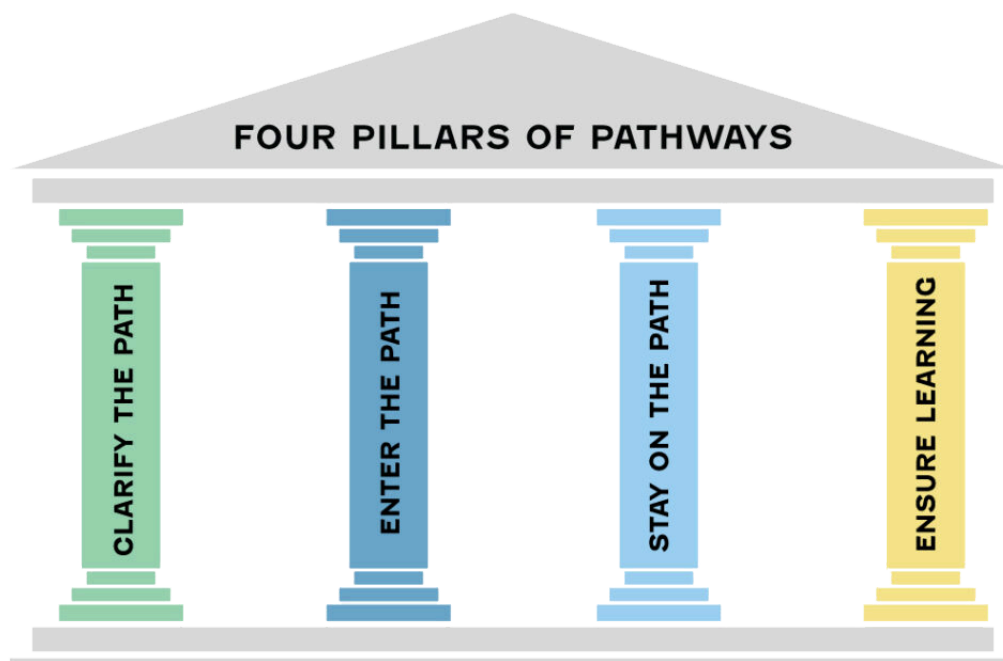


ILO Assessment Report: Ensure Learning

Winter-Spring 2024



Report on Institutional Learning Outcomes

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Introduction- Ensure Learning



Through the combined efforts of Guided Pathways and the Academic Senate leadership, the college adopted new Institutional Learning Outcomes (ILOs) that align with the four Guided Pathways pillars. The college began this assessment with the Ensure Learning pillar for the 2023-2024 cycle. For this ILO, the college aims to “empower students to learn the needed skills and content in their chosen courses and programs of study through relevant assessment practices as well as periodic evaluation of its assessment systems”. Measurable outcomes in relation to this ILO include: (1) reducing equity gaps in course success and completion rates for gateway and high impact courses; (2) reaching stated outcomes for SLO and PLO assessments; and (3) providing students with opportunities to learn by doing and to build job related skills. In addition, the college is continually reviewing these assessments to ensure accuracy and alignment with ECC’s programs, transfer institutions, as well as industry partners.

This report includes quantitative data from the Fall 2019 to Spring 2023 semester. The first measure discussed is the course success and completion data for gateway and high-impact courses disaggregated by race/ethnicity. The course success rate is defined as the percentage of students who receive an A, B, C or Pass as the final course grade out of all students enrolled as of the census date; the course completion rate is defined as the percentage of students who remain enrolled through the end of the course out of all students enrolled as of the census date. Self-reported ethnicity is based on the student's self selected ethnicity when they originally applied to the college. The options include: American Indian, Asian, Black or African American, Latino, Two or More Races, White, and Unknown/Declined to answer. To calculate the disaggregated equity gaps in success and completion, the course success or completion rate for the disaggregated group was subtracted by the course success or completion rate for all students not in that disaggregated group (a model called PPG - 1).

The second measure discussed in this report is a summarization of the PLO and SLO assessments from Fall 2019 to Fall 2023. The successful achievement of PLO or SLO goals was based on departmental analyses of their results. Some of these reports include racially disaggregated success rates for the SLO assessments. In addition, this report includes qualitative data from faculty interviews of those teaching gateway and high impact courses along with survey feedback from students in those courses.

This report includes particular attention to disaggregated data concerning Black/African American and Hispanic/Latino/a students to align with the CCC’s Goals for 2030 Vision, Equity in Success. Furthermore, this focus aligns with ECC’s DEIA+ Statement for the El Camino College Community. During the most recent

accreditation reviews, ECC has been asked to increase its use of disaggregated metrics campus-wide.

This report is broken into various sections to fully describe the assessments that were performed and analyzed. The first section explains the methods used to select courses in the report, identify the data for success and completion, as well as the procedure used for the faculty interviews. The second section reports the data collected with the remaining sections offering interpretations and recommendations based on the measurements.

Based on the data collected and analyzed in this report, the college is meeting its Institutional Learning Outcome, Ensure Learning. However, there are also many opportunities for growth. This report recommends standardizing the gathering and distribution of student and program learning outcomes, along with the increased sharing and adoption of best practices in the classroom to increase student success and address inequitable outcomes.

Methodology- Course Selection:

A course is identified a gateway or high impact course if any of the following is true:

- The course is a prerequisite for subsequent courses in the program.
- The course enrolls a high number of students.
- The course has a high abandon rate (drop before section census, default is 20%).
- The course has a high withdrawal rate (abandon rate plus drop rate after census).
- The course has a high rate of repeaters (non-first attempt students) in the classroom (default is 20%).
- The course has a low success rate among first attempt students (Institutional Set Standard is 64%).
- There is disparity in course success rates among groups of students (eg, ethnic groups).
- The course has a high percentage of students who are majoring in the Meta-major for the course.

Each Meta-major Success Team was asked to review the above results and data for courses in their area to decide on one gateway course. The following courses are what each Meta-major choose:

- Behavioral and Social Science (BSS)- Psychology 101
- Business (BUS)- Business 101
- Creative Arts (CA)- Art 110
- Health and Community Wellness (HCW)- Anatomy 32
- Industry and Technology (I&T)- Automotive Technology 1
- Languages, Composition and Journalism (LCJ)- English 1A
- Science, Technology Engineering Mathematics (STEM)- Math 170

This ILO assessment focused on additional high impact courses including Math 150, Communication Studies 100, Political Science 1, Computer Information Systems 13, Contemporary Health 1, and Human Development 110. These courses were chosen based on the data referred to above.

Methodology- Data Collection & Analysis:

Equity Gaps in Course Success and Completion

Institutional research regularly collects and tracks student success and completion data for every semester and publishes the results as [dashboards on the ECC website](#). The currently available equity data in success and completion rates is an average of semester results from Spring '19 to Fall '23. Equity gaps were identified by calculating the course success and completion rate for the disaggregated group and then subtracting it from the course success and completion rate for all students not in that disaggregated group. Any result below -3.0 is considered evidence of an inequitable outcome.

SLO and PLO Assessments

El Camino faculty, Division SLO Facilitators, and Campus SLO Coordinators examined SLO results data and analysis from at least the last four years to see and discuss trends in assessment, success, and potential areas for improvement. Data and analysis in Nuventive were the primary source for this effort, with the below items as a focus:

- Success rates over time
- Where success rates were highest or lowest
- What sample sizes were within an assessment
- Where disaggregated data was present and had been analyzed
- Frequency of assessment

The analysis and set of recommendations are based on the Appendix section of this report, which was compiled by El Camino faculty, Division SLO Facilitators, and Campus SLO Coordinators.

ECC Instructional Faculty Best Practices Study

The faculty at El Camino College represent a wealth of knowledge and experience both in pedagogy and their specific disciplines. To help assess this ILO, the Meta-major Success Teams studied the teaching strategies and philosophies of ECC colleagues who have found success in their gateway course. The faculty in this study were identified by looking at their course success and completion rates from Spring 2023 as published on Institutional Research and Planning website. Once instructors were identified, the Meta-major Success Teams interviewed the individual(s) through zoom using the captioning service. Teams submitted the relatively raw interview transcripts. For two interviews, the transcripts were not

saved thus detailed notes were used instead. For a second set of two instructors, schedule conflicts made it challenging to meet so they sent written answers to the questions. Below are the questions posed to each faculty interviewee.

Faculty Interview Questions:

- Could you share some of your teaching strategies that you are most proud of?
- What barriers do you feel our students are facing? What strategies or campus resources do you use to help them overcome these barriers?
- Are there specific ways in which you establish a positive and inclusive classroom environment?
- How do you approach addressing the diverse needs and learning styles of your students?
- Reflecting on your answers to the previous questions, in what ways do your teaching strategies lead to greater success for students?
- Optional: How do you tackle covering a large amount of material while also supporting students? OR Are there parts of the curriculum that you might change or remove to better serve the students? OR In your experience, what kind of support or resources do you think students find most beneficial for their success in your courses?

The raw transcripts were put into a large document and reviewed by the assessment team where common practices were identified. In addition, the document was reviewed using ChatGPT for specific themes to support the analysis done by the team. The themes were expanded upon and supported by finding various specific quotes from the interviews.

Faculty interviewees were asked to share a follow up survey with their students to capture the student experience in their course. The faculty participants were provided with a link and QR code to share with their students to a [Google Form Survey](#). The survey questions included which course the student was in as well as rating the following statements on a likert scale of strongly agree to strongly disagree. The survey was anonymous and voluntary. The last question was inviting students to an in-person focus group. Unfortunately, the focus group had to be canceled due to an unexpected power outage.

Student Survey Questions:

- My professor cares about my success.
- My professor creates a positive and inclusive learning environment.
- My professor helps me when I don't understand a topic.
- My professor is willing to be flexible with due dates.
- I feel comfortable approaching my professor with questions.
- The work that we do in class helps me prepare for tests or assignments.

- My professor provides information about college resources and support.
- I feel prepared to apply what I learned in this class in future classes.
- My instructor provides a variety of materials to support my learning.
- My instructor supports and encourages studying in groups.
- I feel confident in my ability to succeed in this class.

Results & Analysis:

Equity Gaps in Course Success and Completion

Below are the Success and Completion Rates for all selected courses from Fall '19 to Spring '23 (Table 1 and Table 2).

Table 1. Overall Course Success Rate* from Fall '19 to Spring '23

Course Name	Success	Course Name	Success	Course Name	Success
Anat 32	67.4	CIS 13	68.9	Math 150	59.0
Art 110	69.8	Coms 100	67.7	Math 170	53.4
ATec 1	67.6	Eng 1A	61.5	Poli 1	77.3
Bus 101	65.6	Eng 1C	70.4	Psyc 101	68.5
CH 1	71.3	HDev 110	68.2		

*Defined as the percentage of students who receive an A, B, C or Pass as the final course grade out of all students enrolled as of the census date.

Table 2. Overall Course Completion Rate* from Fall '19 to Spring '23

Course Name	Completion	Course Name	Completion	Course Name	Completion
Anat 32	77.9	CIS 13	83.4	Math 150	77.5
Art 110	84.9	Coms 100	84	Math 170	74.3
ATec 1	87.1	Eng 1A	79	Poli 1	91.9
Bus 101	81.2	Eng 1C	84.8	Psyc 101	88.5
CH 1	89.1	HDev 110	84		

*Defined as the percentage of students who remain enrolled through the end of the course out of all students enrolled as of the census date.

Below is the Equity and Disproportionate Impact Rates for Success across all selected courses from Fall '19 to Spring '23 (Table 3). Black or African American and Hispanic or Latino/a students are highlighted as those are the focus of this

report. Other disproportionately impacted groups were excluded from these results due to low sample size.

Table 3. Equity Gaps* in Success (AA: Black or African American; HSP: Hispanic or Latino/a)

Course	AA	HSP	Course	AA	HSP	Course	AA	HSP
Anat 32	-10.0	-9.6	CIS 13	-19.5	-6.9	Math 150	-14.8	-10.2
Art 110	-17.1	-5.5	Coms 100	-11.2	-5.2	Math 170	-13.2	-9.4
ATec 1	-19.3	-6.0	Eng 1A	-10.6	-11.3	Poli 1	-7.80	-3.6
Bus 101	-16.5	-7.8	Eng 1C	-7.8	-8.0	Psyc 101	-12.9	-5.7
CH 1	-17.0	+0.7	HDev 110	-9.2	-4.7			

*Calculated as the course success rate for the disaggregated group was subtracted by the course success rate for all students not in that disaggregated group.

Table 3. Equity Gaps* in Completion (AA: Black or African American; HSP: Hispanic or Latino/a)

Course	AA	HSP	Course	AA	HSP	Course	AA	HSP
Anat 32	-10.0	-9.6	CIS 13	-11.9	-4.3	Math 150	-8.0	-5.2
Art 110	-11.7	-0.7	Coms 100	-4.8	-3.3	Math 170	-7.7	-6.5
ATec 1	-10.2	-4.8	Eng 1A	-7.0	-5.6	Poli 1	-2.7	-1.1
Bus 101	-9.0	-4.9	Eng 1C	-3.6	-7.0	Psyc 101	-14.8	-1.7
CH 1	-5.3	+0.7	HDev 110	-6.4	-2.1			

*Calculated as the course completion rate for the disaggregated group was subtracted by the course completion rate for all students not in that disaggregated group.

SLO and PLO Assessment Results

Following the review of each of these courses' SLO results and analysis, a number of trends have emerged. In addition, the completion rates for PLO assessments and completion of Program Review are included. Additional details for these analyses can be found in the Appendix section. In reviewing these 14 courses' data over the last four years:

- ECC has a robust system of assessment in place that is being adhered to, despite the many external challenges of the past four years.
 - 100% of courses included completed assessment of all course SLOs within a four year period, in alignment with ACCJC best practices.
- 81% of courses in the report consistently met their SLO standard.
- Faculty have constructed a variety of quality assessments and assessment

methods to determine student knowledge and ability, ultimately to ensure learning at the SLO level.

- While regularly collecting and analyzing and acting on SLO data is one of our strengths, PLO completion rates have hovered at around 50%.
 - Completion of Academic Program Review documents, which includes analysis of aggregated SLO data, is much higher.
- Faculty often collaborate on the collection and analysis of SLO data.
- Some courses have begun to effectively use Canvas Outcomes to disaggregate data and are exposing equity gaps that have been hidden by acceptable aggregate success rates. The college is also expanding the number of courses that are using Canvas Outcomes, making our SLO assessment process more coherent and yielding more actionable data.
- Faculty are working in concert to ensure that our students are learning and regularly exhibit an investment in student success.

ECC Instructional Faculty Best Practices Study

The faculty interviewed for each gateway course represented the highest success and completion rates for their particular course in the Spring 2023 semester. The faculty interviewed, though representing different fields of study, offered surprisingly similar responses to the interview questions. The three main themes developed that capture the spirit of all of the interviews as a whole are:

- **Adaptation:** willingness to change, experiment, and offer students more choices in the classroom.
- **Inclusivity:** treating students as individuals and incorporating their lived experiences into the classroom.
- **Interactivity:** making learning active, varied, and collaborative.

Below are quotes from the interviews supporting each of these themes.

Adaptation:

- “I feel it is very important to incorporate visual and auditory methods of encoding information. I feel assignments where the students reflect on what they have learned after the lecture is very beneficial - it helps encode the new information learned.”
- "I've kind of shortened those lectures and spent more time with workshops... since it's hybrid, I work with all my students... which I think a lot of people do but I had never done it."
- “I think feedback during classes is important because it is immediate ... So what I do is in my plan. I include wait time. I include time to just relax and wait for someone to think about a question, wait for someone to think about an answer and then wait for someone to actually think about the answers that were there. I actually incorporate this into my planning. I give that time there.”

Inclusivity:

- “Students, especially the struggling ones, they probably gave up on themselves many times already. And now, when they see an

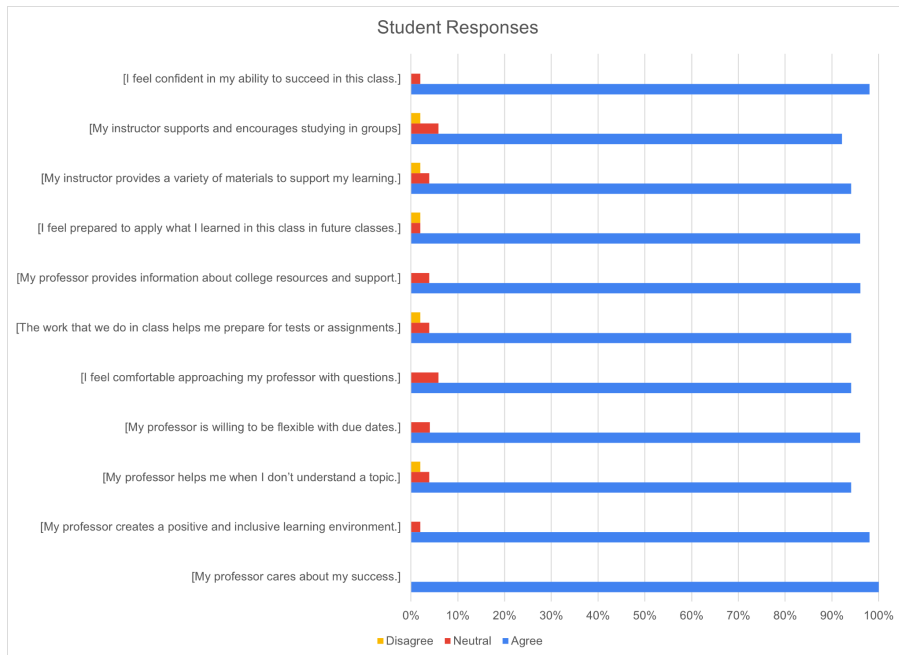
instructor that knows their name, they believe in [their ability to succeed].”

- “And how do I make it inclusive? Like honestly, like I'm not lying: It's just learning their names. You don't even know how many students will be like, wow, you know my name? I've been through 4 years in high school. I don't think any of them knew my name and you already know my name.”
- “A lot of students are first-gen, so they can get very isolated; I like bringing in different reps to speak about campus resources like START counselors, EOPS, SRC folks. We also do a first-day field trip to see the different resources and special programs on campus.”
- “Trust is important. Art is a discipline that students have a set mindset: “I’m good at it, or I’m not good at it.” I try to avoid negative comparisons and create non-competitive environment.”

Interactivity:

- “So I very quickly learned like okay large group discussions aren't gonna work in this class... I really just started working with students in groups and individually in that class.”
- “Once you get to know your student skills, then you can start doing different type of pairing up or grouping where it could be heterogeneous or homogeneous... Then they start noticing that they can get help from each other. They start noticing they can help each other. They start noticing that they're not alone. And I think those things there really help propel student to want to learn.”
- “For [auto tech] lab, I let them do it themselves; I give them all the instruments and I'll give them about 2 hours to putter through, then discuss the results and make sure they've met the objectives. When students need help or ask questions, I'll ask guiding questions to help them find the answer themselves – helps them take an active role.”
- “I think that helps students to be more engaged and to kind of be more excited about the material once they hear that I'm bringing up something that they personally were interested in.”

In addition to the interviews, the faculty were asked to share an anonymous Google Form Survey with their students. There were 51 total responses with 56.9% from Eng 1A, 37.3% from Psyc 101, and 5.9% from Anat 32. Below is a summary of the Student Survey responses:



Conclusions & Recommendations:

In review of the Course Completion Rates, the gateway and high impact courses included in this report are meeting the institutional goal of 74.3% and above (Table 2). Political Science 1 had the highest completion rate of 91.9%. In review of the Course Success Rates, these courses had a range of results. The Institutional Set Standard is 64%, where 11 of the courses exceeded this number (Table 1). Courses such as English 1A, Math 150, and Math 170 were below the Institutional Set Standard. Political Science 1 had the highest success rate of 77.3%. Following up with these colleagues about the methods they are using in their classrooms to keep students enrolled and completing successfully is a potential next step.

The Equity and Disproportionate Impact Rates in Success for these courses highlighted differences in the success rates among various demographic groups. It is important to note that enrollment numbers affect these rates. With a focus on Black or African American students, there was a disproportionate impact in every course included with the largest gap in Computer Information Systems 13. The courses with the smallest equity gap for Black or African American students are English 1C and Political Science 1. In general for Hispanic or Latino/a students, the equity gaps were smaller in comparison to Black or African American students. The course with the largest gap was English 1A, which has a very large enrollment. Contemporary Health did not have a significant equity gap for Hispanic or Latino/a students. Political Science 1 had an equity gap of -3.6 which is close to the -3 gap that shows evidence for outcome inequity. Thus, following up with Contemporary Health and Political Science 1 faculty to learn

what they are doing successfully to support ECC's students of color is recommended.

Below is a list of recommendations based on the results from the SLO and PLO analyses:

1. Increase the number of courses and sections using Canvas Outcomes to gather SLO data with the goal that all courses and SLOs will be using Canvas Outcomes effectively within 2 years. This will give the campus a more common SLO "language", provide more easily interpretable and richer data, reveal possible equity gaps that the college can begin to address, and satisfy Recommendation 1 from the ACCJC in our last accreditation visit.
2. Ensure that reasonable sample sizes are being used for SLO assessments. At least 25% of the sections being taught in an assessment semester should be included in the assessment, though it would be ideal if all sections of a course being assessed could participate in the assessment. Assessing all sections allows more comprehensive trend tracking in success rates and total number of students participating and succeeding in the assessment. This will enable us to make more meaningful comparisons between SLO data and overall course success rates, to aid in assessing the success of measures like AB 705.
3. Increase frequency of the sharing out of actionable SLO data at the Division and department levels. This will enable more faculty to be aware of general and equity trends in elements of our courses and begin to address them. There is currently a link between the Assessment of Learning Committee and the individual Academic Divisions, but this link could be stronger and perhaps more focused on gateway and high impact courses' data.
4. Grow the use of action/follow-up items to go along with our SLO results. One avenue is to include coordinated actions that target the success of a single SLO or group of SLOs and then assess the impact of those actions within our departments, recording the process in Nuventive and other relevant places.
5. Revise the Academic Program Review template to more directly include an analysis of aggregate SLO data that would effectively constitute a PLO assessment. Then the campus representatives can enter those portions of Program Review as PLO assessment results, keeping programs in line with a 4 year PLO assessment cycle.
6. Explore additional SLO metrics and reporting during SLO assessments to gain a clearer picture of the relationship between SLO success rate and broader course indicators such as retention, completion, and the number of students passing a course with a C or above.

The results from the ECC Instructional Faculty Best Practices Study highlights many similarities among the faculty across the various disciplines and were validated by strong student survey results showing overwhelmingly positive experiences from the students in these sections. The results were categorized into three major themes: Adaptation, Inclusivity, and Interactivity. In addition these themes and practices can be aligned with research focusing on teaching practices that support students of color. Below is a summary of specific teaching practices found in multiple interviews organized into the three themes:

- **Adaptation:** flexibility with due dates, changing lecture/instruction modalities, adjusting course content to meet student interests, giving students more choices
- **Inclusivity:** learning/using student names, getting to know students on a more personal level, encouraging learning from mistakes, connecting students to support services, accessible course content
- **Interactivity:** checking in with students, class wide discussions, group projects, hands-on activities, practice problems, low stakes assignments

These results and teaching practices should be shared widely with the campus community. Professional development activities could be designed surrounding the concepts to help faculty implement these changes. In addition, it is recommended that disaggregated section-level success and completion data be made readily available so that professors with strong equity outcomes can be identified, celebrated, and learned from.

In summation, this report finds that the college is meeting its ILO for Ensure Learning. Disaggregated success and completion data is being used to address equity gaps for gateway and high impact courses with expansion to other courses, which are still recovering and improving since the end of the pandemic. The college is reaching stated outcomes for SLO and PLO assessments along with best practices for providing students with opportunities to learn by doing and to build job related skills are being gathered, studied, and shared across campus.

Appendix

SLO and PLO Course Specific Results

Anatomy 32 – Results are generally meeting the aspired-to standard, though success rates and assessment frequency were negatively impacted by the pandemic. As they get back on track, assessment frequency and success rates will hopefully go up. Need to begin using Canvas Outcomes. Discussions of these dynamics are happening at the department level.

Art 110 – Results are generally meeting the aspired-to standard, with the exception of

SLO 1 in 2014, though that was the first semester of assessment. More recent assessments have been satisfactory, with the exception of SLO 2 in Spring 2019. There was a recommendation to change the SLO statement and perhaps assessment method, but action has yet to be taken. Assessment frequency is acceptable with all 3 SLOs being assessed in a 4 year period. Needs to begin using Canvas Outcomes to collect SLO data.

ATEC 1 – Results are generally very high with success rates in the 90-100% range. However, the sample size often seems to be only one section when multiple sections are offered. All sections should participate in the SLO assessment, unless there are more than five sections offered, and then a 20-30% sample may be taken. Recent SLO results from Spring 2023 for SLO 3 are not yet entered. Actions, such as the purchase of updated media for automotive safety, do not have evidence in Nuventive of being completed. Needs to begin using Canvas Outcomes to collect SLO data.

BUS 101 - BUS 101 has been consistently assessed over the last few years and further evidence shows that it has been consistently assessed even further back. The success rates are regularly in the mid to high 80s or 90s. In the reporting, the sample size is often absent. Given that this is one of the campus' high impact and gateway courses, a larger sample size should be captured, such as at least five of the fifteen sections offered in a given semester. Canvas Outcomes should also be used to gather SLO data, which will make it easier to gather more data and to reveal potentially hidden equity gaps.

CH 1 – CH 1 is consistently assessed. The average success rate for all SLOs for CH 1 is 77.88%. This does meet the department's target of success for each SLO. However, it does seem helpful to acknowledge where some are stronger than others. SLO 2's success is far and away the highest, but in its semester of assessment, it was only based on data from 22 students. SLO 3, which covers the risk factors of cardiovascular disease, appears to be the area of greatest need for improvement.

Having more data available might help reveal more patterns of need and strength for this course. Given the number of sections taught and students enrolled, a larger sample size would strengthen the assessment. It seems that about 15 sections are offered, on average, each main term. Four to five sections is a reasonable sample of that, though some assessments seemed to include fewer than that, sometimes only one section. Certainly, enrollment and completion have varied substantially since the pandemic. Perhaps a way to address that an adequate sample size is being used could be to consistently note how many sections were offered and how many participated in the assessment.

In Spring 2023, the course began to gather data via Canvas Outcomes, but only included data from two students. Many courses are still working on being able to use Canvas Outcomes to effectively gather SLO data. More fully implementing that method of data collection will make it easier for more students' experiences to be recorded and to expose potentially hidden equity gaps.

CIS 13 - The mean averages of success for SLOs 1, 2, 3, and 4 have generally met the departments goal of 70% of students meeting the standard of 70% success on each assessment.

Very limited data is available via Canvas Outcomes, as we are still early in the implementation of that tool across campus. The data compiled in aggregate does not seem to match what is in Canvas Outcomes as Canvas Outcomes seems to show an overall success rate of 25% for SLO #1 in Spring 2023. The high degree of disagreement or difference there suggest that there was a problem in the use or setup of the Canvas Outcomes tool for that assessment. This is, to an extent, understandable as the assessment tools for CIS 13 are complex and re-constructing that complexity in Canvas Outcomes offers a significant challenge, but one that will be overcome as we move forward.

COMS 100 – COMS 100 is generally assessed on schedule, though SLO 3 was not able to be assessed on schedule in Spring 2020 as a result of the upheaval caused by the first semester of the pandemic. Success rates are generally high in recent results with success rates in the 89-95% range with a reasonable sample size. However, some of the assessment reporting methods could be improved. There were 5 different sets of results entered for Spring 2023 and it is not clear if those various results were ever combined. Using Canvas Outcomes for all sections would help gather the data in one place and begin to reveal and address any hidden equity gaps.

ENGL 1A – ENGL 1A is regularly assessed with all SLOs being assessed in a single assessment method each fall semester it is assessed. The success rates are generally in the mid 80s, though there was about a 10% decrease in success in Fall 2020, the first full semester of the pandemic. The SLO success rates for ENGL 1A do often seem to mirror the changes in our educational landscape – the implementation and integration of AB705 practices, the start, normalization, and end of the pandemic. In Fall 2022, ENGL 1A began using Canvas Outcomes to gather SLO data, which revealed substantial equity gaps in success, even though the overall, or aggregate, success rate was fine. An equity gap, at present, is defined as a gap in success between the Asian and White student groups and Black and Hispanic student groups. In Fall 2022, SLO 1 had an 11.7% gap, SLO 2 a 19.5% gap, SLO 3 a 13.2% gap.

In using Canvas Outcomes, nearly all offered sections are included in the data, though this analysis does not account for sections of 1AH or 1AS, though the 1A sections that are paired with 1AS sections are included. Training on Canvas Outcomes should continue to get more sections participating. Given the size of a course like ENGL 1A and how many faculty are involved in its teaching, it is very difficult to get coordinated action to happen, though there is an ongoing patchwork of efforts aimed at improving student success. SLO results are shared with Division leadership and in department meetings so faculty are at least aware of the trends and areas of need. It would be good to have some, even mildly coordinated efforts to address known areas of need.

ENGL 1C – ENGL 1C has a very stable success rate for each of its SLOs over time, generally in the 85-92% range. This is despite any external factors, such as AB705 or any pandemic-related disruptions. This may be because the course is generally taken by students who are more prepared and acclimated to collegiate study. To take ENGL 1C, students need to have taken and passed ENGL 1A or placed directly into 1C. They have often completed more units than students taking other courses that might be the first course(s) a student might take in their first semester at El Camino. However, there is still

a significant need to improve success in this course.

In Spring 2023, ENGL 1C began collecting SLO data via Canvas Outcomes and found that there were hidden equity gaps of 9-11.6% in the SLOs. While the aggregate success rate for each SLO was within the realm of acceptable, our Black and Hispanic students were succeeding at around 10% below that, which should be reason for concern and action. As with ENGL 1A, 1C is a very large course and coordinated action is challenging. However, also like 1A, the results trends are shared with Division leadership and at department meetings. It would also be good to have more coordination action in addition to the individual, separate efforts we have aimed at improving student success.

HDEV 110 - Over the last few years HDEV 110 SLO assessments have provided us with very positive results. All three SLOs have been assessed multiple times and every time, the number of students who have successfully met the standard reached the 75% threshold for success in this course. The range of success across all SLO assessments has been from a low of 81% (which is well above the 75% mark) to being as high as 100%. Even while reaching high numbers, the department has proposed actions to further improve results. One is incorporating a peer review of written projects being submitted to help students clarify and/or correct each step of the writing process. Faculty believe that offering students opportunities to discuss their challenges/obstacles could have a positive impact on their decision-making process and the identification of possible solutions. Additionally, it could foster connections, empathy and interdependence among students. In similar fashion, another action proposed in both, traditional and online sections, more applicable to the latter, is to incorporate an online discussion in which students share their rules for success to foster further reflection, engagement, and interpersonal communication skills. Overall, the department is always committed to helping students find success in both, their academic and life experiences, thorough a variety of assignments in its courses, faculty-student interaction, and continued collaboration among its faculty with regular assessment results analysis and discussions. HDEV 110 needs to begin using Canvas Outcomes to be able to examine disaggregated SLO data.

MATH 150 – Two major things have happened with math courses the past four years: COVID and AB 705. While STEM math courses have been hit hard with these two things, the success rates have been met for SLO assessment these past four years. The use of support courses and SI Sessions have been helpful, according to instructor feedback. Many instructors have also embraced online learning, and were able to utilize Canvas and online communication with students, thus improving SLO success rates. Success rates have moved between 70-79%.

MATH 150 began gathering SLO data via Canvas Outcomes in Spring 2022. Including data from 336 students, the overall success rate was 80.1%, though White and Asian students succeeded at rates of 87.7% and 84.2%, respectively, or 85.95% combined. Black and Hispanic students succeeded at rates of 79.6% and 76.6%, respectively, or 78.1% combined. This is a 7.85% equity gap. In Spring 2023, MATH 150 again used Canvas Outcomes and found that the overall success rate for SLO 1 was 70.9%, but that there was a much more pronounced equity gap. White and Asian students succeeded at rates of 83.3% and 81.4% (82.35% combined) while Black and Hispanic students succeeded at rates of 62.9% and 68.1% (65.5% combined), thus an equity gap of 16.85%.

The use of Canvas Outcomes has exposed some pronounced equity gaps. This information should be thoroughly distributed among Math 150 faculty and coordinated action taken to address both the overall success rate and the equity gaps within it. It may be helpful to gather data on all MATH 150 SLOs at once so the areas of need can be seen in one semester rather than waiting four years for all SLOs to be assessed.

MATH 170 – There were two major hurdles for math courses in the past four years: COVID and AB 705. The stay-at-home order put all math courses online, regardless of student preference and learning style. While on-line courses kept us off of campus during uncertain times, they created a new set of problems for math courses. Many students felt they could not learn as well online, and instructors have noticed a decline in preparedness for a given course. Some instructors also wished to be back in the classroom to have hands-on learning activities, such as board work and group work. Instructors were also highly concerned about cheating on exams for their online classes.

Success rates were: SLO 1 – 70% (Fall 2022), SLO 2 – 65% (Fall 2019), SLO 3 – 49.5% (Fall 2020), SLO 4 – 72.3% (Fall 2021)

The above info was shared in the committee meeting, in the PLO report, and eventually the program review.

Math 170 will begin using Outcomes this semester, along with the other STEM math classes, so equity gaps that are hidden in aggregate success rates can be exposed and addressed. As one of our largest courses on campus, it can be difficult to coordinate efforts for improvement in this course, but it seems that improvement is needed, despite and because of external factors. It may be helpful to gather data on all MATH 170 SLOs at once so the areas of need can be seen in one semester rather than waiting four years for all SLOs to be assessed.

POLI 1 – The course is being regularly assessed. Going back to Fall 2017, we can see that SLOs 1 and 2 have not yet met their standard for success of 70% of students meeting the standards within those two SLOs. However, in both of its assessments (in Spring 2017 and Fall 2020), the standard was met for SLO 3.

In Spring 2022, POLI 1 began gathering SLO data via Canvas Outcomes. This showed that the combined success rate for White and Asian students was 67.35% while the combined success rate for Black and Hispanic students was 47.1% - about a 20% equity gap. The aggregate success rate was 57.5%.

In Fall 2023, for SLO 3, the results were an aggregate 95% success rate with Black students succeeding at 98.4%, White students at 97.7%, Asian students at 95.2%, and Hispanic students at 93%. Overall, there is excellent success for SLO 3 in POLI 1.

Continuing to gather SLO data with Canvas Outcomes and reporting the results to all involved faculty and leaders is recommended.

PSYC 101 – The course is regularly assessed on an adequate schedule or timeline. Aggregate SLO success rates are often in the 80-85% range. However, it appears that the sample size is often only one or two sections despite many more sections being offered. If

10-15 sections are regularly offered, at least three sections should be included in the data, though it would be preferable if all offered sections were included in the data. PSYC 101 has yet to use Canvas Outcomes to gather SLO data, disaggregate it, and form actions based on those results.