfy the needs of specific for-profit businesses including the purpose and use of the books of entry;	78.79%	0.00%	21.21%	100.00%
	F	73.33%	0.00%	26.67%	100.00%
	M	81.25%	0.00%	18.75%	100.00%
	Distinguish the content, form and purpose of the basic financial statements and how they satisfy the information needs of users of financial reports;	76.03%	7.53%	16.44%	100.00%
	F	73.61%	6.94%	19.44%	100.00%
	M	81.97%	8.20%	9.84%	100.00%
	Evaluate how the principles of internal control				
Total by COLUMNS		76.14%	13.98%	9.88%	0.00%

Measures

# Application: Course-Level and General Education-Level Assessments

## **POLITICAL SCIENCE 1** COURSE-LEVEL AGGREGATE

- Overall course success: reflection, conversation, cohesion
- Across multiple semesters and sections
- Comparison with other courses satisfying that GENERAL EDUCATION AREA
- Achievement Gaps
- Improvements and Next Steps







City College of San Francisco  
General Education Learning Outcomes (GELO) Assessment  
**CCSF Area F: United States History & Government and  
CSU Constitution US 1, US 2, US 3**  
Course Completion Data Summer 2011 through Fall 2015  
SLO Data from Spring, Summer, Fall 2015



# GE Area F and CSU US 1, 2, 3 Assessment


File Edit View Insert Format Tools Table Add-ons Help Last edit was

   	100%	Normal text	Calibri	11	<b>B</b>
<hr/>					
<a href="#">Assessment Goals and Standards</a>					
<a href="#">US History and Constitution GE Area Workgroup Process</a>					
<a href="#">CCSF Area F and CSU US 1, 2, 3 Outcome Mapping</a>					
<a href="#">Active US History and Constitution GE Area courses</a>					
<a href="#">Data Definitions, Sources, and Limitations</a>					
<a href="#">Data Analysis and Discussion</a>					
<a href="#">Enrollments</a>					
<a href="#">Aggregated Success and SLOs</a>					
<a href="#">Disaggregated By Course or Subject</a>					
<a href="#">Disaggregated By Underrepresented Minority (URM) Status</a>					
<a href="#">Disaggregated By Ethnicity</a>					
<a href="#">Disaggregated By Gender</a>					
<a href="#">Disaggregated By BOG or Pell Tuition Waiver Status</a>					
<a href="#">Disaggregated By Age</a>					
<a href="#">Disaggregated By Location</a>					
<a href="#">Disaggregated By English/ESL/Math Preparation Level</a>					
<a href="#">Disaggregated By Veteran Status</a>					
<a href="#">Disaggregated By First Generation</a>					
<a href="#">College-Wide Dialogue (Forum) Summary</a>					

Application:  
Course-Level  
and  
General  
Education-  
Level  
Assessments

# Application: Course-Level and General Education-Level Assessments

		Total	Meets SLO			Total	Meets SLO			Total	Meets SLO			Total	Meets SLO		
		Asian			Black or African American			Filipino			Latino			White			
COURSE		#	#	%	#	#	%	#	#	%	#	#	%	#	#	%	
ASAM	20	477	349	73%	13	8	62%	85	72	85%	25	15	60%	16	10	63%	
HIST	1	325	261	80%	54	29	54%	82	53	65%	294	209	71%	338	281	83%	
HIST	17A	120	97	81%	20	12	60%	31	24	77%	146	115	79%	99	85	86%	
HIST	17B	66	53	80%	3	3	100%	18	12	67%	47	45	96%	62	52	84%	
HIST	12B	17	14	82%	16	11	69%	5	2	40%	37	26	70%	48	32	67%	
HIST	41A	12	10	83%	53	33	62%	0	0	n/a	12	10	83%	11	11	100%	
HIST	9	48	30	63%	0	0	n/a	6	3	50%	6	1	17%	21	15	71%	
LALS	1	29	23	79%	17	7	41%	8	7	88%	326	196	60%	38	30	79%	
POLS	1	913	721	79%	274	193	70%	238	196	82%	927	691	75%	591	510	86%	



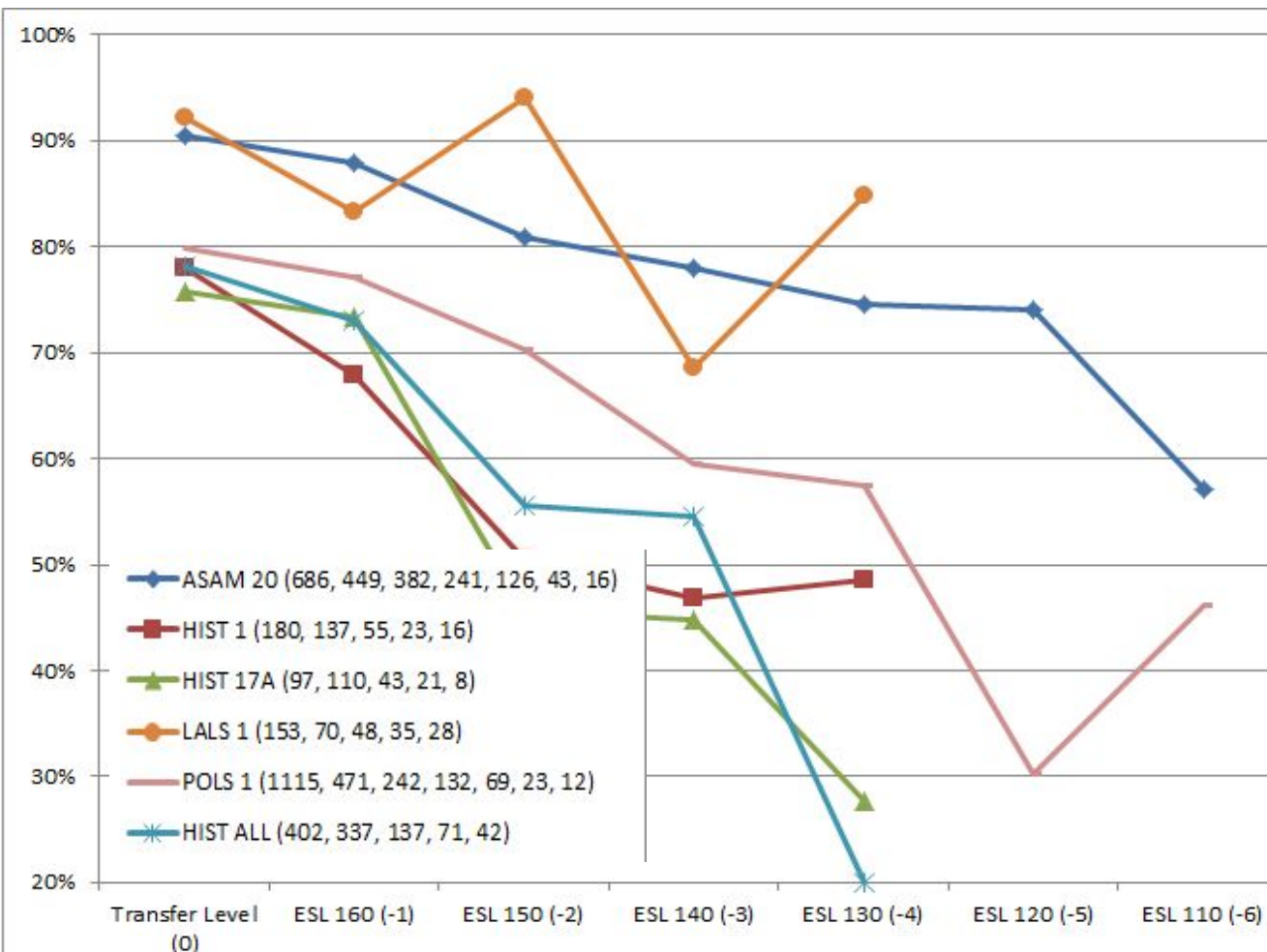
Subject	Location	Met		Dev		No Ev		Total
		#	%	#	%	#	%	#
POLS		2,667	77.39%	596	17.30%	183	5.31%	3,446
	Mission	99	82.50%	17	14.17%	4	3.33%	120
	Ocean	2,458	76.98%	556	17.41%	179	5.61%	3,193
	Online	110	82.71%	23	17.29%	0	0.00%	133
Total by COLUMNS		5,392	75.38%	1,266	17.70%	495	6.92%	7,153



# Application: Curriculum Requisite Review

**Course completion success by ESL Level for US History and Constitution GE Area courses from Summer 2011 to Fall 2015.** (\*Note: data pulled only from courses with sufficient student enrollment in each category to provide meaningful data.)

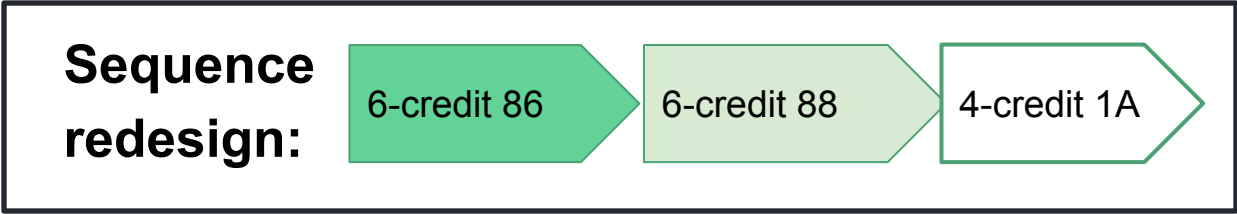
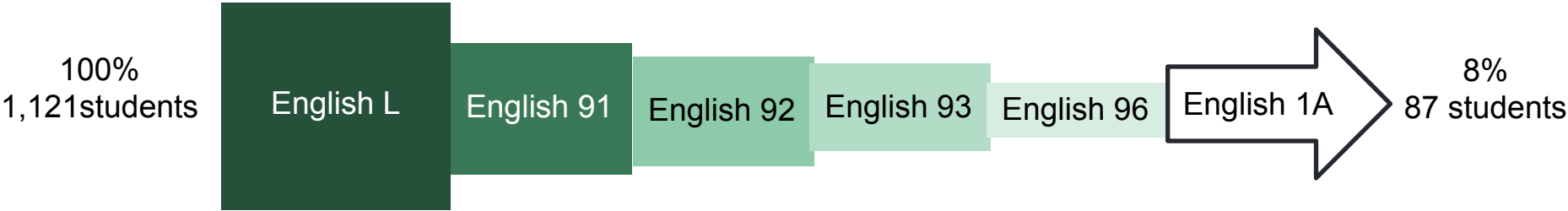
**Completion rates of students at varying English preparation levels for US History and Constitution GE Area courses from Summer 2011 to Fall 2015:**



	HIST 1	HIST 17A
ENGL 1A	73.6% (1429)	76.7% (1140)
ENGL 96	51.6% (376)	57.5% (296)
ENGL 93	46.6% (217)	48.6% (226)
ENGL 92	34.3% (131)	37.1% (122)
ENGL 91	32.0% (66)	26.8% (48)
ENGL L	15.4% (10)	22.4% (13)
<b>TOTAL*</b>	<b>56.3%</b> <b>(2,588)</b>	<b>58.6%</b> <b>(2250)</b>

# Application: Resequencing English 1A

56% (69 of 123) meets	59% (73 of 123) meets	85% (105 of 123) meets	50% (62 of 123) meets
<b>GELO B1:</b> Analyze, synthesize, evaluate and critically read college-level texts.	<b>GELO B2:</b> Compose organized and coherent source-based essays that demonstrate critical thinking and rhetorical strategies.	<b>GELO B3:</b> Demonstrate control over all major conventions of Standard English grammar and punctuation.	<b>GELO B4:</b> Select and integrate reliable, credible, and scholarly sources to support essays, using MLA format.



# Application: Curriculum – Course Outline Updates

## What? Updates to **COURSE OUTLINE** and **PROGRAM DESCRIPTIONS**

Requisites

SLOs

Mapping

## Who?

Faculty curriculum development

Chairs and Deans review and approval

Curriculum Committee review and approval

### II. COURSE SPECIFICS

A. Hours	Lecture: 52.50 total
B. Units	3.00
C. Prerequisite	None
Corequisite	None
Pre/Corequisite	None
Advisory	((MATH 55 and MATH 60) or ET 108A); ENGL 96

City College of San Francisco Course Outline of Record Course Status: Active	
<b>I. GENERAL DESCRIPTION</b>	
A. Approval Date	February 2014
B. Effective Semester	Fall 2015
C. Department	Earth Sciences
D. Course Number	OCEAN 1
E. Course Title	Oceanography
F. Course Outline Originator	Katryn Wiese
G. Department Chairperson	Chris Lewis
H. Dean	David Yee
<b>II. COURSE SPECIFICS</b>	
A. Hours	Lecture: 52.50 total
B. Units	3.00
C. Prerequisite	None
Corequisite	None
Pre/Corequisite	None
Advisory	((MATH 55 and MATH 60) or ET 108A); ENGL 96
Advisory Pre/Corequisite	None
D. Course Justification	This course is designed for majors, general education transfer students, teachers, and community members interested in understanding the oceans and the physical, biological, chemical, and geological processes at work within the class fulfills the basic science requirement for CCSF graduation.
E. Field Trips	Optional
F. Description of Field Trips	Local beaches and tidepools
G. Method of Grading	Only Letter
H. Repeatability	Course is not repeatable
<b>III. CATALOG DESCRIPTION</b>	
Introduction to the major physical, biological, chemical, and geological processes at work in the oceans. Covers the formation and evolution of the oceans through Earth's history and the dynamics and intersections of currents, coastal processes, climate, seawater chemistry and physics, marine ecosystems, and society.	
<b>IV. STUDENT LEARNING OUTCOMES</b>	
Upon completion of this course, a student will be able to:	
A. Apply the plate tectonics theory to the origin, evolution, and features of ocean margins and basins and ocean crust.	
B. Analyze and interpret the origin, distribution, and evolution of ocean sediment.	
C. Interpret the origin of, impacts on, and consequences of the seawater's chemistry and physical properties on biological and physical systems.	
D. Describe and interpret the causes, effects, and interrelationships of atmospheric processes and the oceans, including ocean circulation, terrestrial weather patterns and climate change.	
E. Evaluate the relative contributions of coastal processes, such as swell, tides, and currents, to explain origins and consequences of coastal landforms and processes.	
F. Evaluate society's impacts on the ocean and the impacts of marine hazards and resources on society.	
G. Examine and evaluate the origin and foundations of life in the oceans, including photosynthesis, nutrient cycles, and the dynamics of marine planktonic, pelagic and benthic ecosystems, including the geological interrelationships.	

# Outcomes & Assessment



City College strives to create a culture where outcomes assessment continually improves the quality of student learning and institutional effectiveness. Members of each department and program engage each other in the development and assessment of outcomes. Dialogue within and amongst departments and programs moves the college forward to meet the evolving needs of our students through instruction, curricula, programs, and services.

## Overview

- ▶ [CCSF Institutional Assessment Plan](#)
- ▶ [Instructional SLO Dashboard Current Assessment Status](#)

## Reporting

[Fall 2016 CRN Assessment Statistics](#)

**CRN-Level SLO Reporting Deadlines:**  
end of semester when grades are due

- ▶ [Assessment Reporting Processes, Details, and Links](#)
- ▶ [Quick Guide to Assessment Report Resources](#)
- ▶ [CurricUNET Login and User Manuals](#)

# Q&A

For more information see:

[www.ccsf.edu/SLO](http://www.ccsf.edu/SLO)

[www.ccsf.edu/ProgramReview](http://www.ccsf.edu/ProgramReview)

[www.ccsf.edu/CurricUNET](http://www.ccsf.edu/CurricUNET)

Or contact:

[slocoordinator@ccsf.edu](mailto:slocoordinator@ccsf.edu)

[research@ccsf.edu](mailto:research@ccsf.edu)

[curricunet@ccsf.edu](mailto:curricunet@ccsf.edu)

