

# ILO 7 REPORT

## Scope of the report

This ILO 7 Report is based on data collected in eLumen from Spring 2015 through Spring 2018 (7 semesters).

This ILO 7 Report includes data for the following academic areas, with courses that have SLOs mapped to ILO-7:

Career and Technical Education, Math and Sciences, Language and Arts, Social Sciences and Wellness, as well as Adult, Continuing and Community Education.

## Benchmarks

Previously, no benchmarks or stretch goals were set for ILO 7 for the above-listed certificate and degrees.

Percentages of students who met the SLOs mapped to ILO 7:

- Aggregate success across all areas: 81%

Given the results of this reporting cycle, the overall benchmark for the next ILO-7 report (2021) is 77%. This percentage is a weighted average, across all programs, of the percentages of student SLO responses that met an ILO mapped outcome, multiplied by 0.95).

Disaggregated performance metrics were not available for each of the five academic areas. As such, we were unable to assess overall SLO performance within each area.

## Equity Gaps

Using the percentage point gap (PPG)\* method advocated by the CCCCO, we identified three equity gaps. There were ethnicity-based equity gaps and an equity gap for foster youth. Specifically, an equity gap was identified for Black students and for Latinx students. There were no equity gaps by gender, 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.

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### **Ethnicity-based Equity Gap percentages:**

- Aggregate success across all areas: Black: 75% Latinx: 79%

### **Foster Equity Gap percentages:**

- Aggregate success across all areas: 76%

### **Plans for improvement**

- Disaggregated performance metrics were not available for each of the five academic areas. As such, we were unable to assess overall SLO performance nor to identify equity gaps within each area. Future assessments should include disaggregated outcomes to better access areas for improvement within related areas and/or departments.
- Review and update the mapping of SLOs to ILO 7 for the Career and Technical Education, Math and Sciences, Language and Arts, Social Sciences and Wellness, as well as Adult, Continuing and Community Education areas, to accurately and timely reflect curriculum changes.
- Determine if assessment by academic area is a sufficient method to conduct ILO assessment. Future assessment should compare the results of the area assessment model (the current model) to an assessment model that assesses ILOs using SLOs from all campus courses rather than only those courses mapped within an area. 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.