



TEACHING & LEARNING



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INTRODUCTION

This report presents the findings of the second assessment of General Education Area G. This report is part of an ongoing effort, in accordance with the CCSF Institutional Assessment Plan, to regularly assess teaching and learning in

GE OUTCOME REPORTING AT CCSF

EVOLUTION OF GENERAL EDUCATION REPORTING

The methodology and content of this report reflect an ongoing internal discussion in the SLO Coordination Team about our approach to GELO reporting. Our goals in general have been to:

- » Supplement quantitative data with qualitative data in an effort to develop a more holistic snapshot of teaching and learning in Area G.
- » Secure a wider audience for the report both among faculty and administrators. This is reflected in our content strategy and in a new approach to post-report outreach.

A major effort to reach the University of Maryland
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THE 2017 AREA G REPORT

The last assessment report of Area G was written by the Area G Workgroup in

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Qualitative data for this report was gathered via outreach to Area G faculty. These efforts included a Spring Flex Workshop on Teaching and Learning in Area G, separate focus group discussions with Area G1 and G2 faculty, data from student exit surveys, and a number of individual and group conversations involving interested faculty members. Report drafts were circulated among Area G faculty for feedback.

CORE NARRATIVES IN AREA G

One of the goals of this report is to present a qualitative picture of teaching and learning in Area G. To that end, the SLO Coordination Team solicited input and feedback from Area G faculty, and worked with Research and Planning to design and administer student exit surveys to gather student feedback on their experiences in Area G2 classes. Area G faculty were urged to provide reflections on the data in this report, to outline areas of concern and success, and to provide anecdotes documenting teaching experiences or student interactions. The discussions from these sessions are summarized below.

FACULTY DISCUSSION

In Spring 2021 several sessions were led by the SLO Coordination Team to discuss Area G: a mid-semester FLEX workshop and facilitated discussions with Area G1 and G2 faculty. These sessions reflect the ongoing process to engage with faculty in the GE reporting process.

The FLEX workshop, Teaching and Learning in General Education Area G was well attended by a diverse group, including Area G1 and G2 faculty as well as faculty from other departments and counseling. The workshop discussions were focused on three areas:

- » Challenges and successes in teaching and learning, including during remote instruction
- » Equity and opportunity gaps
- » Course outcomes and assessment practices

The focus group sessions engaged separate small groups of faculty from Area G1 and G2. For G1, Health Education was represented by faculty and the chair. A Biology faculty member was also present. For G2, Physical Education and Dance faculty were present. These focus groups generated discussion on the following topics:

- » Core narratives in G1 and G2
- » Trends in teaching and learning
- » Classroom challenges and success
- » Issues with remote instruction
- » Equity and opportunity gaps
- » Assessment practice
- » CCSF GE outcomes for Area G

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Below is a summary of the discussion from the FLEX workshop and the focus group sessions.

From a G1 Health Education and Biology perspective, this area is unique because it applies to everyone. Students don't just learn concepts about health but can apply what they've learned. Yet the G1 courses relate to not just personal health issues but how larger social determinants influence health. With COVID, public health awareness has escalated. Health information is widely available today, a historical change, and students have more ideas about health issues that may or not be correct when entering Health Education courses.

From the G2 physical skills perspective, a wide variety of students, including many in equity groups, enroll in Area G2 courses as an entry point on their pathway to other courses at CCSF, after finding community and making connections in Physical Education and Dance courses.

The key issues that have recently affected the G2 identity have been the negative impact of course repeatability rules in skills-based courses that require maintained, sustained focus; the important connections between physical health and mental health and physical health and academic performance; and the recent disproportionate class cuts and austerity leading to the departments feeling undervalued and marginalized relative to other academic areas. Additional data on the connection between physical skills courses and academic performance, such as degree seekers vs. non-degree seekers, would be beneficial to investigate the theory that physical skills courses enhance students' academic success.

In area G1, the diversity in the students' educational backgrounds, from dual-enrolled high school students to students who have bachelor's degrees, creates challenges. To meet the needs of the students needing more support, the department has drawn from the work done in the I-BEST model with ESL to scaffold assignments and help students build skills in both reading and writing while learning health education content. Nutrition also has a broad range of students with goals from culinary arts to medical school.

Faculty remarked on the benefits of creating authentic assessment measures. One section of HLTH 54 partnered with the Public Health Department, and the dual-enrolled high school students measured the water quality at their schools. Other examples include: students writing a blog that was published, writing letters to policy makers about health issues, and developing their own home exercise

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routines during shelter in place.

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research projects, providing writing support, and being culturally aware when presenting vocabulary.

A faculty member in Area G 1 described how assessment changes grew out of

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outcome reporting is more a “check the box and get it done” activity than a robust, reflective process remains for some. It was noted that when faculty began writing aggregate outcome reports, their CRN-level reports became more reflective. More collaboration on the SLO process has also led to more engagement in curriculum work.

There has been a lot of cross-fertilization with the focus on equity from Career and Technical Education (CTE) programs and Area G1 courses. Faculty have been collaborating more on assessment and more consistency among course sections has resulted.

Area G2 faculty feel their internal department evaluation process is more meaningful and useful than outcome reporting due to their organized collaborative process. The department gathers valuable feedback about students meeting the outcomes through a variety of forms and surveys. One observation was that the outcomes and the quantitative data don't describe all of student success in physical skills courses, for example, how these classes positively affect students' overall well-being and academic performance. Additionally, the total number of assessments for one-unit courses is incredibly large and requires a huge time commitment.

Suggestions for improving assessment at CCSF include: creating an easier way to track report completion, providing systematic training for all faculty vs. individual faculty being responsible for training, and moving the deadline date for reporting to after the date final grades are due.

Area G1: Health Knowledge

Examine, summarize, and value health information essential for mental and physical well being.

Area G2: Physical Skills

Examine, summarize, and value the physical skills essential for mental and physical well being.

Some faculty commented that the Area G outcomes themselves seem generic, bland, very basic, and potentially difficult to measure (i.e. value). It was noted that G1 is identical to G2 with the exception of knowledge and skills, and that the wording of summarize knowledge makes sense but that summarize skills doesn't. Suggestions for improvement include strengthening the verbs to include critical thinking and possibly adding social well-being. Further discussion about updating and clarifying the outcomes is recommended.

One faculty member raised potential ableist issues with the wording in the G2 outcome. This issue also requires more discussion.

STUDENT DATA

In the Spring 21 semester, the SLO team, along with Area G 2 coordinators, met to build and administer a student exit survey designed to capture student feedback about their experiences in G 2 Dance classes. Students were overwhelmingly positive about their experience in G 2 classes, and confirmed a connection between physical health and academic performance.

Among the 178 students enrolled in a surveyed class, a total of 93 students responded, representing a response rate of 52.2%. When queried about improvements in movement and strength as a result of taking a Dance class, over 80% of students consistently responded positively to a variety of detailed questions. 40% of students surveyed are pursuing a Dance degree or certificate, and in that population of degree-seekers, the vast majority report that they are developing skills as a result of their respective programs.



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I have completed or am working toward a:	Percent	Count
Dance Certificate	15.1%	14
Dance Major	25.9%	24
None of the above	59.1%	55

Of students who selected dance certificate	Yes	No
Do you feel you have attained or are developing a basic foundation in technical dance and movement skills?	100.0%	0.0%
Has your course of study in dance developed skills in creative and critical thinking?	92.9%	7.1%
Can you apply correct body mechanics in your chosen dance form?	78.6%	21.4%
Are you able to create short dance combinations or studies in your area of concentration in dance?	78.6%	21.4%
Do you have knowledge of cultural influences on the style of dance studied?	85.7%	14.3%

Of students who selected dance major	Yes	No
Through your coursework in the dance major do you feel you have attained or are developing a basic foundation in technical dance and movement skills?	100.0%	0.0%
Has your course of study in dance developed skills in creative and critical thinking?	92.9%	7.1%
Can you apply correct body mechanics in your chosen dance form?	78.6%	21.4%
Are you able to create short dance combinations or studies in your area of concentration in dance?	78.6%	21.4%
Do you have knowledge of cultural influences on the style of dance studied?	85.7%	14.3%
Do you feel you can integrate information from the classes of the major and apply it to your work in the field (e.g., aesthetic sensibility, dance history, dance technique, dance composition or dance as a community asset)?	100.0%	0.0%
If you do not currently have a B.A. in dance, do you feel you can use units earned in this dance major to meet requirements for transfer to a 4-year educational institution?	100.0%	0.0%

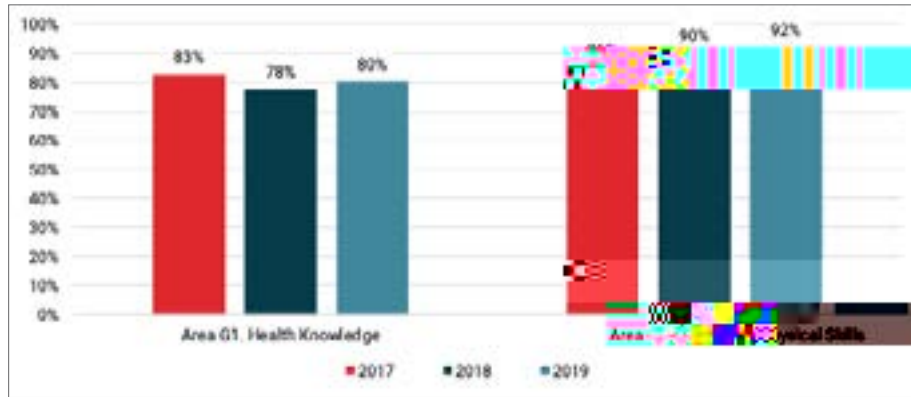
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The survey also interrogated the connection between DANC coursework and more general improvements in student health and well-being. Over 90% of students reported positive connections in this area.

OUTCOME ATTAINMENT IN AREA G

CCSF is doing a good job providing students with the knowledge outlined in the General Education outcomes for Area G. Across the Spring 2017 – Fall 2019 period, 86.7% of CRN outcome assessments across the area in aggregate were at

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Disaggregating classroom success by age offers a more fine-grained snapshot of learning in the Area and reveals different patterns of SLO attainment. Area G1 has a profile of success that is similar to other academic areas where older students show higher rates of success, while G2 shows greater attainment at younger ages.

19 or Less	1,268	78%
20-24	1,726	79%
25-29	875	81%
30-34	502	79%
35-39	249	87%
40-49	286	83%
50-59	136	80%
60+	48	85%

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19 or Less	1,257	95%
20-24	1,678	94%
25-29	1,239	92%
30-34	869	91%
35-39	573	92%
40-49	811	91%
50-59	796	86%
60+	818	84%

CCSF transitioned to online-only instruction beginning in March 2020 in order to comply with San Francisco's Shelter in Place order due to COVID-19. As a result, Spring 2020 SLO reporting was modified: due to the extra work required for the shift to remote instruction, as well as the stress of the pandemic itself, the reporting requirement for SLO assessment was waived for the spring and summer semesters in 2020. While the resulting data are not directly comparable to prior semesters, the SLO assessment results that are available may provide some context for discussions of GELO outcomes during COVID-19. Overall attainment of the SLOs dropped notably, especially in G1. Given the emergency switch to remote instruction, it is not surprising that teaching and learning suffered.

OUTCOME ATTAINMENT IN AREA G: THE BROADER CONTEXT

CCSF is demonstrably providing students with the knowledge outlined in the General Education outcomes for Area G. By any measure, aggregate student learning in the Area falls within acceptable minimum standards. Looking historically, SLO achievement rates improved when compared to the previous GE report. In 2015, 80% of students were at meets level; the current data show 86.7% at this level in aggregate. Looking at the areas individually, G1 is essentially stable [79/80%] and G2 shows improvement [87/92%].

Achievement of SLOs in Area G: The Broader Context

	Outcome Achievement at "Meets" level		
Area G aggregate Health Knowledge and Phys Skills Su11 – F15 4,170 Assessments	86%		
Area G aggregate Health Knowledge and Phys Skills Su17 – F19	87%		
	Outcome Achievement at "Meets" level		Outcome Achievement
Area G1 Health Knowledge Su11 – F15	79%	Area G2 Physical Skills Su11 – F15	87%
Area G1 Health Knowledge Sp17 – F19	80%	Area G2 Physical Skills Sp17 – F19	92%

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Further, student success in Area G is in alignment with aggregate SLO attainment across CCSF institutionally. The chart below looks at course-level outcome mastery across recent General Area reports. With the exception of Areas A and C, all the values are at or above 80%.

	Outcome Achievement at "Meets" level
Area H Ethnic, Women's, and LGBT Studies S16 – F18 19,979 Assessments	83%
Area B Written Composition S16 – F18 7,747 Assessments	80%
Area D/F Social and Behavioral Sciences & US History & Government S15 – F17 78,272 Assessments	80%
Area E Humanities S15 – F17 46,542 Assessments	81%
Area A Comm and Analytical Thinking S15 – F18 77,360 Assessments	74%
Area C Natural Sciences S15 – F18 16,729 Assessments	77%
Area G Health Knowledge and Phys Skills Sp17 – F19 13,132 Assessments	86.7%

OPPORTUNITY GAPS IN AREA G

This section of the report explores equity issues and opportunity gaps in Area G calling on data that measures outcome attainment disaggregated for a variety of student equity populations. A 3% or greater differential between the highest and lowest levels of achievement is formally said to define an Opportunity Gap. The data for the reporting period here reveals notably patterns of SLO achievement for Student Equity Populations generally, and also when the data is disaggregated by race/ethnicity. Other variables such as gender, age, financial aid status, and course location do not appear to be decisive factors in student outcome mastery.

The Office of Research and Planning at CCSF uses a definition of student equity groups derived from the CCCCO standard that identifies equity populations. This list currently includes the following student groups:

- » American Indian or Alaskan Native
- » Black or African American
- » Filipinx
- » Latinx
- » Native Hawaiian or other Pacific Islander
- » Foster or former foster youth
- » Current or former military service members
- » Students with disabilities
- » Students experiencing homelessness
- » Students who identify as transgender or non binary gender identities.

: while CCSF has identified LGBTQ students as an equity population, we do not have data on sexual orientation, so only the data related to gender identity is reported.

STUDENT EQUITY POPULATIONS: AGGREGATE OUTCOME ATTAINMENT

SLO mastery and course completion in student equity populations compared to non-equity groups varies dramatically across Area G. In Area G 1, both datasets indicate significant opportunity gaps and disparities in completion rates. In G 2, SLO mastery is roughly equal, with course completions in Student Equity Populations (SEPs) lagging behind non-equity groups.

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American Indian or Alaska Native	‡	‡
Asian	2,886	91%
Black or African American	498	92%
Filipino	471	94%
Latino/a/x	1,865	91%
Middle Eastern	‡	‡
Two or more races	418	92%
White	1,608	90%
Unknown/Not reported	209	91%

‡ Data not displayed where count is less than 25.

The data in this section indicate that it is impossible to discuss equity in Area G in aggregate. Faculty conversations indicate active awareness of equity concerns in both Areas; differences in curriculum and student populations may account for the variance noted above.

EQUITY IN AREA G: THE BROADER CONTEXT

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As we are at the end of a cycle of General Education assessment reports that have all used similar data sources, we can compare opportunity gaps across the different GE Areas to generate a more comprehensive institutional picture of student achievement, and to identify student populations that are disproportionately succeeding at lower rates. This

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GE OUTCOME LANGUAGE IN AREA G

CONCLUSION

With two iterations of GE Assessment reporting complete in Area G, we are in a good position to make some conclusions about teaching and learning in the Area, and to reflect on the reporting model used by SLO Coordinators in these reports.

In aggregate, the data on Area G demonstrates successful learning experiences across the curriculum. Progress in reducing opportunity gaps in Area G 2 should be underlined and applauded, with the caveat that equity concerns persist in Area G 1.

It is also worth emphasizing the way this report represents a further evolution of a new GE reporting model that seeks to expand faculty involvement in the reporting process, and to be attuned to unique data sources. This report is based on extensive conversations with Area G faculty, and includes for the first time, student survey data. Faculty and student involvement will continue to feature in these reports moving forward.

APPENDIX 1: ADDITIONAL DATA

- » [Teaching & Learning in Area G](#)
Area G Flex workshop | Spring 2021
- » [Area G1: Facilitated Discussion](#)
- » [Area G2: Facilitated Discussion](#)
- » [Research & Planning Student Data](#) | Area G 2
- » [Research & Planning Data Memo](#) | Area G
- » [2017 Area G Report](#)

APPENDIX 2: APPROVALS & OUTREACH

APPROVALS

SLO COMMITTEE: APPROVED 12.3.21

ACADEMIC SENATE: APPROVED 3.9.22

Whereas this assessment of GE Area G has been endorsed by the SLO Committee of the Academic Senate, discussed with the Curriculum Committee, the Articulation Officer, and diverse faculty who teach in area G;

Whereas, learning outcome assessment reports must be used to think critically about and improve teaching and learning at the College;

Therefore be it Resolved, the CCSF Academic Senate accepts the General Education Area G Assessment Report as presented to the Academic Senate Executive Council on [Month, day] 2022 and;

Be it further Resolved, the CCSF Academic Senate recommends that this report be used, when relevant, during planning and improvement processes.

Whereas, The CCSF Area G1 Outcome language is: Examine, summarize, and value health information essential for mental and physical well being, and

Whereas, The CCSF Area G2 Outcome language is: Examine, summarize, and value the physical skills essential for mental and physical well being, and

Whereas, The current outcome language does not adhere to current best-practices for outcome construction, and

Whereas, The current outcome language does not properly reflect course content in Area G, therefore be it

Resolved, That the CCSF GELO language for Area G1 be revised to read: Analyze factors that influence and improve the health and well-being of individuals and communities, and

Resolved, That the CCSF GELO language for Area G2 be revised to read: Assess and perform the physical skills that contribute to mental health and physical well-being.

OUTREACH

STUDENT EQUITY STRATEGIES COMMITTEE: PRESENTED 5.3.22