



Additional Evidence Request

1B.6- Disaggregation of learning outcomes data for sub-populations of students

In determining how best to disaggregate student learning outcomes, given its larger scale impact, the college decided to begin with the GE/ILO assessment. In addition to other assessment methods, in 16/17 the college will utilize the Community College Student Survey of Engagement (CCSSE) data to capture student feedback on engagement. In spring 2016, EVC students completed the CCSSE, which included prompts directly tied to the GE/ILOs, capturing indirect assessment of student learning of the ILOs.

EVC has initiated the analysis of disaggregated learning outcomes data by age, gender and race.

CCSSE Prompts reviewed that are connected to EVC’s GE/ILOs

Item 12: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?		
Item	Variable	Responses
12c. Writing clearly and effectively	GNWRITE	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
12d. Speaking clearly and effectively	GNSPEAK	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
12e. Thinking critically and analytically	GNANALY	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
12f. Solving numerical problems	GNSOLVE	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much

12g. Using computing and information technology	GNCMPTS	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
12h. Working effectively with others	GNOTHERS	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
12i. Learning effectively on your own	GNINQ	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
12j. Understanding yourself	GNSSELF	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
12k. Understanding people of other racial and ethnic backgrounds	GNDIVERS	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much

Item	Variable	Responses
Item 12: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?		
12l. Developing a personal code of values and ethics	GNETHICS	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
12m. Contributing to the welfare of your community	GNCOMMUN	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much

With submission of this narrative explanation of how EVC disaggregates learning outcomes data, below are screen shots of the spreadsheets that show the disaggregation of learning outcomes with regards to the CCSSE prompts. The college chose to look at average responses below 2.5 as areas for potential improvement.

EVC Disaggregated CCSSE data- Age

Spring 2016 EVC CCSSE Disaggregated Learning
GE/ILO Analysis- Age

Field	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
Writing clearly and effectively	2.8	3.0	2.9	3.0	2.9	2.9	3.2	3.2
Speaking clearly and effectively	2.7	2.9	2.9	2.9	2.9	2.9	3.1	3.2
Thinking critically and analytically	2.9	3.0	3.1	3.1	3.1	3.2	3.1	2.9
Solving numerical problems	2.8	2.9	3.0	3.0	2.9	2.8	2.7	2.8
Using computing and information technology	2.4	2.8	2.9	3.0	3.0	3.1	2.9	2.5
Working effectively with others	2.8	2.9	3.0	2.9	3.0	2.9	3.0	3.3
Learning effectively on your own	2.9	3.1	3.1	3.1	3.1	3.2	3.2	3.2
Understanding yourself	2.6	2.8	2.8	2.9	2.9	3.2	3.2	2.8
Understanding people of other racial and ethnic backgrounds	2.7	2.8	2.8	2.7	2.8	2.9	2.7	2.7
Developing a personal code of values and ethics	2.4	2.6	2.7	2.6	2.8	2.8	2.5	2.6
Contributing to the welfare of your community	1.9	2.2	2.3	2.3	2.5	2.4	2.4	2.7
ps. 1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much								
EVC used averages below 2.5 as areas for improvement								

EVC Disaggregated CCSSE data - Gender

Spring 2016 EVC CCSSE Disaggregated Learning
GE/ILO Analysis- Gender

Field	Female	Male
Writing clearly and effectively	3.0	2.9
Speaking clearly and effectively	2.9	2.8
Thinking critically and analytically	3.0	3.0
Solving numerical problems	2.9	2.9
Using computing and information technology	2.8	2.7
Working effectively with others	2.9	2.8
Learning effectively on your own	3.1	3.0
Understanding yourself	3.0	2.7
Understanding people of other racial and ethnic backgrounds	2.8	2.6
Developing a personal code of values and ethics	2.7	2.5
Contributing to the welfare of your community	2.3	2.1
ps. 1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much		
EVC used averages below 2.5 as areas for improvement		

EVC Disaggregated CCSSE data- Race

Spring 2016 EVC CCSSE Disaggregated Learning
GE/ILO Analysis- Race

Field	Hispanic, Latino, Spanish	Asian, Asian American or Pacific Islander	Other	White, Non-Hispanic	Black or African American, Non-Hispanic	American Indian or other Native American	Native Hawaiian
Writing clearly and effectively	3.1	2.9	2.8	2.6	3.1	2.7	3.0
Speaking clearly and effectively	3.0	2.8	2.6	2.5	3.2	2.7	3.0
Thinking critically and analytically	3.2	2.9	2.8	2.9	3.3	3.3	3.0
Solving numerical problems	3.0	2.8	2.7	3.1	2.9	3.7	1.0
Using computing and information technology	2.8	2.8	2.6	2.6	3.0	3.3	3.0
Working effectively with others	3.0	2.8	2.9	2.5	3.2	3.3	3.0
Learning effectively on your own	3.1	3.1	2.9	3.0	3.1	3.3	3.0
Understanding yourself	2.9	2.8	2.7	2.5	3.0	3.3	3.0
Understanding people of other racial and ethnic backgrounds	2.9	2.6	2.9	2.4	2.8	3.0	3.0
Developing a personal code of values and ethics	2.7	2.5	2.5	2.3	2.9	2.3	3.0
Contributing to the welfare of your community	2.3	2.2	2.3	1.9	2.5	2.0	1.0
ps. 1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much							
EVC used averages below 2.5 as areas for improvement							

The disaggregated analysis is documented with the associated ILO on the EVC GE/ILO matrix, located on the SLO webpage and included in screen shots below.

As a result of the initial disaggregated analysis, the overall recommendation noted on the GE/ILO matrix is:

16/17 Action Plan for All GE/ILOs

Initial CCSSE analysis of 11 prompts related to the ILOs, including disaggregation by age, gender and race, revealed that across most groups, students need more learning opportunities/interventions in regards to "Contributing to the welfare of the community"- GE/ILO 4: Social Responsibility.

- 1. These results will be reviewed by SLOAC and shared with campus community to identify an action plan for improvement to implement in 2017/2018.*



Institution Level SLO and Assessment Matrix

Date: 10/2/2012 revised 9/3/13; 4/14/15; 7/29/15; 6/1/2016; 10/7/16

Institution SLOs	Assessment Plan for each SLO	Assessment Conducted Through:						Data/Analysis/Action Plan and Timeline
		Course/Activity Date	Course/Activity Date	Course/Activity Date	Course/Activity Date	Course/Activity Date	Course/Activity Date	
<p>Communication</p> <p>The student will demonstrate effective communication, appropriate to the audience and purpose</p>	<p>2016/2017 - Oral Communication Rubric Development</p> <p>Spring 2016 -CCSSE issued to students and faculty Fall 2016- disaggregated analysis of CCSSE items # 12c and 12d- related to oral and written communication</p> <p>2015/2016 -areas to use EVC ILO Written Communication Rubric 2014/2015 EVC ILO Written communication rubric</p>	<p>ACCT 063 Fall 2014</p> <p>PSYCH 001 Spring 2016</p>	<p>ENGR 066 Fall 2014</p> <p>PSYCH 092 Spring 2016</p>	<p>NURS 004 Spring 2015</p> <p>CCSSE Spring 2016</p>	<p>ENGL 001A Spring 2016</p>	<p>SP208 Spring 2016</p>	<p>Fall 2016 CCSSE Analysis: 2 CCSSE prompts reviewed disaggregated by race, gender and ethnicity. Results indicate that 1&2. In all disaggregated groups students report that the college contributed to their knowledge in writing and speaking effectively and clearly.</p> <p>Aggregated results for Spring 2016: One Spanish 208 course N=10; Four Gen N = 181; and One Devel psych) N = 41: total N = 232 For Clarity of expression 81% success; for Logical context and organization 90% success; for grammar and punctuation 60%</p>	
<p>Inquiry and Reasoning</p> <p>The student will critically evaluate information to interpret ideas and solve problems.</p>	<p>Spring 2016 -CCSSE issued to students and faculty Fall 2016- disaggregated analysis of CCSSE items #12e and 12f- related to thinking critically and solving problems</p> <p>2012/2013: Student assessment are planned as</p> <p>- ENGR 066 Properties of Materials, Fall 2012. Assessment will be done through laboratory performance</p>	<p>BIOL 071 Fall 2012</p> <p>CCSSE Spring 2016</p>	<p>ENGR 066 Fall 2012</p>	<p>NURS program Fall 2012 &</p>	<p>CHEM 001A Sp13 & Sp 15</p>	<p>AST - Math Fa '14 & Sp '15</p>	<p>Fall 2016 CCSSE Analysis: 2 CCSSE prompts reviewed disaggregated by race, gender and ethnicity. Results indicate that 1. In all disaggregated groups students report that the college contributed to their knowledge in thinking critically. 2. In most disaggregated groups except Native Hawaiian, students report that the college contributed to their knowledge in solving numerical problems.- further data review is needed to validate any next steps</p> <p>BIOL 071: Analysis</p>	
<p>Information Competency</p> <p>The student will utilize information from a variety of sources to make an informed decision and take action.</p>	<p>Spring 2016 -CCSSE issued to students and faculty Fall 2016- disaggregated analysis of CCSSE items #12g- related to information technology</p> <p>Spring 2013: Journal article project -BIOL 071</p> <p>Spring 2012: Student assessments are planned as - ENGR 001 Technology and Society, Fall 2013 - ENGL 001A , English Composition, Spring 2012</p>		<p>ENGR 001 Fall 2013</p>	<p>ENGL 001A Spring 2012</p>	<p>BIOL 071 Spring 2013</p>	<p>CCSSE Spring 2016</p>	<p>Fall 2016 CCSSE Analysis: 1 CCSSE prompts reviewed disaggregated by race, gender and ethnicity. Results indicate that 1. In most disaggregated groups except students ages 18-19, report that the college contributed to their knowledge in using computing and information technology- further data review is needed to validate any next steps</p> <p>ENGL 001A: Analysis A sample of 113 students was analyzed. The common elements of the assignment included research from a variety of credible</p>	

Institution SLOs	Assessment Plan for each SLO	Assessment Conducted Through:						Data/Analysis/Action Plan and Timeline
		Course/Activity Date	Course/Activity Date	Course/Activity Date	Course/Activity Date	Course/Activity Date	Course/Activity Date	
<p>Social Responsibility</p> <p>The student will demonstrate effective interpersonal skills with people of diverse backgrounds and effectively function in group decision making.</p>	<p>Spring 2016 -CCSSE issued to students and faculty</p> <p>Fall 2016- disaggregated analysis of CCSSE items #12h, 12k, and 12m- related to working with others, understanding background of others, and contributing to welfare of the community</p> <p>Spring 2014 -SERV-001</p> <p>2013/2014 -Diverse Learning Environments (DLE) survey</p>	<p>Student Survey Spring 2012</p>	<p>Diverse Learning Survey 13/14</p>	<p>SERV- 001 spring 2014</p>	<p>CCSSE Spring 2016</p>			<p>Fall 2016 CCSSE Analysis: 3 CCSSE prompts reviewed disaggregated by race, gender and ethnicity. Results indicate that</p> <ol style="list-style-type: none"> 1. In all disaggregated groups students report that the college contributed to their knowledge in working effectively with others. 2. For White/non-hispanic students, they reported that the college contributed little knowledge to understanding people of different racial groups. For all other groups, ages and gender, students report that the college contributed knowledge in this area 3. For the majority of racial groups (except for African Americans), ages (except for 30-39 & 65+)and gender, the students reported that the college contributed little or very little to their knowledge of
<p>Personal Development</p> <p>The student will demonstrate growth and self-management to promote life-long learning and personal well-being</p>	<p>Spring 2016 -CCSSE issued to students and faculty</p> <p>Fall 2016- disaggregated analysis of CCSSE items #12i, 12j, and 12l- related to individual learning and personal ethics</p> <p>2013/2014: -Diverse Learning Environments (DLE) Survey</p> <p>-COUNS 014: spring 2012 (SLOs 1 & 2- ID learning styles and ID values as they relate to ST and LT goals)</p>	<p>Diverse Learning Survey 13/14</p>	<p>COUNS 014 Sp'12 & Sp'14</p>	<p>Counseling Services</p>	<p>CCSSE Spring 2016</p>			<p>Fall 2016 CCSSE Analysis: 3 CCSSE prompts reviewed disaggregated by race, gender and ethnicity. Results indicate that</p> <ol style="list-style-type: none"> 1. In all disaggregated groups students report that the college contributed to their knowledge in learning effectively on their own. 2. In all disaggregated groups students report that the college contributed to their knowledge in understanding themselves. 3. For White/non-hispanic students, and those ages 18-19, they reported that the college contributed some knowledge in developing a personal code of ethics. <p>DLE Survey:</p>
<p>Comments/Recommendations:</p>	<p>16/17 Action Plan for All GE/ILOs</p> <p>Initial CCSSE analysis of 11 prompts related to the ILOs, including disaggregation by age, gender and race, revealed that across most groups, students need more learning opportunities/interventions in regards to "Contributing to the welfare of the community"- GE/ILO 4: Social Responsibility.</p> <ol style="list-style-type: none"> 1. These results will be reviewed by SLOAC and shared with campus community to identify an action plan for improvement to implement in 2017/2018. <p>ILO#1Communication: 15/16 EVC Action Plan:</p> <ol style="list-style-type: none"> 1. Identify additional campus courses (GE) to utilize the EVC ILO written communication rubric and report results 2015/2016 2. Share results with campus community to determine any college wide interventions 2016/2017 3. Establish EVC rubric for ILO Oral Communication by Spring 2017 4). Possible revision of the rubric as a means to involve more faculty at the developmental level with hopes more would participate in ILO assessment / Fall 2016; Spring 2017 5). Share results from 2016 with faculty with a discussion to examine if grammar is an issue in other courses 							