

SOUTHWESTERN COLLEGE

ISLO/GESLO Report SLO data 2021-22



Prepared by the
Learning Outcome Advisory
Committee in 2022/2023

Executive Summary

Overview

Assessment of student learning outcomes (SLOs) is an ongoing initiative at Southwestern College to improve student learning. The members of the Learning Outcomes and Advisory Committee (LOAC) support this initiative through best practices in planning, assessing, evaluating, analyzing, and reporting of SLOs. The ISLO/GESLO report summarizes the findings of the LOAC that assessed and discussed the learning of students at SWC during the 2021-2022 academic year at an institutional level. It contains the analysis and recommendations of liaisons of the LOAC that represent all departments and schools across campus. The report serves as a resource providing valuable insight and data for faculty and administration that want to continuously improve curriculum, programs, and student services to optimize the educational experience for students.

Overall Institutional Learning Outcome (ISLO) results

1. Overall assessment results of Southwestern College students show students scored on average “High Proficiency” for all ISLO topics meeting institutional expectations of learning.
2. ISLO 3 “Analyze and evaluate text in writing.” showed impacted learning and could be improved through the use of the Writing Center and OWL
3. Both information competency ISLOs 7 and 8 showed impacted learning and LOAC recommends that faculty implement scaffolded research skills and experiences into the classroom and connect students to library research services.
4. Three global awareness and ethics ISLOs showed impacted learning and would benefit from a curriculum infused with deliberate practice and frameworks that guide students through the analysis and evaluation of issues and challenging problems.
 - a. ISLO 11 “Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, lifestyle, art, environment, religion or history have on society.”
 - b. ISLO 12 “Analyze and critique the ethical implications of decision making on personal behavior, and on social, political or economic institutions.”
 - c. ISLO 13 “Evaluate and determine if a given set of economic, social and environmental systems and practices are sustainable in the long term.”
5. ISLO 16 “Aesthetic Sensitivity and Historical Literacy: Analyze and critique the philosophical, technical, historical, cultural and aesthetic qualities of works of art” exhibited consistent equity gaps throughout the last years and should use program review to improve learning outcomes through creative proposals and institutional resource allocations.

Overall General Education Learning Outcome (GESLO) results.

6. For all GESLOs, students on average, are more than proficient in all assessed learning outcomes scoring between 3.44 and 4.29 out of 5 (about highly proficient) for learning outcomes related to general education requirements.
7. The SLO satisfactory score (IGETC 84.8%, CSU 84.7%, and AA 84.2%) shows that for GESLOs, on average, learning was impacted for the first time in the last four years.
8. GESLOs with respect to humanities and foreign language were on average not impacted in learning.
9. Nine out of fifteen GESLOs were identified to have performance gaps and impacted learning. These GESLOs focus on the analysis of science and arts (IGETC GESLO Area 1, 2, 4, and 5; CSU GESLO A, B and D; SWC GESLO B and D). The LOAC recommends:
 - a. cross-disciplinary teaching strategies and professional development to improve student interest, engagement, retention, and success.
 - b. to expand tutoring services and the power study program that provides peer instruction and tutoring to students.

Disaggregated data – Assessment discussions to improve outcomes with an emphasis on equity.

10. Hispanic and Black/African American students exhibit equity gaps in learning across almost all institutional learning outcomes. LOAC recommends evaluating and expanding existing professional development programs (such as AETA) and learning communities to decrease the consistently observed equity gaps for Hispanic and Black/African American students.
11. Students age 18 and under as well as 19 to 24 exhibit equity gaps across almost all learning outcomes. Increasing resources to the First-Year Experience (FYE) learning community, implementing an early-alert program, and connecting young students with tutoring services could help close these equity gaps.
12. A gender equity gap for Male students is observed across all learning outcomes and could benefit from mentoring programs and interventions that create a positive emotional learning environment and foster a sense of belonging.
13. Remote instruction, online instruction, and hybrid instruction showed equity gaps while face-to-face instruction did not. LOAC recommends leveraging existing professional development (DEFT/SOLID) that improves asynchronous and synchronous teaching and learning.
14. No apparent equity gaps with respect to the location were observed indicating equal quality of education across all campuses.

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Introduction

In alignment with the College's mission and strategic priorities, the college annually reviews and discusses SLO data for use in institutional dialogue as it relates to the improvement of student learning, student achievement, educational quality, and institutional effectiveness. Southwestern College defines learning outcomes on an institutional level and for general education plans. The learning outcomes describe what knowledge and skills students should demonstrate by the end of their educational journey. Faculty typically assess the extent to which students have achieved the learning outcomes through a variety of assessment methods, such as exams, projects, portfolios, and surveys. Assessments are scored by faculty across all divisions utilizing a five-point rubric. The rubric includes the following scores: No Proficiency (NP), Low Proficiency (LP), Proficiency (P), High Proficiency (HP), and Mastery (M). Scores in the no proficiency and low proficiency area reflect very basic understanding and are used as indicators to measure if learning is impacted. Faculty and departments were given free choice on how to assign each score of the rubric to an assessment of a learning outcome. The members of the LOAC analyze and discuss institutional assessment data to identify areas of strength and weakness in student learning outcomes. This information, including major findings and recommendations for improvement, is shared in this report to help faculty and administrators improve teaching and learning practices and to make decisions about curriculum and program improvements. The report contains a compilation of results, analysis, and discussion of SLO data collected during the 2021-2022 academic year. The report will first highlight the overall results for the institutional learning outcomes, then discuss disaggregated data. Disaggregated data with respect to race, gender, age, teaching modality, and location is provided in this report. Raw data used for the analysis can be obtained by request. Disproportionate impact and equity gaps were determined using the common methodology used across all colleges and districts in California, the percentage point gap method. Program review, professional development such as the Advanced Equity Teaching Academy (AETA) and Work-Based Learning (WBL), improving tutoring and support services, and utilizing the support groups of guided pathways can all help reduce equity gaps of specific subgroups and improve student achievement.

Overall ISLO results

Institutional student learning outcomes (ISLOs) are learning outcomes that describe general skills and transferable knowledge that all students are expected to become proficient in by the time they leave Southwestern College. There are 16 specific ISLOs grouped by topic: Communication Skills, Thinking and Reasoning, Information Competency, Global Awareness and Ethics, and Aesthetic Sensitivity and Historical Literacy. During the academic year of 2021-2022, a total of 70,949 assessment scores of course-level SLOs were collected and aggregated to the mapped ISLOs. Figure 1 shows the average scores for each group.

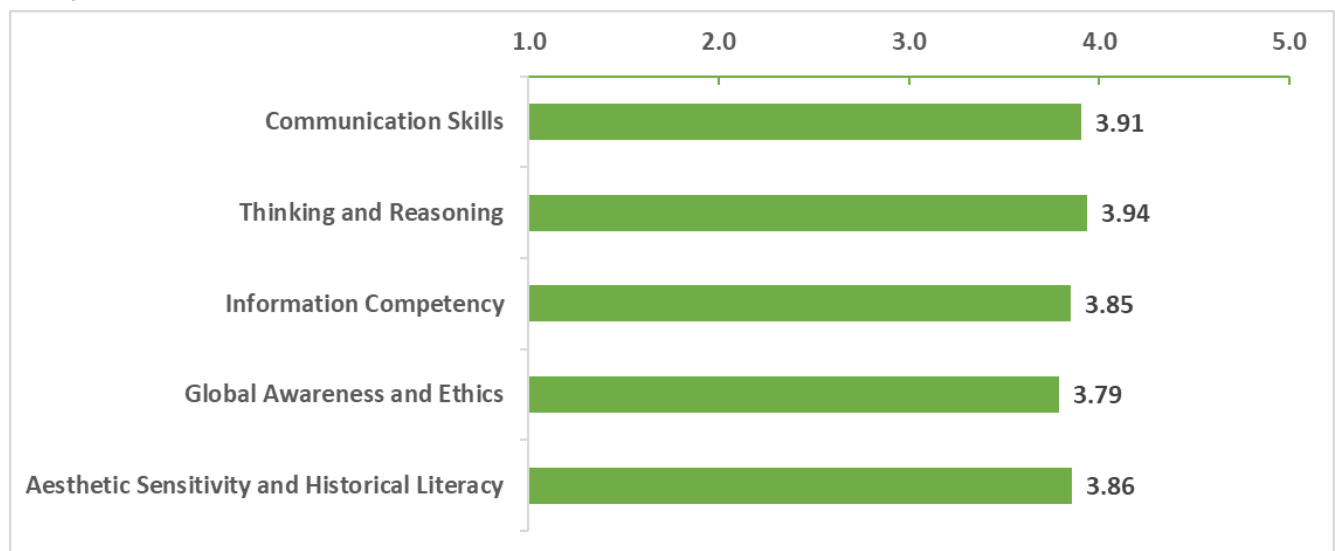


Figure 1: Average ISLO scores per topic. Shown are the average scores for the ISLOs grouped by topic. Using the scoring rubric, a 1 was assigned to no proficiency, a 2 for low proficiency, a 3 for proficiency, a 4 for high proficiency, and a 5 for mastery. Scores for each topic were averaged over the individual ISLOs. Thinking and Reasoning had the highest average score with 3.94, while Global awareness and Ethics scored lowest on average with a score of 3.79. Southwestern College students on average score high proficiency across all categories of institutional learning outcomes.

Across all groups, Southwestern College students recorded scores of about 3.9, or high proficiency, on average. When a large percentage of students achieve high proficiency scores across all topics, it suggests that the school has implemented effective teaching methods and curricula that have successfully facilitated student learning. It reflects the quality of instruction and the effective use of resources and support for students. Furthermore, high proficiency scores serve as a strong indication of high student success rates, which is a leading indicator of completion rates and transfer (important goals in our vision for success and student equity plan). Thinking and Reasoning exhibited the highest average score with 3.94, while Global Awareness and Ethics scored lowest with 3.79. The consistently observed high scores suggest that students have demonstrated the necessary knowledge, competencies, and skills consistent with the educational goals set by Southwestern College.

A more detailed look at the sixteen ISLOs is shown in Table 1, where for each ISLO the satisfactory score was calculated. The satisfactory score is obtained from the sum of proficiency, high proficiency, and mastery assessment scores, and is expressed as a percentage. The institutional standard for the threshold of the satisfactory score is 85% meaning that scores below 85% indicate impacted learning.

	Communication Skills			Thinking and Reasoning			Information Competency		Global Awareness and Ethics					Aesthetic Sensitivity and Historical Literacy		
ISLO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Satisfactory Score	85.5	87.0	83.7	86.3	87.2	85.2	84.0	84.0	85.0	87.3	83.1	82.8	81.8	86.9	85.7	84.9
Impacted Outcome?	NO	NO	YES	NO	NO	NO	YES	YES	NO	NO	YES	YES	YES	NO	NO	YES
Data Points	4989	9111	4387	8245	13700	4951	3177	2265	3249	3760	3425	1612	2179	1834	1965	2039

Table 1: ISLO assessment on learning impact. Shown are the individual learning outcomes for the ISLOs grouped by topic. For each ISLO the satisfactory score is calculated from the sum of proficiency, high proficiency, and mastery scores. If the sum was smaller than the threshold of 85%, learning is impacted. For the academic year 2021-2020 seven ISLOs exhibited impacted learning. These include ISLO 3 “Analyze and evaluate text in writing.”, ISLO 7 “Research topics by identifying, analyzing and assessing the ideas from a variety of sources to conduct research.”, ISLO 8 “Students will use print material and technology to identify research needs and develop and evaluate information effectively and responsibly.”, ISLO 11 “Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, lifestyle, art, environment, religion or history have on society.”, ISLO 12 “Analyze and critique the ethical implications of decision making on personal behavior, and on social, political or economic institutions.”, ISLO 13 “Evaluate and determine if a given set of economic, social and environmental systems and practices are sustainable in the long term.”, and ISLO 16 “Analyze and critique the philosophical, technical, historical, cultural and aesthetic qualities of works of art.”

While students on average scored high proficiency for all ISLOs, seven individual ISLOs showed impacted learning. ISLO 3 “Analyze and evaluate text in writing.” had a satisfactory score of 83.7%. Southwestern College offers various services that can help students build the necessary analysis and evaluation skills of text in writing. For example, the Writing Center offers one-on-one support for students who need help with their writing, provides feedback on writing assignments, helps with writing strategies and techniques, and offers resources to improve writing skills. Students are matched up with a writing tutor that can provide individualized support for our students helping them to develop their skills in analysis and evaluation of text. Another useful service that students could utilize is the Online Writing Lab (OWL). OWL is an email tutoring service that provides writing tutors for students that assist students in their writing assignments. Tutors not only provide individualized support and recommendations for students to improve their writing skills, but they also assist with the evaluation of strengths and weaknesses of the text in writing. From a faculty point of view, instructors can also modify the curriculum to focus more on skills needed to develop evaluation and analysis skills of text in writing. These skills are typically essential for success in academic and professional writing. Since the student demographics of Southwestern College are very diverse, professional development to design curricula that promote mastery and extension in a culturally diverse classroom could benefit instructors. Both ISLOs in Information Competency, ISLO 7 “Research topics by identifying, analyzing and assessing the ideas from a variety of sources to conduct research.” and ISLO 8 “Students will use print material and technology to identify research needs and develop and evaluate information effectively and responsibly.”, showed impacted learning with satisfactory scores of 84.0% each. Library services can be incredibly helpful in building research competency in several ways. The Southwestern College Library Research section provides access to a range of resources such as electronic resources, print, access, e-Books, media, and reserve collection. Librarians also provide expert guidance as well as help to research, evaluate, and cite information. Another way to increase outcomes in information competency is to integrate research experiences (and/or work-based learning) into the curriculum. Research experiences in curriculum and instruction create a distinctive learning environment that has been shown to increase student engagement, retention, and success in the classroom. In this environment, students improve learning outcomes by enhancing understanding, developing critical thinking and problem-solving skills, fostering a passion for learning, improving communication skills, and preparing students for future academic and professional endeavors. In Global Awareness and Ethics, ISLO 11 “Analyze and evaluate the influence that science, mass media, politics, socio-economics, technology, lifestyle, art, environment, religion or history have on society.”, ISLO 12 “Analyze and critique the

ethical implications of decision making on personal behavior, and on social, political or economic institutions.”, and ISLO 13 “Evaluate and determine if a given set of economic, social and environmental systems and practices are sustainable in the long term.” showed impacted learning with satisfactory scores of 83.1%, 82.8%, and 81.8%, respectively. Students in general struggle with higher-level skills, and “analyze” and “evaluate” are verbs found in the upper half of the learning levels in Bloom’s taxonomy. These skills require students to draw connections between ideas and utilize their critical thinking skills. LOAC recommended professional development for faculty to improve curricula. The Advancing Equity Teaching Academy (AETA) training was recommended as a tool kit for teaching higher-level tasks to diverse students. There is also a plethora of frameworks for critical thinking in curriculum design. A critical thinking framework can help students to better understand complex topics by requiring them to analyze and evaluate information from a variety of sources, build the capacity to use knowledge to find solutions to novel problems, and engage students in higher-order thinking skills such as analysis, synthesis, and evaluation.

The recommendations for Global Awareness and Ethics also apply to ISLO 16. ISLO 16 “Analyze and critique the philosophical, technical, historical, cultural and aesthetic qualities of works of art.” had a satisfactory score of 84.9% and also requires higher-level skills. Almost all assessments of ISLO 16 stem from courses in the Arts department, except one course in American popular music and one ballet pointe dance course. ISLO 16 has also been impacted throughout the years and in past years institutional resource allocations through program review have been proposed to improve outcomes. Improving outcomes in the analysis of works of art may also require targeted investments in professional development opportunities, and curricular revisions that emphasize developing expertise in art history and criticism.

Overall GESLO results

General Education Student Learning Outcomes (GESLOs) are learning outcomes that are linked to categories of study within the three general education plans at Southwestern College, namely the CSU, IGETC, and Associate Degree (AS or AA) general education plans. In this document GESLOs for the CSU education plan are labeled CSU GESLO A-E, GESLOs related to IGETC are named GESLO Area 1-6, and GESLOs for associates degrees are referred to as SWC GESLO A-D. It is important that students that graduate with an associate degree and/or transfer to a four-year college are well prepared and core skills are cultivated. During the academic year of 2021-2022, for each general education plan, about 20,000 assessment scores of course-level SLOs were collected and aggregated to the mapped GESLOs. Assessment of the GESLOs used the same methodology and rubric described earlier that was used for the ISLOs. Proficiency in GESLOs means that students achieve learning in general education courses required for any degree program and transfer to 4-year colleges. Figure 2 shows the average proficiency scores using a scale of 1 for non-proficient, and 5 for mastery.

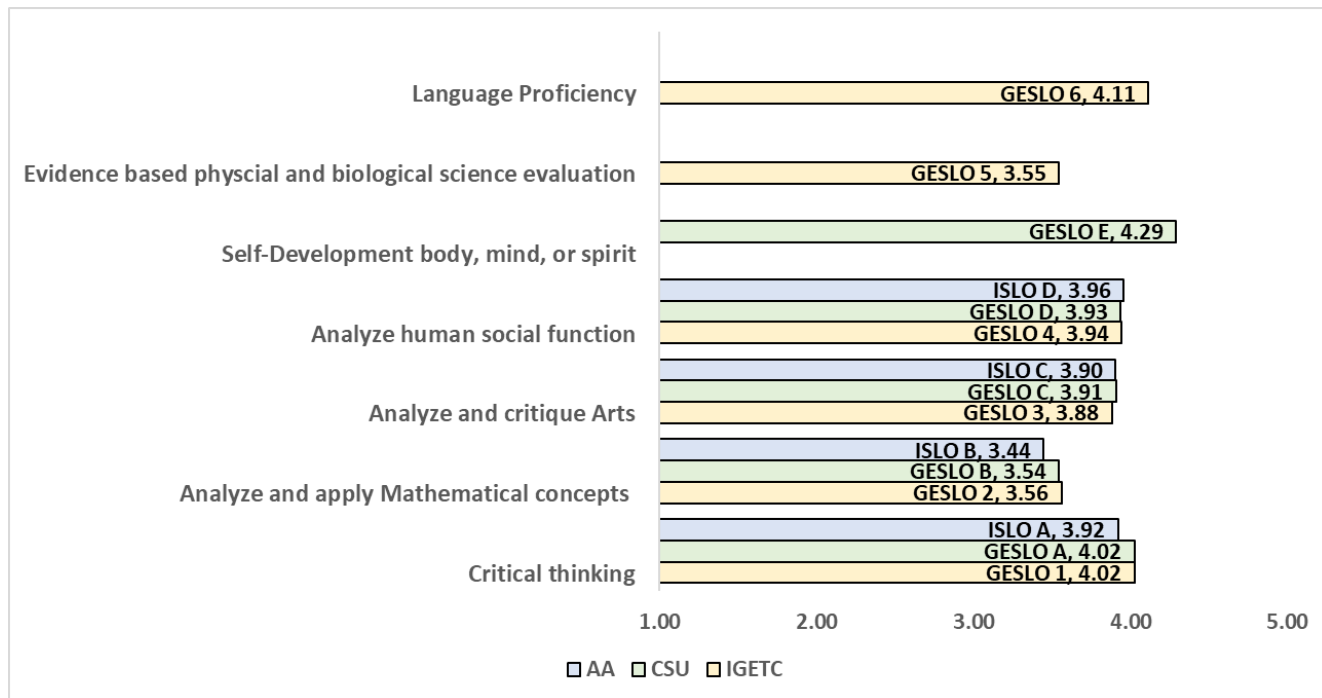


Figure 2: Average GESLO scores per Learning Outcome. Shown are the average scores for the GESLOs for the AA, CSU, and IGETC kearbug outcomes, and grouped by category. Using the scoring rubric, a 1 was assigned to no proficiency, a 2 for low proficiency, a 3 for proficiency, a 4 for high proficiency, and a 5 for mastery. An average all GESLOs showed scores greater than 3, since a score of 3 means proficient, all students scored on average higher than proficient. Across all GESLOs, self-development of body, mind, or spirit scored highest while analysis skills overall but especially in mathematics, physical sciences, and biological sciences scored lowest.

According to the GESLO assessment results depicted in Figure 2, students have achieved a high level of proficiency in all of the assessed learning outcomes, with an average score ranging between 3.44 to 4.29. This achievement can be attributed to the current curricula which have enabled students to acquire and demonstrate, on average, highly proficient learning in both general education and essential transfer skills. Students demonstrated the highest scores for self-development (CSU GESLO E), an SLO that was designed to help students develop physical and mental health. Furthermore, students taking general education courses exhibited high language proficiency (IGETC GESLO 6) with an average score of 4.11. The analysis-based outcomes and evidence-based evaluation, particularly in the fields of mathematics, physical sciences, and biological sciences, had the lowest scores of about 3.5. However, it is important to note that this level of proficiency falls between proficient and highly proficient. "Analysis and application of Mathematical concepts" as well as "Evidence-based physical and biological science evaluation" traditionally exhibits lower average scores and LOAC recommends enhancing tutoring and support services, as well as utilizing the student success teams that will be created for each Field of Study. These measures can effectively help students achieve better outcomes in these subjects and will support students in "staying on the path". The LOAC also evaluated the performance of each of the individual GESLOs. The results are shown in Table 2.

SLO	IGETC						CSU					AA			
	GESLO Area 1	GESLO Area 2	GESLO Area 3	GESLO Area 4	GESLO Area 5	GESLO Area 6	CSU GESLO A	CSU GESLO B	CSU GESLO C	CSU GESLO D	CSU GESLO E	SWC GESLO A	SWC GESLO B	SWC GESLO C	SWC GESLO D
Satisfactory Score	84.8	81.4	86.1	83.2	79.9	92.3	84.8	80.2	87.6	83.3	90.2	85.6	78.9	88.0	83.8
Impacted Outcome?	YES	YES	NO	YES	YES	NO	YES	YES	NO	YES	NO	NO	YES	NO	YES
Data Points	921	975	3780	4256	6707	1510	1134	8046	6167	4896	3736	2877	4835	6359	5155

Table 2: GESLO assessment on learning impact. Shown are the individual learning outcomes for the ISLOs grouped by topic. For each GESLO the satisfactory percentage score was calculated. If satisfactory percentage is under the threshold of 85%, learning is impacted. For the IGETC general education plan, GESLO Area 1 "Demonstrate critical thinking by analyzing and creating central arguments and lines of reasoning.", GESLO Area 2 "Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data to effectively problem-solve issues in a variety of contexts.", GESLO Area 4 "Analyze and critique data, perspectives, trends, concepts, and issues pertaining to human social function and experience.", and GESLO Area 5 "Examine and evaluate issues related to the physical and biological sciences from an evidence-based perspective and use in applied contexts." had learning impacted. For the CSU general education plan, GESLO A "Demonstrate critical thinking by analyzing and creating central arguments and lines of reasoning.", GESLO B "Analyze and apply mathematical concepts and scientific methods to interpret and to evaluate data in order to effectively problem-solve issues in a variety of contexts.", and GESLO D "Identify and analyze data, perspective, trends, concepts, and issues pertaining to human social function and experience." exhibited impacted learning. For the associates degree, GESLO B "Examine issues related to the natural sciences from an evidence-based perspective and use in applied contexts." and GESLO D "Identify and analyze data, perspectives, trends, concepts or issues pertaining to human social function and experience." showed impacted learning.

It is important to note that, on average, learning related to Arts and Humanities as well as foreign languages was not impacted. It is fair to assume that on average students have achieved a reasonable level of understanding and proficiency in the subject matter, and this result should be acknowledged as an achievement of serving students well. A look at Table 2 reveals that nine out of fifteen GESLOs were identified to have performance gaps and impacted learning. The IGETC is a series of courses that Southwestern Students need to complete to satisfy general education requirements before transferring to a UC. Four out of six areas show impacted learning. The average satisfactory score percents of the affected areas are 84.8% for subject area 1 "English Communication", 81.4% for area 2 "Mathematical Concepts and Quantitative Reasoning", 83.2% for area 4 "Social and Behavioral Sciences", and 79.9% for area 5 "Physical and Biological Sciences". For the CSU transfer plan, which encapsulates the series of courses that students need to complete to satisfy the general education requirements for the CSUs, learning for three out of five areas was impacted. The average satisfactory score percents of the affected areas are 84.8% for subject area A "English Language, Communications and Critical Thinking", 80.2% for area B "Scientific Inquiry Quantitative Reasoning", and 83.3% for area D "Social Sciences". The general education plan for the associate's degree (A.S or A.A) meets the minimum 18-unit general education requirement and shows impacted learning for two out of 4 areas. The average satisfactory score percents of the affected areas are 78.9% for subject area B "Natural Science" and 83.8% for area D "Social, Political and Economic Institutional and Behavior, Historical Background".

There is a general trend that can be observed in the data. English, Mathematics and Science, and Social Science-related learning outcomes are impacted. The report does not analyze the impact of recent legislation, such as AB705 and AB1705, on the results of learning outcomes of transfer-level English and mathematics, but it can be speculated that there might be a correlation between transfer rates and learning outcomes in English and mathematics and natural science. LOAC discussed that an interdisciplinary professional learning community could benefit instructors by exchanging experiences and sharing best practices in instruction and curriculum design. It was also discussed that noncredit courses can complement classes with lower outcome scores or build essential skills needed by students. Additionally, administrators, who are interested in increasing transfer rates and completion of degrees (part of the vision for success and student equity plan) will also benefit from improved student performance in these GESLOs and are encouraged to think about allocating resources and time to improve learning

outcomes in the three important areas for transfer. In short, program review, professional development to increase student engagement, retention, and success, improving tutoring and support services, implementing an early-alert system, and utilizing the future student success teams can all help improve student learning.

Satisfactory score percentages before and after the pandemic started

During LOAC meetings it was discussed if and how the pandemic has affected student learning. A graph of average satisfactory score percentages is shown in Figure 3 for institutional-level (ISLOs) and transfer-level (GESLOs) learning outcomes. In Figure 3, satisfactory score percentages are plotted as a function of the academic year. The shaded area indicates the transition period from regular instruction to modified instructions when the pandemic hit.

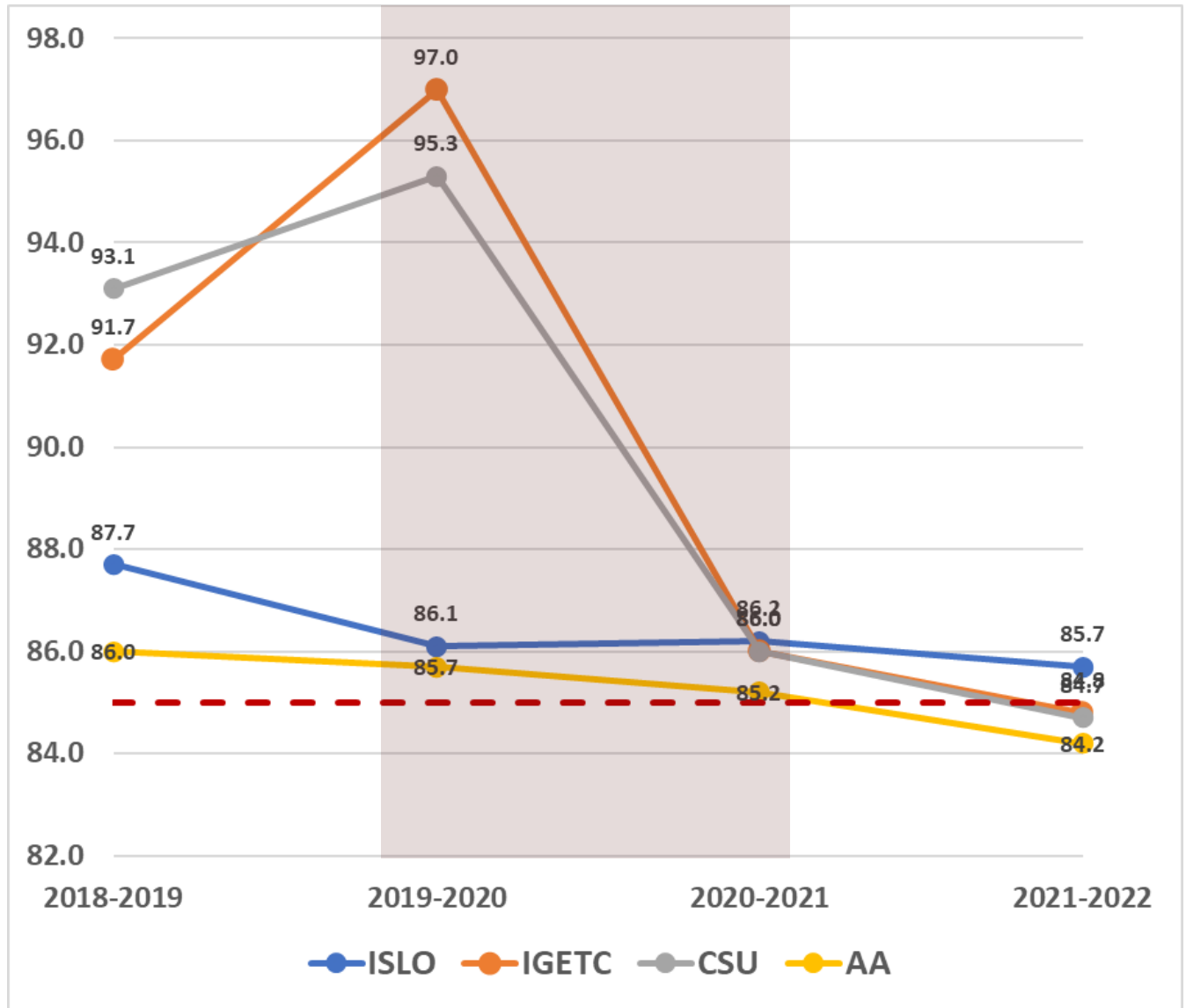


Figure 3: Average satisfactory score percent for the last years. Shown are the average scores for the satisfactory scores percent for the institutional-level learning outcomes (ISLOs in blue) and for the three general education plans (AA in yellow, CSU in grey, and IGETC in orange). The light shaded area indicates the transition to modified instructions during the pandemic. In the academic year of 2021-2022, the average satisfactory percent were as follows: ISLO 85.7%, IGETC 84.8%, CSU 84.7%, and AA 84.2%.

Figure 3 exhibits a few notable results. The academic year 2021-2022 is the first academic year in a while where all GESLO satisfactory score percentages are below 85% meaning that learning on average is impacted. Further, there is a strong drop in pre- and post-pandemic satisfactory score percentages from above 90% to less than 85% for both IGETC and CSU transfer plans. The result in learning outcome scores was predicted by some of the LOAC members as they anticipated decreased

learning due to many factors ranging from student resources and needs to instructors lacking the training to handle the new modalities of instruction. It is also important for faculty members to be aware of their students' prior knowledge and to address any gaps or misconceptions to support their learning and improve their outcomes. This can be achieved through differentiated instruction, targeted interventions, and other strategies that support student learning and growth. Prior knowledge provides the foundation for new learning and if students lack the necessary background knowledge or have misconceptions about a learning outcome, they may struggle to understand new information and concepts. This can lead to lower overall GESLO and ISLO scores. It is important to recognize that faculty should consider the background knowledge, necessary skills, and potential prerequisites of our students coming out of the pandemic and subject to California legislation such as AB 705 and 1705 when revising their curriculum.

Disaggregated Data and Disproportionate Impact – Race and Gender data

Southwestern College, an institution that serves a diverse student body, is designated as a Hispanic-serving institution (HSI) with a high population of Hispanic students. The institution is committed to providing equitable and inclusive education to all students, and as per their vision for success local goals and student equity plan, they aim to reduce, and eventually close, equity gaps. To achieve this goal, it is crucial to disaggregate data to identify gaps in learning outcomes. Disaggregating data is not only important because it allows us to identify equity gaps, but it also helps to monitor progress, inform decision-making, and promote equity in student learning. Once equity gaps are identified, the institution can then collaboratively provide targeted interventions and support to eliminate equity gaps and ensure that all students have an equal opportunity to succeed. Based on the California community colleges chancellor’s Office (CCCCO), a disproportionate impact on learning occurs when students that are grouped by certain characteristics experience lower outcomes compared to the average student population. The CCCCCO recommends the percentage point gap method (PPG-1) to identify equity gaps.

	SLO	Ethnicity									Gender		
		Native American	Asian	Black	Fillipino	Pacific Islander	Hispanic	two or more	White	Unknown	Female	Male	Unknown
ISLO	ISLO 1	Yellow	Green	Red	Green	Yellow	Red	Green	Green	Green	Green	Red	Green
	ISLO 2	Green	Green	Red	Green	Green	Red	Green	Green	Apricot	Green	Red	Green
	ISLO 3	Green	Green	Red	Green	Green	Red	Green	Green	Green	Green	Red	Green
	ISLO 4	Apricot	Green	Red	Green	Yellow	Red	Green	Green	Apricot	Green	Red	Green
	ISLO 5	Green	Green	Red	Green	Green	Red	Green	Green	Green	Green	Red	Apricot
	ISLO 6	Green	Green	Red	Green	Green	Red	Green	Green	Green	Green	Red	Apricot
	ISLO 7	Yellow	Green	Red	Green	Yellow	Red	Green	Green	Green	Apricot	Green	Green
	ISLO 8	Yellow	Green	Red	Green	Green	Red	Green	Green	Apricot	Green	Red	Green
	ISLO 9	Yellow	Green	Red	Green	Green	Red	Green	Green	Apricot	Green	Red	Green
	ISLO 10	Yellow	Green	Red	Green	Green	Red	Green	Green	Apricot	Green	Red	Green
	ISLO 11	Yellow	Green	Red	Green	Apricot	Red	Green	Green	Apricot	Red	Green	Green
	ISLO 12	Green	Green	Red	Green	Green	Red	Green	Green	Apricot	Green	Red	Green
	ISLO 13	Green	Green	Red	Green	Green	Red	Green	Green	Apricot	Green	Red	Green
	ISLO 14	Yellow	Green	Red	Green	Yellow	Red	Green	Green	Apricot	Green	Red	Apricot
	ISLO 15	Green	Green	Red	Green	Green	Red	Green	Green	Apricot	Green	Red	Green
	ISLO 16	Yellow	Green	Red	Green	Green	Red	Green	Green	Apricot	Green	Red	Apricot
AA	ISLO A	Yellow	Green	Red	Green	Green	Red	Apricot	Green	Green	Green	Red	Green
	ISLO B	Yellow	Green	Red	Green	Yellow	Red	Green	Apricot	Red	Green	Red	Apricot
	ISLO C	Yellow	Green	Red	Green	Green	Red	Green	Apricot	Green	Red	Green	
	ISLO D	Green	Green	Red	Green	Green	Red	Green	Apricot	Green	Red	Green	
CSU	GESLO A	Yellow	Green	Red	Green	Yellow	Red	Green	Apricot	Yellow	Green	Red	Green
	GESLO B	Yellow	Green	Red	Green	Green	Red	Green	Apricot	Green	Red	Apricot	
	GESLO C	Yellow	Green	Red	Green	Yellow	Red	Green	Apricot	Green	Red	Green	
	GESLO D	Green	Yellow	Red	Green	Green	Red	Green	Apricot	Green	Red	Green	
	GESLO E	Apricot	Green	Red	Green	Apricot	Red	Green	Apricot	Green	Red	Green	
IGETC	GESLO 1	Yellow	Green	Red	Green	Green	Red	Apricot	Green	Yellow	Green	Red	Yellow
	GESLO 2	Yellow	Green	Red	Green	Green	Red	Apricot	Green	Apricot	Green	Red	Yellow
	GESLO 3	Yellow	Green	Red	Green	Yellow	Red	Green	Apricot	Green	Red	Green	
	GESLO 4	Green	Apricot	Red	Green	Green	Red	Green	Apricot	Green	Red	Green	
	GESLO 5	Yellow	Green	Red	Green	Yellow	Red	Green	Apricot	Red	Green	Red	Green
	GESLO 6	Yellow	Green	Red	Green	Yellow	Red	Green	Apricot	Green	Red	Green	Green

Figure 4: Disproportionate analysis for all ISLOs and GESLO for race and gender. For each ISLO and GESLO, the PPG-1 method was used to identify equity gaps. SLOs that exhibit equity gaps are colored in red, SLOs colored in apricot indicate that the subgroup underperforms but does not exhibit a statistically significant gap, SLOs colored in green means that the subgroup performs at or above average, and SLOs colored in yellow have no data or low data and results are suppressed.

A look at Figure 4 shows noticeable equity gaps across almost all SLOs for students who identify as Hispanic as well as for students who identify as African American/Black. Consistently over the past years, Hispanic and African American students at Southwestern College demonstrate equity gaps, which suggest the presence of a systemic issue, and which are addressed in our student equity plan and vision for success. To reduce equity gaps, Southwestern College has already developed a robust framework for student support that includes learning communities catering to specific racial subgroups. For instance, the Puente Learning Community supports Hispanic students, while UMOJA provides support for African American students. These learning communities offer critical out-of-class support services that have been shown to enhance learning outcomes for racial minorities. Moreover, these communities have been instrumental in boosting student success rates, retention rates, and completion rates. However, resource allocation limits the number of students who can benefit from these learning communities. Therefore, LOAC recommends increasing the resources available to these communities to expand the number of students who can be served.

The Advancing Equity Teaching Academy (AETA) is a one-year professional learning academy that trains faculty members to become culturally competent educators capable of serving a diverse student body. LOAC recommends leveraging AETA to enhance the pedagogical knowledge and skills of faculty members, promote cultural competence, and provide critical tools to reshape socio-political constructs that shape teaching practices, with the ultimate goal of promoting systemic change towards a more equitable and inclusive educational system. To assess the impact of AETA training on faculty members, it is essential to monitor changes in Student Learning Outcome (SLO) assessment scores. This will help identify additional resources required to help faculty create effective curricula and culturally responsive learning environments for their students. For example, after the AETA training, it would be beneficial to establish a faculty learning community that meets regularly to exchange ideas and share data on how their interventions have improved learning outcomes.

Lastly, tutoring has proven to be an effective intervention strategy in closing equity gaps. Southwestern College offers tutoring services and the Power Study Program, both of which are successfully implemented on campus, to increase student success while simultaneously reducing equity gaps.

Figure 4 displays equity gaps for each SLO by gender. Southwestern College utilizes self-reported gender information that includes Female, Male, Other, and Unknown categories. However, unlike the state of California which has more detailed gender markers such as transgender, intersex, and nonbinary people, our gender classification does not include these categories. Based on the available gender markers, male students at Southwestern College exhibit consistent equity gaps across many of the SLOs. The only SLO where students identifying as Female display an equity gap is ISLO 11, which involves analyzing and evaluating the influence of various factors on society. In contrast, for most other SLOs, male students are identified as having equity gaps. Strategies to help male students include support through mentorship programs tailored to the individual need of male students, fostering a sense of community through campus events, clubs, and organizations that celebrate camaraderie and learning, and encouraging male students to seek help when struggling academically or personally. Comprehensive student support services, counseling, and an early-alert system could benefit male students that struggle academically. Faculty members should design learning environments that reduce implicit bias and stereotypes and that make male students feel welcomed and validated.

Disaggregated Data and Disproportionate Impact – Age, Modality, and Location data

Using the PPG-1 methodology, equity gaps were also assessed based on age, teaching modality, and location data. In the 2021-2022 academic year, 31.9% of students were aged 19 and below, while 31.8% were between 20 and 24 years old. Two-thirds of the student body were 24 years old or younger. Figure 5 illustrates that, in terms of age, students aged 19 or below and those aged 20 to 24 exhibited the most equity gaps across all SLOs. To assist first-year students the First-Year Experience (FYE) program was developed. This program connects students with support services and provides dedicated counselors and peer mentors to guide and support FYE students through their first year in college, helping them adjust to college life and increasing their chances of academic success and retention. The FYE program was designed to improve student retention rates because when students do not perform satisfactorily, their chances of succeeding decrease, leading to lower retention rates. This program is ideal to mentor and develop young students and help them learn and succeed in college. It builds a close community of students equipped with tools for lifelong success and support through counselors and peers. Students also develop effective study skills such as note-taking and time management.

Tutoring services have also been demonstrated to be an effective intervention strategy to address equity gaps for young students. At Southwestern College, both the Power Study Program and tutoring services have been successfully implemented on campus to enhance student success while also narrowing equity gaps.

Faculty members are also encouraged to infuse their curriculum with content relevant and interesting to younger students. An overarching theme of the Academic Senate for California Community Colleges (ASCCC) this year is to incorporate authentic voices into curriculum design, and this would open up the opportunity to allow students to have a voice in creating engaging curricula for young students.

Figure 5 also shows the disproportionate impact of teaching modality on learning outcomes. In 2021-2022 the term non-distance education refers to face-to-face instruction, online refers to completely asynchronous instruction, remote contains both synchronous live and asynchronous teaching modalities, and hybrid refers to mixed modalities. Starting in Fall 2023, the new distance education modalities will be available: Online (500s), live online (400s), in-person hybrid (600s), and live-online hybrid (700s), however, these distinctions are not possible in the current report. Upon analyzing the data presented in Figure 5, it becomes evident that equity gaps were absent for non-distance education, while hybrid, online, and remote education modes showed varying levels of equity gaps in SLOs. Southwestern College has been providing continuous professional development to help faculty teach in these newer modalities since the pandemic began. The training program known as Distance Education Faculty Training (DEFT) is mandatory and district-approved for instructors and offers guidance on online and hybrid course instruction using Canvas. Addition of online mentors could further help students taking online courses.

	SLO	Age							Modality				Location				
		19 or less	20-24	25-29	39-34	35-39	40-49	50+	Hybrid	Non-distance ed	Online	Remote	Chula Vista	Ext	HECNC	HECOM	HECSY
ISLO	ISLO 1	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
	ISLO 2	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
	ISLO 3	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
	ISLO 4	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
	ISLO 5	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
	ISLO 6	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
	ISLO 7	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
	ISLO 8	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
	ISLO 9	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
	ISLO 10	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
	ISLO 11	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
	ISLO 12	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
	ISLO 13	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
	ISLO 14	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
	ISLO 15	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
	ISLO 16	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
AA	ISLO A	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
	ISLO B	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
	ISLO C	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
	ISLO D	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
CSU	GESLO A	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
	GESLO B	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
	GESLO C	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
	GESLO D	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
	GESLO E	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
IGETC	GESLO 1	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
	GESLO 2	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
	GESLO 3	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
	GESLO 4	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
	GESLO 5	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	
	GESLO 6	Red	Red	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	

Figure 5: Disproportionate analysis for all ISLOs and GESLO for race and gender. For each ISLO and GESLO, the PPG-1 method was used to identify equity gaps. SLOs that exhibit equity gaps are colored in red, SLOs colored in apricot indicate that the subgroup underperforms but does not exhibit a statistically significant gap, SLOs colored in green means that the subgroup performs at or above average, and SLOs colored in yellow have no data or low data and results are suppressed.

Southwestern College also offers the Synchronous Online Learning Instructional Design (SOLID) training. In this two-week course, faculty members are trained to effectively plan, design, and conduct synchronous courses using Zoom and Canvas. While the current data indicates that traditional face-to-face courses are more effective in terms of learning outcomes, with ongoing resources and time, faculty members can bridge the equity gaps observed in remote, online, and hybrid courses. Lastly, disaggregation by location hardly showed any equity gaps ensuring a somewhat homogenous quality of education across all campuses. The Chula Vista main campus exhibited equity gaps for ISLO 6 “Use quantitative reasoning to identify, analyze and solve quantitative problems.”, IGETC Area 2 “Mathematical Concepts and Quantitative Reasoning” and IGETC Area 3 “Arts and Humanities”. An equity gap for the National City campus exists for ISLO 12 “Analyze and critique the ethical implications of decision making on personal behavior, and on social, political or economic institutions.”. It would be speculative to make assumptions why the main campus exhibits most equity gaps and more detailed data analysis might be necessary to tease out the details of why the few equity gaps exist.

Conclusion

Assessment data shows that overall learning is achieved for both institutional-set learning outcomes (ISLOs) and learning outcomes related to required general education courses (GESLOs). Students scored “high proficiency” on average for all ISLOs and GESLOs. Individual ISLOs and GESLOs showed impacted learning especially with respect to SLOs focused on mathematics and science, English, and social science. Disaggregated data was also analyzed and showed a persistent gender gap with male students underperforming compared to female students. Further, Hispanic and African American students continue to show equity gaps in learning across almost all learning outcomes. Young students of age 24 or younger also exhibit equity gaps. In terms of teaching modality, face-to-face is the more successful modality, while remote shows a lot of equity gaps. LOAC also discussed how to improve learning outcomes, and recommends to create a professional learning community that includes interdisciplinary faculty support, exchanges best practices, helps education research hit the classroom, and improves teaching efficacy; comprehensive student support with dedicated tutoring services, progress reports, basic needs support, support for impacted learners and DSS students, and personal development courses; and mental health and wellness support both for students and faculty to combat stress and mental fatigue. Furthermore, LOAC recommends increasing learning outcome literacy for faculty and encourages deans and faculty to increase conversations on learning outcomes and equity gaps in department and school meetings to help reduce systemic and persistent equity gaps seen throughout the past years. This might be achieved through the newly created Fields of Study student support groups that are centered on achieving student success, keeping students “on the path” and planning interventions to help student learning.

Glossary of Terms

Assessment

The term “assessment” refers to the wide variety of methods or tools that faculty systematically use to evaluate, measure, and document the academic learning progress, skill acquisition, or educational needs of students. Data is collected for the evaluation of learning outcomes in order to improve quality of education and student learning. All assessments used by LOAC are summative and use a 5-point grading scale: no proficiency, low proficiency, proficiency, mastery, and high proficiency.

Student Learning Outcomes (SLOs)

SLOs are the specific observable or measurable results that are expected after a learning experience. These outcomes are statements describing what students should demonstrate, represent or produce because of what and how they have learned and data is collected to provide evidence that learning has occurred as a result of a specified course, program activity, or process. An SLO refers to an overarching outcome for a course, program, degree or certificate, or student services area such as the library. SLOs describe a student’s ability to synthesize many discrete skills using higher level thinking skills and to produce something that asks students to apply what they have learned. SLOs usually encompass a gathering together of smaller discrete learning objectives through analysis, evaluation, and synthesis into more sophisticated skills and abilities.

General Education Student Learning Outcomes (GESLOs)

GESLOs are the knowledge, skills, and abilities a student is expected to be able to demonstrate following a program of courses designed to provide the student with a common core of knowledge consistent with that of a liberally educated or literate citizen. Southwestern College has a set of learning outcomes for the IGETC transfer plan, one for the CSU transfer plan, and one for students in the associate degree program.

Institutional Student Learning Outcomes (ISLOs)

ISLOs are the knowledge, skills, and abilities with which a student is expected to leave an institution as a result of a student’s total educational experience. Southwestern College sorts ISLOs by overarching topics: Communication skills, thinking and reasoning, information competency, global awareness and ethics, and aesthetic sensitivity and historical literacy.

Satisfactory Scores and Percent

Satisfactory Scores include assessment of proficiency, high proficiency, and mastery. It does not include assessment of low proficiency or no proficiency. The satisfactory scores percent is the percent of scores assessed as proficiency, high proficiency, and mastery of all valid scores (excludes N/A scores). The numerator is the total scores assessed as proficiency, high proficiency, and mastery. The denominator is the total scores assessed as no proficiency, low proficiency, proficiency, high proficiency, and mastery.

Equity

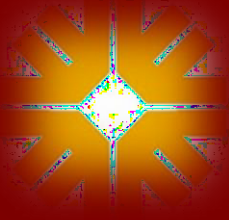
Equity is intentionally identifying and removing barriers to ensure access and provide meaningful opportunities and support for all to succeed.

Satisfactory Scores Threshold and Impacted Learning

The SWC standard for the percentage of satisfactory scores of all assessment scores is 85%. If the percent of scores that are assessed as proficiency, high proficiency, or mastery is below 85% (i.e., the percent of no proficiency and low proficiency scores is more than 15%, also known as unsatisfactory score) that SLO is performing under the threshold, and hence learning is impacted. An absolute performance equity gap is flagged when satisfactory scores are below 85% and learning is impacted. Throughout the document both the 85% rule for satisfactory scores as well as the 15% for unsatisfactory scores are used to identify equity gaps.

Equity Gaps and Disproportionate Impact Analysis

Equity Percentage Point Gap -1 (PPG - 1) compares the performance of a subgroup of students to all other students not included in the subgroup. If there is a negative difference found between the performance of the subgroup and students not in the subgroup and this difference is greater than the margin of error calculated for this subgroup (based on statistical probability distribution and sample size), an equity gap is flagged for this subgroup.



This *ISLO/GESLO* report was produced by the Learning Outcomes Advisory with the support of Institutional Research and through the collaboration of the following SWC personnel:

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