



San Luis Obispo County Community College District

2017-2018 Institutional Learning Outcomes Assessment Report

October 2018

**Susan Iredale Kline & Neil Higgins
Student Learning Outcomes Co-Coordinators**

San Luis Obispo Campus

Highway 1
San Luis Obispo, CA 93403-8106
805-546-3100

North County Campus

2800 Buena Vista Drive
Paso Robles, CA 93446
805-591-6200

Background to the Institutional Learning Outcomes Assessment Project

In 2011, the San Luis Obispo County Community College District (SLOCCCD) initiated a project to define and assess Institutional Learning Outcomes (ILOs). The Academic Senate Council approved the ILO statements on March 16, 2012. An electronic assessment for the ILOs was distributed to all district degree applicants at the end of the spring semesters starting in 2012.

The District considers the ILO statements to encompass the outcomes in the General Education program. The combined ILO statements are the expected student learning outcomes for Cuesta College students either graduating with Associate degrees (A.A., A.S., or A.D.T.) or transferring to a four-year college or university. These students will be able to demonstrate the knowledge and skills contained within all of the six ILO areas based on General Education and discipline-specific courses at the lower division level. In addition, these ILOs address areas of learning that are specified by the Accrediting Commission for Colleges and Junior Colleges (ACCJC) in Standard II.A.3 (of the 2002 standards) that go beyond the current General Education patterns for degrees. Therefore, all students who attend Cuesta College will be exposed to at least one ILO as a result of their overall experiences with any aspect of the college, including courses, programs, and student services.

Assessment Administration

The assessment of student attainment of the ILOs was initiated in spring 2012. An electronic assessment tool was created and delivered via the district-issued email addresses to all students who applied for A.A., A.S., or A.D.-T. degrees at the end of the spring terms in 2012 (746 applicants), 2013 (843 applicants), 2014 (856 applicants), 2015 (980 applicants), 2016 (1036 applicants), 2017 (910 applicants), 2018 (947 applicants). The assessment went through some minor changes for the 2017 survey. In the current survey, we eliminated all content specific questions towards particular degrees and only asked questions about the ILOs and student services. In 2015, 3 additional questions were added to the survey pertaining to Cuesta College's mission statement and so those responses are tallied separately, since there is less data.

Appendix A contains the exact questions in the assessment tools.

As an incentive for students to complete the assessment, the Vice President of Academic Affairs arranged for a \$100 Amazon gift card grand prize and five \$20 Amazon gift cards to be randomly awarded to participating students. Numbers were chosen randomly by Institutional Research (who conducted the survey through Survey Monkey) and award information was sent by the SLOA Coordinators.

Assessment Results

The 2018 ILO assessment was completed by only 44 students for a 4.6% response rate, the lowest response rate ever for this survey (34.2% response rate in 2017, 31.1% in 2016, 19.2% in 2015, 31.4% in 2014, 30.1% in 2013, and 25.2% in 2012). Beginning in 2017, we asked participants to self-identify the cluster in which they completed their degree and 147 or 45% were from the Arts & Humanities cluster, 95 or 29 % from the Math & Physical Sciences cluster and the remaining 85 of 26% were from the Workforce & Economic Development cluster. The following figures present the assessment results from the persistent questions over the seven-year period and the three new questions asked over the previous four-year period (since 2015) about the college's mission statement are shown separately.

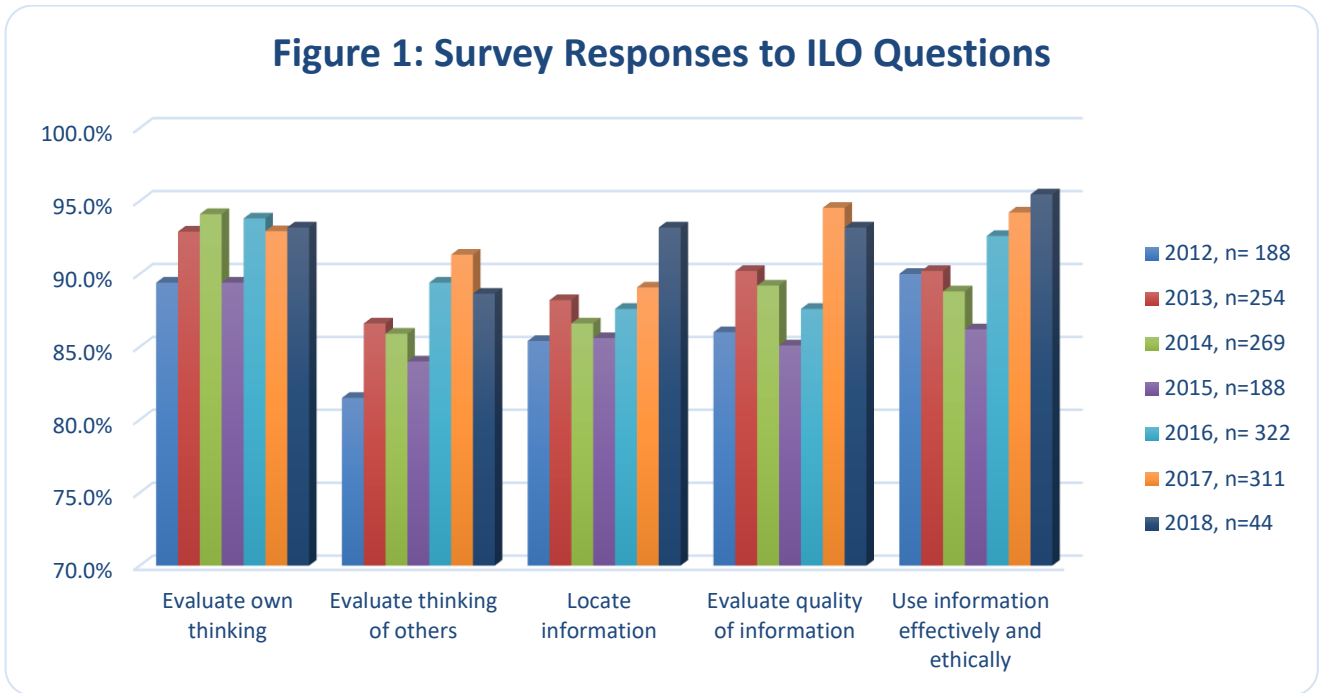


Figure 1: The percentage of students who agree or strongly agree that their abilities in selected ILO areas have improved while at Cuesta College.

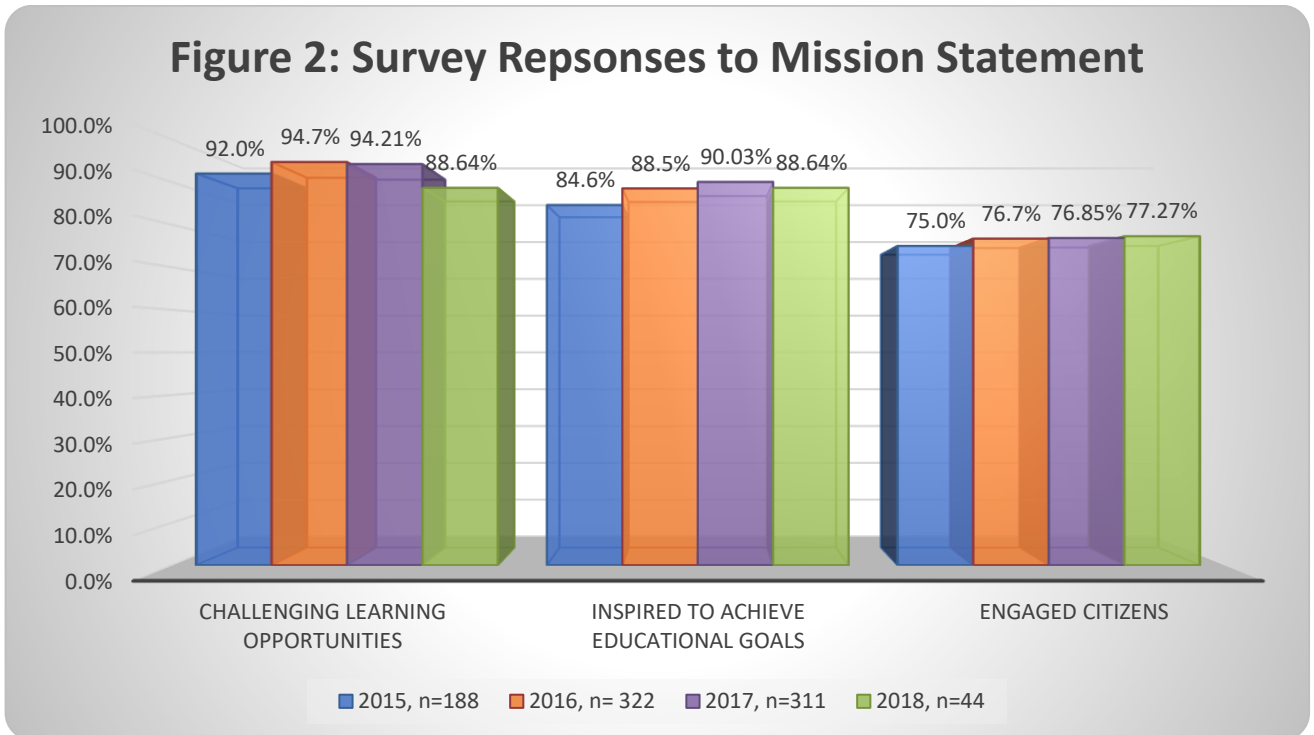


Figure 2: Students who agree or strongly agree that their abilities in selected areas relating to the district's mission statement have improved while at Cuesta College.

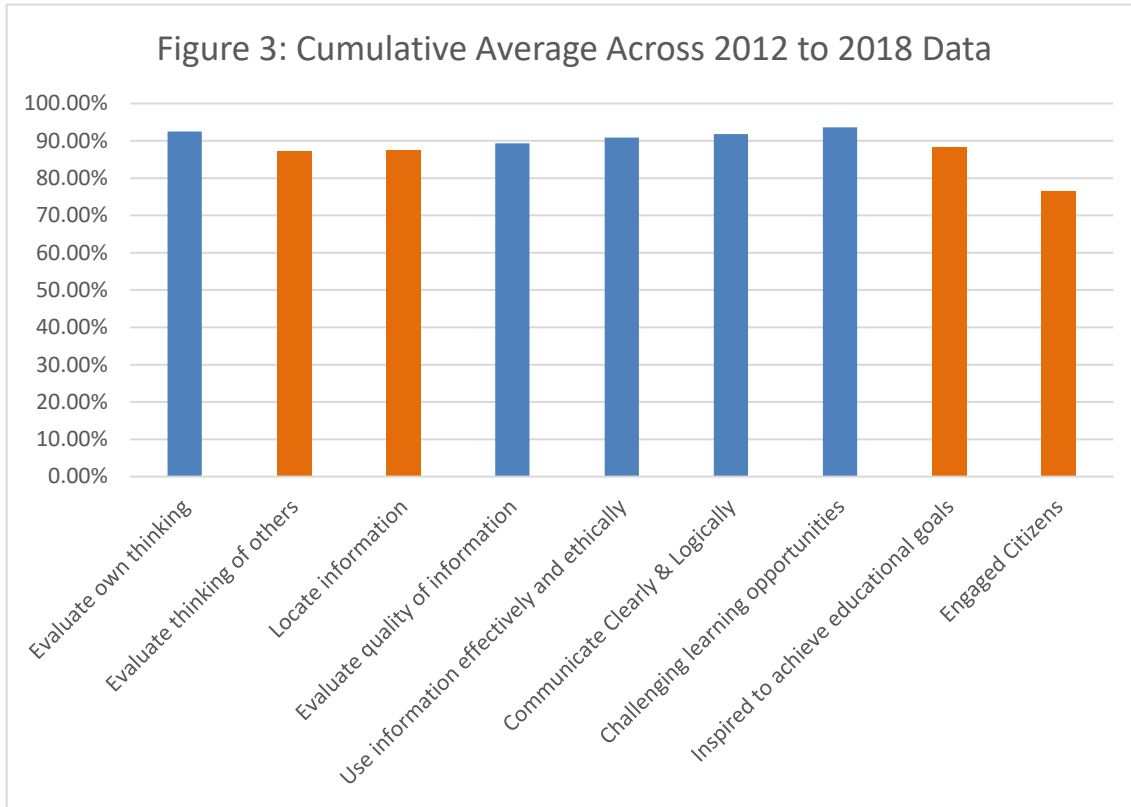


Figure 3: Average across all students’ responses since 2012 per ILO question and since 2015 for Mission Statement questions. The orange bars are those questions which had response rates lower than the seven-year (or four-year) average of 88.60% across all questions.

<u>ILO Question</u>	<u>7-yr Average</u>
Evaluate own thinking	92.47%
Evaluate thinking of others	87.12%
Locate information	87.47%
Evaluate quality of information	89.33%
Use information effectively and ethically	90.89%
Communicate Clearly & Logically	91.83%
<u>Mission Statement Questions</u>	<u>4-yr Average</u>
Challenging learning opportunities	93.63%
Inspired to achieve educational goals	88.21%
Engaged Citizens	76.42%
Average across all questions	88.60%

Table 1: Seven-Year Average data for ILO questions & four-year average data for Mission Statement Questions.

Data from eLumen for Fall 2017 & Spring 2018:						
Closest aligned question on ILO Survey	ILO Survey Response, 7 year average	ILO, Sub-Outcome	Sum of Exceeds expectations Count	Sum of Meets expectations Count	Sum of Does not meet expectations Count	Percent that Meets or Exceeds
Evaluate own thinking; Evaluate others thinking	92.47%; 87.12%	Analyze and evaluate their own thinking processes and those of others	1457	1234	299	90.00%
N/A		Analyze the relationship between people's actions and the physical world	918	1230	345	88.01%
Engaged Citizens; Evaluate Quality of Information	76.42%; 89.33%	Analyze, evaluate, and pursue their opportunities and obligations as citizens in a complex world	1044	1277	424	89.11%
Communicate clearly, logically & ethically	91.83%	Communicate and interpret complex information in a clear, ethical, and logical manner	1609	1646	360	91.73%
N/A		Construct and analyze statements in a formal symbolic system	1064	1036	326	87.68%
N/A		Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	1051	1117	182	87.28%
N/A		Demonstrate the professional skills necessary for successful employment	448	1293	210	84.67%
N/A		Demonstrate understanding of world traditions and the interrelationship between diverse groups and cultures	1437	2136	611	92.85%
N/A		Draw conclusions based on the scientific method, computations or experimental and observational evidence	1061	1504	372	89.82%
N/A		Identify, create, or critique key elements of inspirational art forms	577	1159	92	83.64%
N/A		Make decisions regarding environmental issues based on scientific evidence and reasoning	817	958	237	85.14%
Use information effectively & ethically	90.89%	Produce and share electronic documents, images, and projects using modern software and technology	1064	921	237	86.54%
Locate information	87.47%	Recognize when information is needed, and be able to locate and utilize diverse sources effectively and ethically	1303	1033	241	88.40%
Inspired to achieve educational goals	88.21%	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development	2561	3029	793	95.32%
Challenging learning opportunities	93.63%	Recognize, assess, and practice lifestyle choices that promote personal health and mental well-being	862	1002	187	85.42%
Grand Total			17273	20575	4916	88.50%

Table 2: Comparison of ILO outcomes as tallied in eLumen for the 2017-2018 academic year using mapped SLO data vs ILO Survey response data. Red indicates results below the college-wide average score of 88.5%.

Discussion of Assessment Results

This is the lowest response rate for the ILO Survey in its history, which makes it difficult to draw any strong conclusions from the data. However, this year's data was in line with the data that has been collected for the previous six years. Thus, it seems appropriate to review the seven years data in aggregate.

The lowest performance ILO's areas are "students' ability to evaluate the thinking of others" and "locating information". While it is not surprising that students have difficulty analyzing someone else's' thinking rather than their own, it is surprising that students are having trouble "locating information". This data will need to be discussed to find ways to improve student's self-assessment in these areas.

The lowest performance when considering the questions related to the mission statement is "students inspired to achieve educational goals" and "engaged citizens". The data shows that Cuesta College needs to improve our ability to motivate students in these areas.

Additionally, this is the first year where we have complete eLumen data for all ILO outcomes that we can compare to the ILO survey results.

Actionable Improvement Plans

After seven years of asking students how they feel the college did in these areas, it seems the appropriate next step is to have a greater conversation with management and faculty across disciplines about areas of focus to improve our success of students meeting the ILO's and perhaps also revising the mission and vision statement.

One possibility is to change the survey to be a one for one question for each of the Institutional Learning Outcomes. Another possibility is to review and revise the ILO's so that more conclusions can be drawn from collected data.

Appendix A: ILO Survey Questions

1. I earned my degree in the following academic area of study: (If you earned more than one degree, chose the answer choice that represents the area closest to your primary field of interest).
2. I experienced interesting and challenging learning opportunities at Cuesta College.
3. Cuesta College inspired me to achieve my educational goals.
4. Cuesta College prepared me to be an engaged citizen. An engaged citizen is an informed and active participant in the life of a community)
5. In my courses at Cuesta College, I improved my ability to critically evaluate the quality of my own thinking.
6. In my courses at Cuesta College, I improved my ability to critically evaluate the quality of other people's thinking.
7. During my time at Cuesta, I improved my ability to locate information that helps me answer questions or solve problems.
8. During my time at Cuesta, I improved my ability to evaluate the quality of information that I locate or receive.
9. During my time at Cuesta, I improved my ability to use information effectively and ethically.
10. During my time at Cuesta, I improved my ability to communicate clearly and logically.
11. During my time at Cuesta, I found the following student service areas to be effective and helpful:
12. Please provide any additional comments you have regarding your educational experiences at Cuesta College, or this survey
13. What is your primary goal after earning your degree?
14. If you wish to be entered for the prize drawing, please enter your name and primary email address below (non-Cuesta email address preferred).

Appendix B: Cuesta College's Mission Statement

"Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world."

Appendix C: Cuesta College' Vision Statement

"Cuesta College is dedicated to accessible, high-quality education for the support and enhancement of student success, professional development, and the community we serve."

Appendix D: Student Comments 2018

Cuesta is great. teachers are all so helpful and personable and friendly and know how to answer questions and help students.
Offer KINA classes during the summer.
The high school student enrichment program is a gem. I made use of this program all throughout all four years of high school and it really helped me get ahead of the game.
One I would not take back
I wouldn't have gone to college if not for Cuesta
need cheaper healthy options in the Cafeteria
Many opportunities to access resources or attend events were missed because Cuesta has no internal marketing communication strategies that work and the timing of messages is last minute at best. I want text message reminders - not RSVP options. Being a student is stressful and I have a busy schedule. I need flexibility and options for workshops and events. Also, part time students get shafted at Cuesta. There is no support in the evenings or on Saturdays. Why isn't the campus open later and at least one day of the weekend? It makes no sense. That is when I need help with my homework and have time to do it. Cuesta also needs to step up and make more classes available online and in 9-week options. I could take 4 classes per semester if I could take 2 at a time and focus on them. Alan Hancock does this and I took classes there because Cuesta isn't accessible for a working parent trying to finish school. This is the modern community college students - not 100%
I had very positive experiences working with in-class tutors (aka Embedded Tutor) and I believe this form of tutoring should be integrated into more classrooms for the benefit of the student population.