# Gathering and Using Disaggregated SLO Data

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City College of San Francisco
www.ccsf.edu/slo



**CITY COLLEGE OF SAN FRANCISCO**

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 evidenc |

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 | | |

ACCJC CONFERENCE 2017

# 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**

# 1. What, Why, How

**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
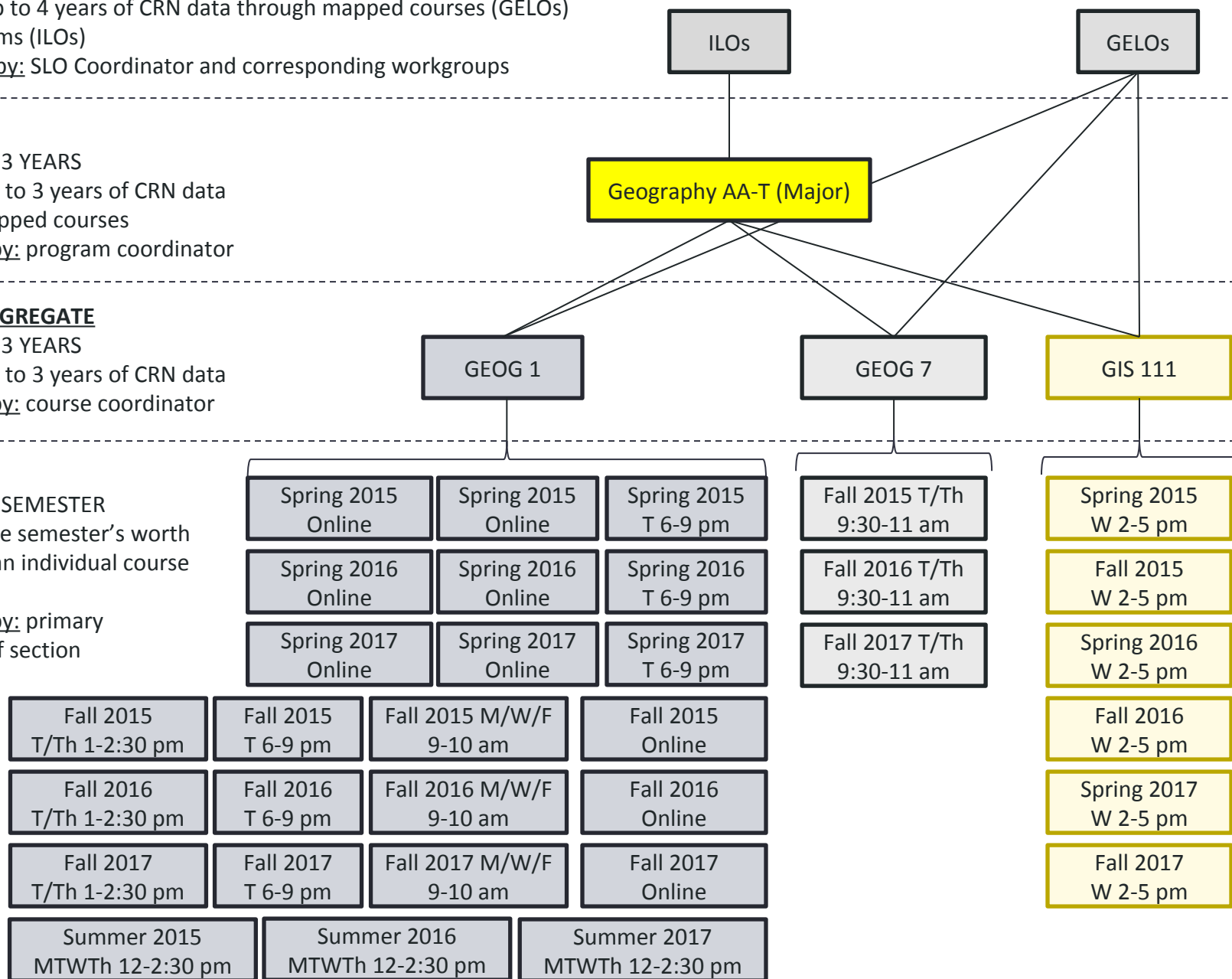Reviews: up to 3 years of CRN data
Submitted by: course coordinator

**CRN**
Due: EVERY SEMESTER
Reviews: one semester's worth of data for an individual course section
Submitted by: primary instructor of section

| ILOs | | GELOs |
| --- | --- | --- |

**Geography AA-T (Major)**

| GEOG 1 | GEOG 7 | GIS 111 |
| --- | --- | --- |

GEOG 1:
- Spring 2015 Online
- Spring 2015 Online
- Spring 2015 T 6-9 pm
- Spring 2016 Online
- Spring 2016 Online
- Spring 2016 T 6-9 pm
- Spring 2017 Online
- Spring 2017 Online
- Spring 2017 T 6-9 pm
- Fall 2015 T/Th 1-2:30 pm
- Fall 2015 T 6-9 pm
- Fall 2015 M/W/F 9-10 am
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- Fall 2017 Online
- Summer 2015 MTWTh 12-2:30 pm
- Summer 2016 MTWTh 12-2:30 pm
- Summer 2017 MTWTh 12-2:30 pm

GEOG 7:
- Fall 2015 T/Th 9:30-11 am
- Fall 2016 T/Th 9:30-11 am
- Fall 2017 T/Th 9:30-11 am

GIS 111:
- Spring 2015 W 2-5 pm
- Fall 2015 W 2-5 pm
- Spring 2016 W 2-5 pm
- Fall 2016 W 2-5 pm
- Spring 2017 W 2-5 pm
- Fall 2017 W 2-5 pm

## 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 le ▼ | ESL eligibility lev ▼ |

**Columns**

ASSESSMENT_L ▼

| SLO ▼ | | | ASSESSMENT_LEVEL | Meets SLO | Developing SLO | No evidence of SLO | Total by ROWS |
|---|---|---|---|---|---|---|---|
| Gender ▼ | | SLO | Gender | % | % | % | % |
| Age Group ▼ | | − ↑ | ÷ ↑ | 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 controll | | 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**

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 <u>Guide to Evaluating and Improving Institutions</u>, 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

**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 |
|---|---|---|
| Paul, Charles | W80045223 | Meets SLO |
| Smith, Mary | @99412000 | Developing SLO |
| Doe, Jane | W87321100 | No evidence of SLO |

Total number of individuals at each stage

| | | |
|---|---|---|
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| 1 | Developing SLO | 33.33 % of total number assessed |
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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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| --- | --- | --- |
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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.
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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 |
| | No evidence of SLO | 33.33 % of total number assessed |

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]

# DATA publicly viewable immediately in CurricUNET

# Course Section-Level Assessment

## Student names removed

## Totals produced

| Originator | Katryn Wiese |
|---|---|
| Outcome Assessment Type | CRN-level SLO Assessment |
| Course | OCAN 1 - Oceanography |

| Outcome | |
|---|---|
| Analyze and interpret the origin, distribution, and evolution of ocean sediment. | |

| CRN | 34999 |
|---|---|
| Semester | Spring |
| Year | 2016 |

### Assessment & Analysis

#### Assessment Methods Used

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.

#### What criteria were used for assigning an assessment level to each student?

2 out of 3 correct on mapped questions = MEETS outcome
1 correct = DEVELOPING
None correct = NO EVIDENCE

Total number of individuals at each stage:

| | |
|---|---|
| | 65% of total number assessed |
| | 25% of total number assessed |
| | 10% of total number assessed |

...ts made to this class since the last assessment

/exercises based on how well students were or weren't getting the concepts. I also added to improve in-class discussion.

...mary of data, analysis, and discussion

his end-of-the-semester exam determines what they remember by the end, and it can stand

### Next Steps

plicable, do you plan to implement based on your assessment data,
ement 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!

## Total number of individuals at each stage:

| 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 | |

# Program-Level Assessment (Majors and Certificates)

| 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 |
| ...tegies 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 |
| ...rect or change the forces of nature; and understand the role each person plays in the ...his problem especially as relates to earth science phenomena. | |
| | 63.42% of total number assessed |
| | 27.18% of total number assessed |

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

| 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**

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).

# 2. Assessment Levels & Mapping

**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

**ILOs**

**GELOs**

**PROGRAM**
Due: EVERY 3 YEARS
Reviews: up to 3 years of CRN data through mapped courses
Submitted by: program coordinator

**Geography AA-T (Major)**

**COURSE AGGREGATE**
Due: EVERY 3 YEARS
Reviews: up to 3 years of CRN data
Submitted by: course coordinator

**GEOG 1**

**GEOG 7**

**GIS 111**

**CRN**
Due: EVERY SEMESTER
Reviews: one semester's worth of data for an individual course section
Submitted by: primary instructor of section

| GEOG 1 | | |
|---|---|---|
| Spring 2015 Online | Spring 2015 Online | Spring 2015 T 6-9 pm |
| Spring 2016 Online | Spring 2016 Online | Spring 2016 T 6-9 pm |
| Spring 2017 Online | Spring 2017 Online | Spring 2017 T 6-9 pm |

| | | | |
|---|---|---|---|
| Fall 2015 T/Th 1-2:30 pm | Fall 2015 T 6-9 pm | Fall 2015 M/W/F 9-10 am | Fall 2015 Online |
| Fall 2016 T/Th 1-2:30 pm | Fall 2016 T 6-9 pm | Fall 2016 M/W/F 9-10 am | Fall 2016 Online |
| Fall 2017 T/Th 1-2:30 pm | Fall 2017 T 6-9 pm | Fall 2017 M/W/F 9-10 am | Fall 2017 Online |

| Summer 2015 MTWTh 12-2:30 pm | Summer 2016 MTWTh 12-2:30 pm | Summer 2017 MTWTh 12-2:30 pm |
|---|---|---|

**GEOG 7**
| Fall 2015 T/Th 9:30-11 am |
| Fall 2016 T/Th 9:30-11 am |
| Fall 2017 T/Th 9:30-11 am |

**GIS 111**
| Spring 2015 W 2-5 pm |
| Fall 2015 W 2-5 pm |
| Spring 2016 W 2-5 pm |
| Fall 2016 W 2-5 pm |
| Spring 2017 W 2-5 pm |
| Fall 2017 W 2-5 pm |
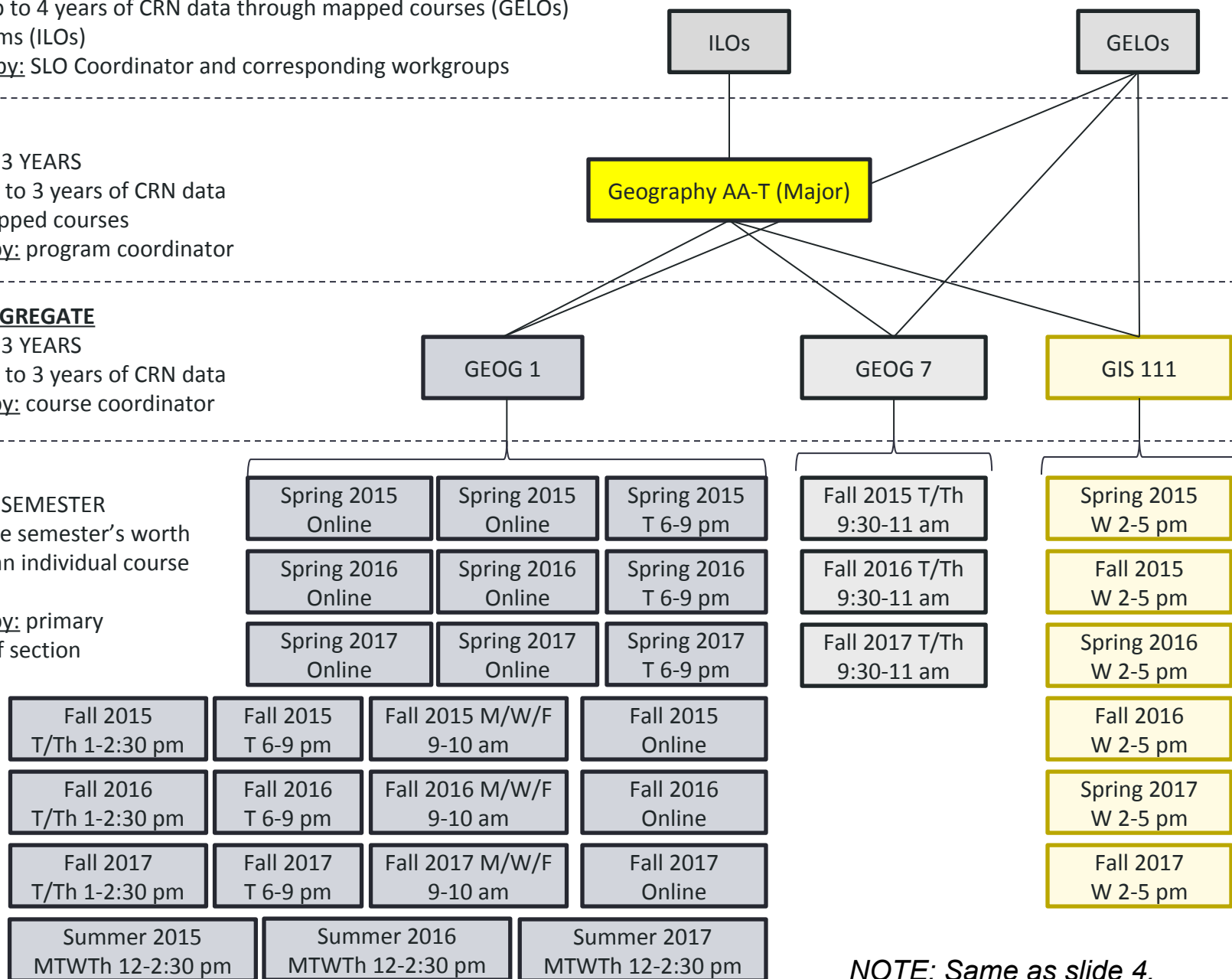
*NOTE: Same as slide 4.*

# 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 observat interpretations, taking field notes they have to use; developing the "eyes of an oceanographer;" especially as relates oceanographic phenomena.

## Institutional Learning Outcome Mappings

- ☑ ILO Critical Thinking 1a: Apply critical and creative reasoning, including diverse perspectives, to address comple
- ☑ ILO Information Competency 1b: Locate, evaluate, synthesize, and appropriately use multiple forms of informat
- ☐ 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 and cultures
- ☐ ILO Cultural, Social, and Environmental Awareness 3b: Demonstrate an understanding of civic, social, and enviro responsibility
- ☐ ILO Cultural, Social, and Environmental Awareness 3c: Demonstrate civic, social, and environmental responsibili
- ☐ ILO Cultural, Social, and Environmental Awareness 3d: Collaborate effectively in diverse social, cultural, and glo
- ☐ 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 example 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 pa (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 c
- ☐ **BIO 100A:** Synthesize information, use quantitative reasoning and solve critical thinking problems; write clear,

# 3. Application

# 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 | | | | |
| | Report S'14 | | | Report S'15 | | | Report S'16 | | | | Draft Report F'16 | | | | |

**Learn more about** Institutional Learning Outcomes **and ongoing assessment.**

# Application: Program (Unit/Department) Review
"Flowing to and from the same stream…"

# Application: Program (Unit/Department) Review

## 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):

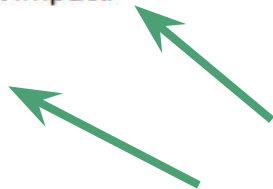# Application: Program (Unit/Department) Review - Instructional Unit Example

**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_ARE |
|---|---|---|---|---|---|---|---|---|
| GE_AREA_F ▼ | GE_AREA_G ▼ | GE_AREA_H ▼ | Subject ▼ | Time of Day ▼ | Location ▼ | English eligibility ▼ | Math eligibility le ▼ | ESL elig |

**Columns**

ASSESSMENT_L ▼

| Subject Course ▼ | | | | | | |
|---|---|---|---|---|---|---|
| Gender ▼ | | | | | | |

| 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% |

Age Group ▼
Ethnicity ▼
URM ▼
Bog or Pell ▼
DSPS ▼
First Gen ▼
Foster Youth ▼
Veteran ▼

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☐ ⬍ 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 ▼

| Subject Course ▼ | | | ASSESSMENT_LEVEL | Meets SLO | Developing SLO | No evidence of SLO | Total by ROWS |
|---|---|---|---|---|---|---|---|
| **SLO** ▼ | Subject Course | SLO | Gender | % | % | % | % |
| **Gender** ▼ | — ↑ | — ↑ | ⊹ ↑ | Value | Value | Value | Value |
| Age Group ▼ | — ACCT 1 | | | 76.14% | 13.98% | 9.88% | 100.00% |
| Ethnicity ▼ | | — 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% |
| URM ▼ | | | ⊹ F | 71.79% | 25.64% | 2.56% | 100.00% |
| Bog or Pell ▼ | | | ⊹ M | 70.00% | 26.67% | 3.33% | 100.00% |
| DSPS ▼ | | — 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% |
| First Gen ▼ | | | ⊹ F | 33.33% | 66.67% | 0.00% | 100.00% |
| Foster Youth ▼ | | | ⊹ M | 25.00% | 75.00% | 0.00% | 100.00% |
| Veteran ▼ | | — 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% |

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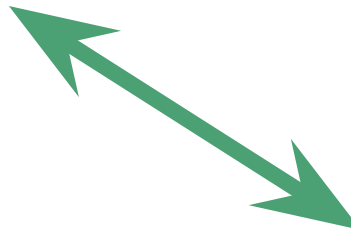
City College of San Francisco
General Education Learning Outcomes (GELO) Assessment
**CCSF Area F: United States History & Government and CSU Constitution US 1, US 2, US 3**
Course Completion Data Summer 2011 through Fall 2015
SLO Data from Spring, Summer, Fall 2015

Application:
Course-Level
and
General
Education-
Level
Assessments

GE Area F and CSU US 1, 2, 3 Assessment ☆ ■

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Assessment Goals and Standards

US History and Constitution GE Area Workgroup Process

CCSF Area F and CSU US 1, 2, 3 Outcome Mapping

Active US History and Constitution GE Area courses

Data Definitions, Sources, and Limitations

Data Analysis and Discussion

Enrollments

Aggregated Success and SLOs

Disaggregated By Course or Subject

Disaggregated By Underrepresented Minority (URM) Status

Disaggregated By Ethnicity

Disaggregated By Gender

Disaggregated By BOG or Pell Tuition Waiver Status

Disaggregated By Age

Disaggregated By Location

Disaggregated By English/ESL/Math Preparation Level

Disaggregated By Veteran Status

Disaggregated By First Generation

College-Wide Dialogue (Forum) Summary

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

| COURSE | | Asian Total # | Asian Meets SLO # | Asian Meets SLO % | Black or African American Total # | Black or African American Meets SLO # | Black or African American Meets SLO % | Filipino Total # | Filipino Meets SLO # | Filipino Meets SLO % | Latino Total # | Latino Meets SLO # | Latino Meets SLO % | White Total # | White Meets SLO # | White Meets SLO % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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 # | Met % | Dev # | Dev % | No Ev # | 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.)*
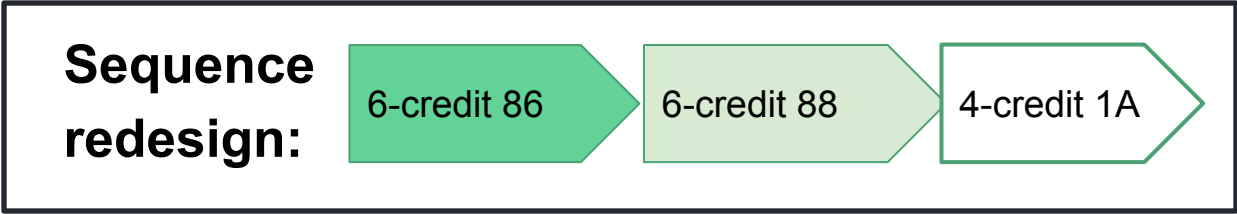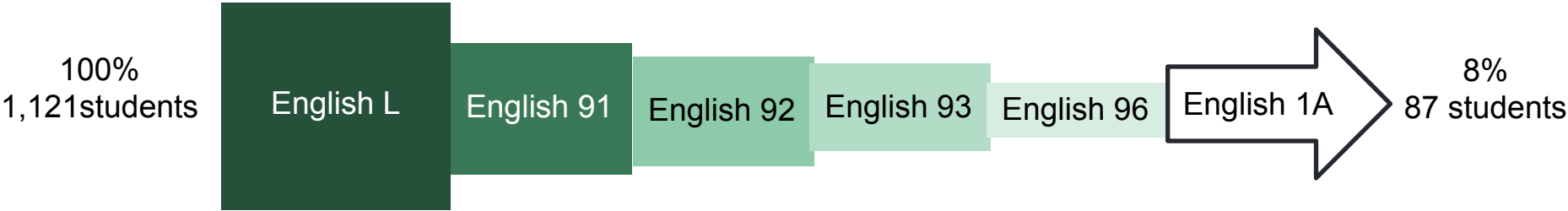
**Completion rates of students at varying English preparation levels for US History and Constitution GE Area courses from Summer 2011 to Fall 2015:**



Legend:
- ASAM 20 (686, 449, 382, 241, 126, 43, 16)
- HIST 1 (180, 137, 55, 23, 16)
- HIST 17A (97, 110, 43, 21, 8)
- LALS 1 (153, 70, 48, 35, 28)
- POLS 1 (1115, 471, 242, 132, 69, 23, 12)
- HIST ALL (402, 337, 137, 71, 42)

X-axis: Transfer Level (0), ESL 160 (-1), ESL 150 (-2), ESL 140 (-3), ESL 130 (-4), ESL 120 (-5), ESL 110 (-6)
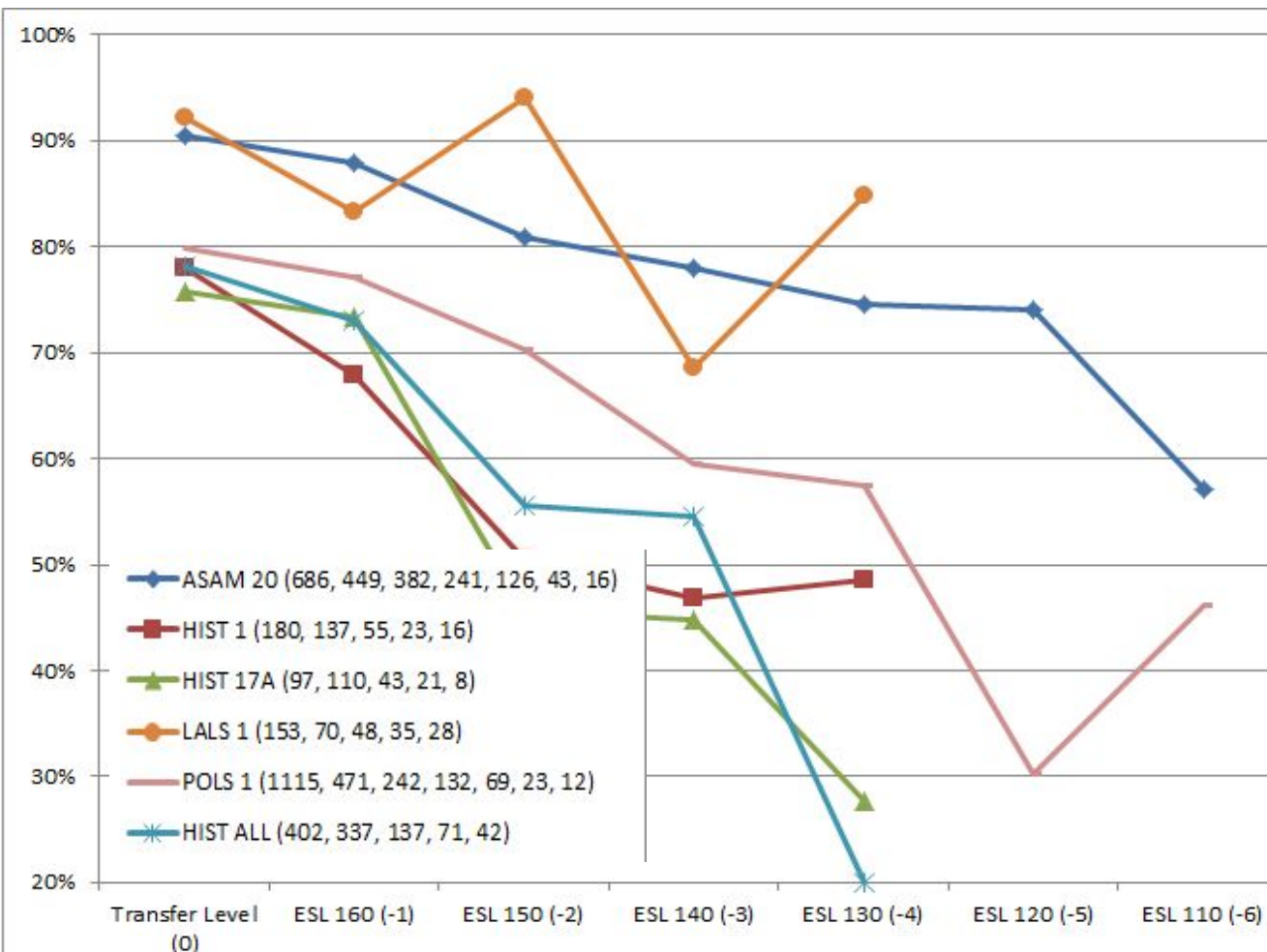
|  | HIST 1 | HIST 17A |
|---|---|---|
| **ENGL 1A** | 73.6% (1429) | 76.7% (1140) |
| **ENGL 96** | 51.6% (376) | 57.5% (296) |
| **ENGL 93** | 46.6% (217) | 48.6% (226) |
| **ENGL 92** | 34.3% (131) | 37.1% (122) |
| **ENGL 91** | 32.0% (66) | 26.8% (48) |
| **ENGL L** | 15.4% (10) | 22.4% (13) |
| **TOTAL*** | 56.3% (2,588) | 58.6% (2250) |

# Application: Resequencing English 1A

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

100%
1,121 students

English L | English 91 | English 92 | English 93 | English 96 | English 1A

8%
87 students

**Sequence redesign:** 6-credit 86 → 6-credit 88 → 4-credit 1A

# 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

# 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

www.ccsf.edu/ProgramReview

www.ccsf.edu/CurricUNET

Or contact:

slocoordinator@ccsf.edu

research@ccsf.edu

curricunet@ccsf.edu