

ILO 4 REPORT

Scope of the report

This ILO 4 Report is based on data collected in eLumen from Spring 2015 through Fall 2017 (6 semesters).

This ILO 4 Report includes data for the following certificates and degrees that have CSLOs mapped to GE-PLO 4.

CSU GE Breath Certificate, IGETC Certificate, General Studies: Arts & Humanities AA, General Studies: Social and Behavioral Sciences AA, General Studies: STEM AA, and General Studies: Women's Studies AA.

Benchmarks

Previously, no benchmarks or stretch goals were set for ILO 4/GE-PLO 4 for the above-listed certificate and degrees.

Percentages of students who met the CSLOs mapped to GE-PLO 4:

- CSU GE Breath 86.9%
- IGETC 84.4%
- GS Arts & Humanities 84.6%
- GS Social & Behavioral Sciences 88.0%
- GS STEM 83.6%*
- GS Women's Studies 80.0%

*At the time of data collection in eLumen, the CSLOs in the courses approved for the GS STEM only had a single SLO map to GE-PLO 4. As such, we did not analyze this program further, leaving 5 programs to assess. This deficiency will be corrected as soon as feasible and CSLO-to-GE-PLO 4 more data for that program will be collected and reported during the next GE-PLO 4 Reporting Cycle (2021).

Given the results of this reporting cycle, the overall benchmark for the next GE-PLO 4 Report (in 2021) is 82%. This percentage is a weighted average, across all programs, of the percentages of student SLO responses that met a GE-PLO mapped outcome, multiplied by 0.95.).

Equity Gaps

Using the percentage point gap (PPG)* method advocated by the CCCCO, we identified several equity gaps. There were ethnicity-based equity gaps across 4/5 of the assessed General Education programs. Specifically, an equity gap was identified for Black students across 3/5 General Education Programs and for Latinx students for the IGETC Certificate. There were also equity gaps for foster youth across 3/5 of these programs. There was a single gender equity

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gap within the General Studies: Arts and Humanities program. There were no equity gaps for veteran status or income.

*The PPG subtracts the overall percentage of success for the aggregate from the percentage of each disaggregated subgroup. An equity gap (or disproportionate impact) is determined by using a margin of error adjusted by the sample size of the disaggregated group. If the PPG is within the margin of error, there is no gap. But if it falls below the margin of error, there is a gap.

Ethnicity-based Equity Gap percentages:

- CSU GE Breath Black: 82%
- IGETC Black: 77% Latinx: 82%
- GS Arts & Humanities Black: 69%
- GS Social & Behavioral Sciences Latinx: 81%
- GS STEM N/A*
- GS Women's Studies No Gap

Foster Equity Gap percentages:

- CSU GE Breath No Gap
- IGETC 75%
- GS Arts & Humanities 65%
- GS Social & Behavioral Sciences 74%
- GS STEM N/A*
- GS Women's Studies No Gap

Gender Equity Gap percentage:

- CSU GE Breath No Gap
- IGETC No Gap
- GS Arts & Humanities Men: 81%
- GS Social & Behavioral Sciences No Gap
- GS STEM N/A*
- GS Women's Studies No Gap

Plans for improvement

- Re-assess and update the mapping of CSLOs to GE-PLO 4 for the General Studies: STEM degree courses to include more SLOs.
- Review and update the mapping of CSLOs to GE-PLO 4 for the CSU GE Breath Certificate, IGETC Certificate, General Studies: Arts & Humanities, and General Studies: Social & Behavioral Sciences

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Associate in Arts, and General Studies: Women's Studies Associate in Arts degrees to accurately and timely reflect curriculum changes.

- Determine if GE-PLO assessment is a sufficient proxy for ILO assessment by comparing the results of the GE-PLO assessment model (the current model) to an assessment model that assesses ILOs using CSLOs from all campus courses rather than only those courses within mapped to a GE-PLO. To this end, all courses across campus will be mapped to ILOs, beginning in the Fall of 2018.
- Communicate the results of these reports to the campus community on the College Outcomes Website and twice a semester in a face-to-face setting. Results will be discussed with faculty once at the Pierce Convocation Day in the Fall, as a scheduled workshop for faculty and again at the Pierce Assessment Day in Winter/Spring (College Recommendation for Improvement #3).
- Reduce ethnicity-based equity gaps by offering more professional development opportunities for faculty that teach strategies for supporting Black, Latinx, and Foster students in the classroom and facilitating their success. For example, in Fall of 2017, all faculty were presented with effective teaching strategies for Black and Latino men on Convocation Day. Similar information can be shared via workshops on Convocation Day, the Student Success Conference, and as FLEX opportunities offered by the Professional Development Committee and the Equity Committee throughout the semester.
- Faculty from the Women's Studies courses will be encouraged to share classroom strategies, which appear effective in supporting Foster students for ILO 4.