

EVIDENCE TEAM REPORT  
ILO 7 PERSONAL RESPONSIBILITY &  
DEVELOPMENTASSESSMENT AND REVIEW  
Spring 2017

The Evidence Team

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## **Institutional Learning Outcome Statement**

Institutional Learning Outcome (ILO) 7 Personal Responsibility and Development is: Take the initiative and responsibility to assess your own actions with regard to overall wellness, learning opportunities, life planning, and contribution to society. Examples of when students have demonstrated mastery of this ILO include, but are not limited to:

- Demonstrating the ability to make ethical decisions in complex situations and accepting responsibility for one's own actions.
- Making choices that enhance physical and mental wellness.
- Producing and/or valuing artistic or creative expressions.
- Participating effectively in teams, providing leadership, making decisions, and seeking consensus when appropriate.
- Valuing and applying lifelong learning skills for personal and professional growth.
- Demonstrating civic engagement in social, environmental and community issues in a pluralistic society.
- Developing academic, personal, and career goals with plans to accomplish them. (Allan Hancock College Catalog (2016-2017))

### **Previous Review**

In Spring 2012, an evidence team reviewed Personal Responsibility and Development (ILO 7). The evidence team reported students did not meet the 70% benchmark for personal responsibility and development. The team described the reason for this low success rate may have been affected by use of artifacts from a 500 level course. Also, the team believed there was not enough courses represented in the assessment, and as a result, there was not a variety in the results.

**Recommendation #1: Re-evaluate the Personal Responsibility and Development ILO.**  
The previous evidence team described the PRAD ILO as being too comprehensive. The team recommended the following alternatives be explored before assessing the ILO again:

- a) the ILO be divided into parts for assessment and assign a separate team for each part,
- b) the ILO be rewritten in more measurable terms,
- c) the parts of PRAD be incorporated in each ILO and eliminate it as a separate entity.

**Recommendation #2: Produce a List of SLOs that are Linked to the ILO in Their Charge.**  
The previous evidence team suggested this list be distributed to ILO assessment teams at the beginning of the process so courses linked to this particular ILO could be identified.

**Recommendation #3: Give Departments, Programs, Faculty, and Staff an Incentive to Cooperate with ILO Assessment Teams in Providing Appropriate Artifacts.**  
The previous evidence team reported difficulty obtaining suitable artifacts from faculty. Their belief was that if faculty was incentivized to participate, there would be more artifacts to gather data.

**Recommendation#4: Encourage the Development of More Indirect Evidence to Support the Direct Evidence.**

The previous evidence team suggested distributing surveys to students with the hope of garnering more indirect evidence. They suggested using pre and post surveys to obtain more data so the burden of gathering, assessing, and evaluating outcomes be the responsibility of the entire campus, rather than the sole responsibility of the Institutional Research Program.

**Recommendation #5: Compile Recommendations and Establish Guidelines.**

The previous evidence team suggested the formation of a committee to assess all the recommendations from all the ILO assessment reports. The goal of this committee would be to establish guidelines for future ILO measurement which would ensure continuity.

### **Intentional Actions for the Current Evidence Committee**

**Recommendation #1: Re-evaluate the Personal Responsibility and Development ILO.**

ILO 7 was overhauled to encompass aspects of Personal Responsibility and Development that were previously neglected. The ILO now contains seven attributes, down from eight. This fundamental change allows for specific and measurable data to be collected in multiple areas.

**Recommendation #2: Produce a List of SLOs that are Linked to the ILO in Their Charge.**

The evidence team was given a list of courses and SLOs that linked to PRAD. This list was divided up between the team members who then used the data to solicit feedback from faculty teaching these courses.

**Recommendation #3: Give Departments, Programs, Faculty, and Staff an Incentive to Cooperate with ILO Assessment Teams in Providing Appropriate Artifacts.**

Given the fundamental change mentioned in the previous two recommendations, the evidence team was able to contact and solicit feedback from instructional faculty with greater ease than the previous team. Since the process for data collection has changed so dramatically, there was no need to provide incentives to participants.

**Recommendation #4: Encourage the Development of More Indirect Evidence to Support the Direct Evidence.**

A survey was distributed to students using the RAVE and Canvas systems as mediums for disbursement. This technology was not previously available to teams. Response rates for surveys utilizing these systems has made data collection from students reliable and convenient. Given the ease of the systems, the current team worked closely with Institutional Research to produce and distribute the survey.

**Recommendation #5: Compile Recommendations and Establish Guidelines**

Given the continuity of faculty participating in ILO Development and Review, the reporting methods and data collection has been streamlined.

### **Purpose**

The 2017 evidence team undertook step C (assess outcomes per assessment plan, evaluate assessment results, and decide if outcomes met established goals) and step D (discuss areas of instruction or processes that could be changed to improve outcomes and implement changes).

(Refer: Figure 1).

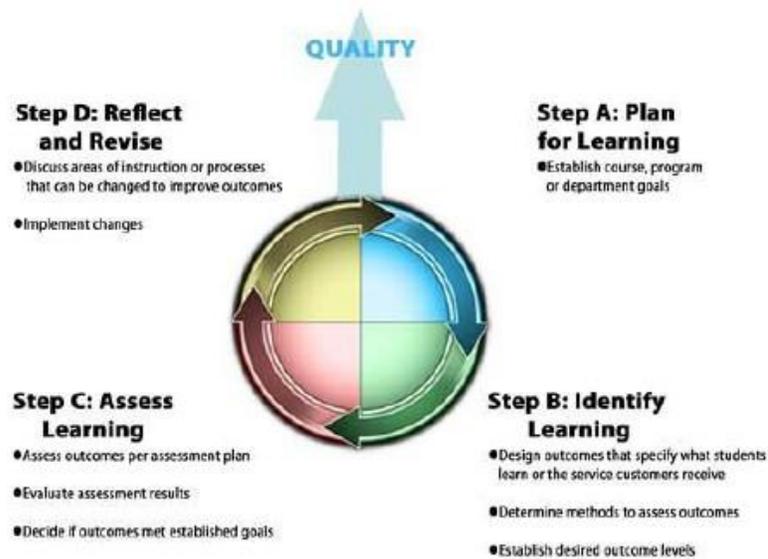


Figure 1. Diagram of the Student Learning Outcomes and Assessment Cycle

### Development of Rubrics (Figure 1)

The rubric was based on the current definition of ILO 7. It used the 3-point rubric (exceeds standards (3), meets standards (2), and does not meet standards (1)) based on the college's rating system in assessment management software, eLumen.

Rubric 1. ILO 7: Personal Responsibility and Development ILO

Take the initiative and responsibility to assess your own actions with regard to overall wellness, learning opportunities, life planning, and contribution to society.

Dimension	Exceeds (3)	Meets (2)	Does Not Meet (1)	N/A
Demonstrating the ability to make ethical decisions in complex situations and accept responsibility for one's own actions	Regularly demonstrates an awareness of the ethics involved in a situation. Regularly accepts responsibility for one's own action.	Sometimes demonstrates an awareness of the ethics involved in a situation. Sometimes accepts responsibility for one's own action.	Rarely demonstrates an awareness of the ethics involved in a situation. Rarely accepts responsibility for one's own action.	
Making choices that enhance physical and mental wellness.	Regularly maintains a routine that includes proper nutrition, exercise and adequate sleep. Regularly makes choices that promote mental health.	Sometimes maintains a routine that includes proper nutrition, exercise and adequate sleep. Sometimes makes choices that promote mental health.	Rarely maintains a routine that includes proper nutrition, exercise and adequate sleep. Rarely makes choices that promote mental health.	
Producing and/or valuing artistic or creative expressions.	Regularly provides constructive feedback on a variety of art forms.	Sometimes provides constructive feedback on a variety of art forms.	Rarely provides constructive feedback on a variety of art forms.	
Participating effectively in teams, provide leadership, make decisions, and seek consensus when appropriate.	Regularly able to collaborate within a team or group, including holding a leadership position and following directions. Regularly seeks consensus when appropriate among group.	Sometimes able to collaborate within a team or group, including holding a leadership position and following directions. Sometimes seeks consensus when appropriate among group.	Rarely able to collaborate within a team or group, including holding a leadership position and following directions. Rarely seeks consensus when appropriate among group or always seeks consensus even if it is not appropriate.	
Valuing and applying lifelong learning skills for personal and professional growth.	Regularly integrates learning skill with given a new task. Regularly practices effective financial literacy, time management and interpersonal skills.	Sometimes integrates learning skill with given a new task. Sometimes practices effective financial literacy, time management and interpersonal skills.	Rarely integrates learning skill with given a new task. Rarely practices effective financial literacy, time management and interpersonal skills.	
Demonstrating civic engagement in social, environmental and community issues in a	Regularly participates in activities that promote awareness or enrich the community.	Sometimes participates in activities that promote awareness or enrich the community.	Rarely participates in activities that promote awareness or enrich the community.	
Developing academic, personal, and career goals with plans to accomplish them.	Regularly develops or updates realistic goals with plans Regularly able to prioritize one's goals.	Sometimes develops or updates realistic goals with plans Sometimes able to prioritize one's goals.	Rarely develops or updates realistic goals with plans Rarely able to prioritize one's goals.	

## Course Re-mapping and Related Activities

In Spring 2017, the evidence team communicated with faculty through various means including electronic mail. Each evidence team followed through with the discipline faculty and departments (Figure 2.)

Figure 2. Email Template

Dear \_\_\_\_\_,

This year, we are reviewing and reassessing ILO # 7 (Personal Responsibility and Development).

Currently your course/s: \_\_\_\_\_ have SLOs mapped to this ILO. I have attached an Excel file for your reference.

The team has worked to edit some on the language for the ILO and update the rubric.

The team is also working on a set of questions to ask students.

Please take a few minutes to do the following:

1. Review the ILO. No changes are proposed to the language.
2. Review the rubric and comment.
3. Review the set of questions and provide feedback.
4. Review your SLOs that map to this ILO. Mark the correct column.
  - Maintain my map. Put an X in this column if you got it correct the first time and wish to move on with the day.
  - Change my map. Put the number of the ILO you wish to switch to in this column if somehow a mistake in mapping was made.

Please respond with your Excel file by \_\_\_\_\_ so I can provide your input to the team.

On behalf of the ILO Team  
Thank you

## Methodology

The assessment management software, e-Lumen, provided course student learning outcomes (CSLOs) data from fall 2010 to fall 2016. With additional data loaded from the enrollment management system, Banner, the data was disaggregated by student reports of age, gender, ethnicity, and first generation as well as student services program reports of foster youth (Cooperating Agencies Foster Youth Educational Support – CAFYES), veteran (Free Application for Federal Student Aid – FAFSA), California Board of Governors fee waiver, California Work Opportunity and Responsibility to Kids (CalWORKs), Cooperative Agencies Resources for Education (CARE), Extended Opportunity Programs and Services (EOPS), Mathematics Engineering Science Achievement (MESA), and Disabled Student Programs and Services (DSPS).

## Direct Evidence

The assessment management system (eLumen) provided 27,688 data points for personal responsibility and development from fall 2010 to spring 2016. Twenty-four thousand and seven hundred ninety-four (89.4%) data points exceeded/met the standard and two thousand ninety-three (10.44%) data points were below standard. The college reached the established a benchmark of seventy percent.

Table 1: ILO 7 Summary: All Groups

	Exceeds Standards		Meets Standards		Below Standards	
	Count	Percentage	Count	Percentage	Count	Percentage
All	12926	46.68%	11869	42.87%	2893	10.44%

Table 2: ILO7 and Student Self-Reported Categories (Age, Gender, and First Generation Students)

**Category: Age**

	Exceeds Standards		Meets Standards		Below Standards	
	Count	Percentage	Count	Percentage	Count	Percentage
Unknown	0	0.00%	0	0.00%	0	0.00%
Under 20	1231	61.00%	647	32.06%	140	6.94%
20 to 24	3002	59.77%	1655	32.95%	366	7.29%
25 to 34	1086	62.09%	550	31.45%	113	6.46%
35 to 54	420	54.97%	291	38.09%	53	6.94%
55 - over	74	58.27%	46	36.22%	7	5.51%

**Benchmark: 70% exceeds or meets standards**

**Category: Ethnicity**

	Exceeds Standards		Meets Standards		Below Standards	
	Count	Percentage	Count	Percentage	Count	Percentage
Asian	199	67.92%	81	27.65%	13	4.44%
Black Non-Hispanic	292	59.11%	163	33.00%	39	7.89%
Filipino	217	66.98%	92	28.40%	15	4.63%
Hispanic	3002	57.93%	1771	34.18%	409	7.89%
White Non-Hispanic	1930	62.52%	975	31.58%	182	5.90%
Other Non-White	3	100.00%	0	0.00%	0	0.00%
Pacific Islander	25	32.05%	49	62.82%	4	5.13%
American Indian/Alaskan Native	140	65.12%	58	26.98%	17	7.91%
Unknown / Undeclared	0	0.00%	0	0.00%	0	0.00%

**Benchmark: 70% exceeds or meets standards**

**Category: Gender**

	Exceeds Standards		Meets Standards		Below Standards	
	Count	Percentage	Count	Percentage	Count	Percentage
Male	2420	57.06%	1487	35.06%	334	7.88%
Female	3386	62.36%	1701	31.33%	343	6.32%
Other	0	0.00%	0	0.00%	0	0.00%
Unknown	7	70.00%	1	10.00%	2	20.00%

**Benchmark: 70% exceeds or meets standards**

Students self-reported age, ethnicity, gender, and first generation. Standard demographic intervals defined age intervals and ethnicity. Gender reporting included “male”, “female”, “unknown” as missing responses, and “other” as pertaining to identification with neither or both genders.

Table 3: ILO7: First Generation College Students, Foster Youth, and Veterans

Exceeds Standards		Meets Standards		Below Standards	
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**Category: First Generation College Students**

Yes	188	58.02%	99	30.56%	37	11.42%
No	5625	60.12%	3090	33.02%	642	6.86%

**Category: Foster Youth**

Yes	112	63.64%	52	29.55%	12	6.82%
No	5701	59.97%	3139	33.02%	667	7.02%

**Category: Veterans**

Yes	118	66.29%	45	25.28%	15	8.43%
No	5695	59.92%	3145	33.09%	664	6.99%

**Benchmark: 70% exceeds or meets standards**

Students self-report the first-generation, foster youth, and veteran status. The College Achievement Now (CAN) staff, depending on the student’s eligibility for various services, also verified the first generation status. First generation students are the first in their immediate family to attend college. The CAN-eligible student would receive individualized assistance through intense monitoring and support for educational and career goals.

The Cooperating Agencies Foster Youth Educational Support (CAFYES) program verifies the foster youth status. The program provides “over and above” support services for current and former foster youth attending the college. It works in conjunction with other programs to provide, intake and assessment, academic counseling, peer mentoring, tutoring services, and a computer lab for homework, study time, and printing needs. It also assisted in transportation, food court vouchers, and textbook purchase. The student eligibility includes:

- 1) Current or former foster youth in California whose dependency was established or continued by the court on or after the sixteenth birthday;
- 2) No older than 25 years of age at the commencement of any academic year in which s/he participated in CAFYES; and
- 3) Eligible Extended Opportunity Programs and Services (EOPS) student who enrolled in at least nine units.

The Veterans Center serves as a resource for the veterans. It provides a multi-faceted assistance to prospective and current students-veterans and prospective and enrolled student-veteran-

dependents. It aides transition to college, access to GI benefits, and completion of admission application process. It helps veterans in getting involved in leadership activities and transitions to civilian work world.

Table 4: ILO7: Mathematics Engineering Science Achievement (MESA) Program and (DSPS)

	Exceeds Standards		Meets Standards		Below Standards	
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**Category: Mathematics Engineering Science Achievement (MESA) Program**

Yes	4	50.00%	2	25.00%	2	25.00%
No	5810	60.06%	3187	32.94%	677	7.00%

**Category: Disabled Students Programs and Services (DSPS)**

Yes	348	57.90%	207	34.44%	46	7.65%
No	5466	60.18%	2984	32.85%	633	6.97%

The Mathematics, Engineering, Science Achievement (MESA) program provides a wide range of support services and activities aimed at fostering student achievement and increasing the success and participation in pursuit of a mathematics, engineering, computer science, biology, architecture, kinesiology, or other science-based programs. It enables students to prepare for and graduate from a four-year university with a math-based degree. It sought to increase the diverse pool of transfer-ready community college students. Through the program, the students developed academic and leadership skills, improved academic performance, and gain confidence in their abilities to compete academically and professionally.

The Learning Assistance Program verifies and documents students with learning disabilities. It identifies the educational limitation that reduces the student’s ability to participate in academic endeavors without additional specialized services. It provides reasonable accommodations, instruction, assessment, counselling, and advocacy.

Table 5: ILO7: Eligible for Board of Governors Grant (BOG)

**Category: Eligible for BOG**

	Exceeds Standards		Meets Standards		Below Standards	
Yes	3937	59.36%	2188	32.99%	507	7.64%
No	1877	61.50%	1003	32.86%	172	5.64%

California residents may be eligible to have enrollment fees waived. The California Board of Governors Fee Waiver (BOGW) assists eligible students with the enrollment fees by waiving the student's tuition fees (currently \$46 per unit). Students are responsible for paying the Allan Hancock general fees, which includes all material cost for any course, health fee, and other student fees. If a student pays fees prior to eligibility determination, there can be no

reimbursement after the last day of instruction for that academic year.

Table 6: ILO7: Participation in CalWorks Program

**Category: CalWorks**

	Exceeds Standards		Meets Standards		Below Standards	
Yes	60	74.07%	16	19.75%	5	6.17%
No	5753	59.93%	3173	33.05%	674	7.02%

The CalWORKS program is a partnership between the college and the Department of Social Services to serve Welfare to Work recipients who are currently receiving CalWORKS cash aid and assistance. The program offers an array of supportive services designed to assist students in obtaining the educational level they require to transition of cash assistance and ultimately achieve long-term self-sufficiency.

Table 7: ILO7: Participation in CARE

**Category: CARE**

	Exceeds Standards		Meets Standards		Below Standards	
Yes	31	72.09%	8	18.60%	4	9.30%
No	5781	59.99%	3180	33.00%	675	7.00%

The Cooperative Agencies Resources for Education (CARE) program is a state-funded program for single parents attending the college. The CARE program works in conjunction with EOPS to provide support services to students who receive CalWORKS (state cash aid) benefits in the household. In addition, the college is home to the first and only CARE center established in the State of California. At the CARE Center, students are welcome to come in for tutoring sessions, utilize computers and print for free, see their academic counselor, and they can bring their children to play in our children's nook. The CARE Center is a child-friendly environment where all CARE students are welcome and have a place to call home at college.

Table 8: ILO7: Participation in EOPS

**Category: EOPS**

	Exceeds Standards		Meets Standards		Below Standards	
Yes	463	64.94%	202	28.33%	48	6.73%
No	5351	59.65%	2989	33.32%	631	7.03%

The Extended Opportunity Programs and Services (EOPS) is a state-funded program designed to provide financial assistance, support, and encouragement for eligible low-income students.

The EOPS program's primary goal is to encourage the enrollment, retention and transfer of

students disadvantaged by language, social, economic and educational circumstances, and to facilitate the successful completion of their goals and objectives in college. EOPS offers academic and support counseling, financial aid and other support services.

The CARE program was established by the State of California to help welfare recipients become convinced that they and their children are important, that they are capable, and that with proper support they can break the welfare dependency cycle through education and job training. CARE is a supplemental component of EOPS that specifically assists EOPS students, who are single heads of welfare households with young children, by offering supportive services so they are able to acquire the education, training and marketable skills needed to transition from welfare-dependency to employment and eventual self-sufficiency for their families. Every CARE student is an EOPS student who must meet the eligibility criteria for both programs.

EOPS and CARE are both state-funded student assistance programs that are offered at 113 community colleges, plus the El Camino College Compton Center, throughout California.

Cooperating Agencies Foster Youth Educational Support Program was authorized by Chapter 771, Statutes of 2014. CAFYES is a supplemental component of the existing Extended Opportunity Programs and Services (EOPS) program. The purpose of CAFYES is to strengthen the capacity of community college districts to support the higher education success, health and well-being of some of the nearly 13,000 current and former foster youth who are enrolled in California's community colleges. The law allows the Chancellor's Office to enter into "agreements with up to 10 community college districts to provide additional funds for services in support of postsecondary education for foster youth. A competitive, peer-review process recommended 10 districts to the Board of Governors to receive funding to begin CAFYES programs at 26 colleges in 2015-16.

CalWORKs funds are for the purpose of assisting welfare recipient students and those in transition off of welfare to achieve long-term self-sufficiency through coordinated student services offered at community colleges including: work study, job placement, child care, coordination, curriculum development and redesign, and under certain conditions post-employment skills training, and instructional services.

#### Veterans FAFSA

With an estimated 1.8 million veterans residing in California, the state's veteran population is the largest in the nation. Many of the increasing number of veterans returning from Iraq and Afghanistan will look to one of the 113 community colleges as the most easily accessible and affordable educational option available. In fact, more than 44,000 veterans and active duty service members enrolled at a community college in 2012-13. Experts on veterans' education issues note that veterans not only must adjust to civilian life and manage a host of social and health issues, but also adapt to life on a college campus. While community colleges can provide the education and training that veterans need, veterans often find it difficult and confusing to utilize their well-earned GI Bill education benefits, and even more difficult to find and access the special support services they need to be successful. In response, 54 community colleges have established Veterans Resource Centers (VRCs) where student veterans can decompress, access important services and feel a sense of camaraderie with other student veterans. There were only 15 community colleges with VRCs in 2011 when the system's focus on services for student

veterans began.

#### Veterans Resource Center Project

When asked how colleges can support their success, student veterans consistently identify a Veterans Resource Center as a key resource. There they can interact with one another and obtain information and services. The Chancellor's Office, through the High Tech Center Training Unit at De Anza College, offered grants that would provide free hardware, software and on-site training in assistive technology to colleges that were able to provide and staff a dedicated space to establish a full-service VRC. As a result of this project, 54 colleges established or enhanced VRCs.

#### **Indirect Evidence**

The evidence team, in collaboration with Institutional Research, developed and distributed a survey to AHC students. The survey was administered using the RAVE email and learning management system (Canvas) message. The survey was made available for two weeks (April 13-April 27, 2017). 1,328 students participated in the survey. The following table shows the questions students were asked. Results from the survey are attached in Appendix A (Survey Results).

Table 9: Student Survey

	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>DIMENSION 1: Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to make ethical decisions in complex situations and accept responsibility for one's own actions.</b>				
a. I am aware of the ethical issues involved in various situations.				
b. I am able to make difficult choices when faced with an ethical dilemma.				
c. I am able to recognize different opinions of ethical issues.				
d. I accept responsibility for my actions.				
<b>DIMENSION 2: Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to make choices that enhance physical and mental wellness.</b>				
a. I am aware of the impact nutrition has on my personal health.				
b. I am aware of the impact exercise has on my personal health.				
c. I am aware of the impact sleep has on my personal health.				
d. I am aware of strategies to promote mental wellness.				
e. I am able to make healthy choices about my personal health.				
<b>DIMENSION 3: Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to Produce and/or value of artistic or creative expressions.</b>				
a. I am comfortable critiquing works of art to the best of my understanding.				
b. I value the creative expressions of others.				
c. I comfortable producing art.				
<b>DIMENSION 4: Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to participate effectively in teams, provide leadership, make decisions, and seek consensus when appropriate.</b>				
a. I am able to provide and accept constructive criticism.				
b. I am able to provide and follow directions when working with a group or team.				
c. I am able to effectively lead a group or team.				
d. I understand the value of all roles within a group or team.				
e. I am able to communicate to seek consensus when working in a group or team.				
<b>DIMENSION 5: Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to value and apply lifelong learning skills for personal and professional growth.</b>				
a. I am able to integrate my learning skills for new tasks.				
b. I believe continuous learning allows me to grow.				
c. I regularly practice effective financial literacy.				
d. I regularly practice effective time management.				
e. I regularly practice conscientious interpersonal skills.				
<b>DIMENSION 6: Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to demonstrate civic engagement in social, environmental and community issues in a pluralistic society.</b>				
a. I participate in activities that promote social awareness.				
b. I participate in activities that promote environmental awareness.				
c. I participate actively in my community.				
<b>DIMENSION 7: Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to develop academic, personal, and career goals with plans to accomplish them.</b>				
a. I am able to articulate my academic goals to another person.				
b. I have a career goal.				
c. I am able to express my personal goals.				
d. I am aware of who can assist me in developing a plan to accomplish my goals.				

## Findings

The learning assessment management system (eLumen) data sets and the data loaded from the enrollment management system (Banner) showed attainment of the benchmark of greater than 70% exceeds or meets standards for the institutional learning outcome on personal responsibility and development. Elumen data shows 89.4% of students exceeded/met the standard and 10.44% do not meet the standard. In order to align with eLumen results, the team decided to collect three levels of responses. eLumen data uses a 3-2-1 scale were 3 – Exceeds, 2 – Meets, and 3 – Does not meet. The evidence team uses Strongly Agree (3), Agree (2), and Disagree/ Strongly Disagree (1). However, data from the student survey did not always match eLumen results. Specifically, in dimensions 3, 5, and 6.

- Dimension 3: c. I am comfortable producing art.  
28% of respondents answered “Disagree” or “Strongly Disagree”
- Dimension 5: d. I regularly practice time management.  
19% of respondents answered “Disagree” or “Strongly Disagree”
- Dimension 6: a. I participate in activities that promote social awareness.  
30% of respondents answered “Disagree” or “Strongly Disagree”
- Dimension 6: b. I participate in activities that promote environmental awareness.  
34% of respondents answered “Disagree” or “Strongly Disagree”
- Dimension 6: c. I participate actively in my community.  
32% of respondents answered “Disagree” or “Strongly Disagree”

This discrepancy could be because students were asked about specific dimensions, but eLumen data is more generalized.

## Recommendations and Subsequent Actions

The current evidence study broke ground on the use of available college institutional research staff and technologies to augment assessment management system (eLumen). Through disaggregated data points and data loading from the enrollment management system (Banner), the data hinted on parallels to other college studies. Also, the student self-report survey provided valuable perspectives on this specific institutional learning outcome.

The faculty, through academic senate and shared governance, continue to be involved in the evidence study. They reviewed the new rubrics, provided input on the student survey, and revisited mapping of the course student learning outcomes. The faculty responded well with multiple forms of communication and collaboration: electronic mail, face-to-face conversation, department meetings, and one-on-one interactions.

Suggestions for responses from the data:

- Students are not currently required to take courses where production of art is emphasized. Students seeking to graduate with an Associate’s degree or transfer to a four-year university can meet the general education requirement in art by completing a variety of

courses, which includes fine arts courses such as art appreciation or a history of art course. However, the team discussed many different types of activities that may not have been considered by the students while taking the survey. For instance, a well thought out math proof in an algebra course or a written research paper could be considered art, but not necessarily by students in general. A campus wide discussion, led by the Fine Arts department, to discuss the production of art is encouraged.

- Students reporting low levels in time management skills indicate the need for a personal development course and workshop specifically focusing on time management. These courses would be taught by counseling faculty and offered every semester. Currently, personal development courses are not required. The counseling department could provide workshops specifically tailored to time management as well. Also, dissemination of information regarding time management should be developed and distributed across campus.
- Thirty percent or more of responses to dimension six were marked as “disagree” or “strongly disagree.” This is evidence that more can be done on campus to promote engagement not only civically, but also in the community. The evidence team suggests holding events on campus where community leaders and support programs are invited to present on special topics affecting the community at-large. Also, the campus should have a discussion about how social, environmental, and community issues can be embedded into the curriculum and promotion of shared value within the community.
- The committee recommends looking into the possibility of offering seminar courses that address current events. These courses could be offered based on instructor availability and knowledge of the subject.
- Appendix B contains additional information submitted to the on June 23, 2017. It contains more specific data collection based on student response linked to their H#. Institutional Effectiveness will be looking at the data in depth over the coming months.

### **Acknowledgement**

- Jennie Robertson, learning outcomes analyst, for her diligence and dedication in generating eLumen reports and other related resources.
- Paul Murphy, vice-president, institutional effectiveness, for providing input regarding the conduct of the student survey and potential applications of the learning outcomes evidence.
- Erica Biely, senior research analyst, for facilitating the design and launch of the student survey.
- Armando Cortez, senior institutional research analyst, for collecting and collating information.
- Larry Manalo Jr., for creating a reporting template that will streamline reports for ILO evidence teams in the future.

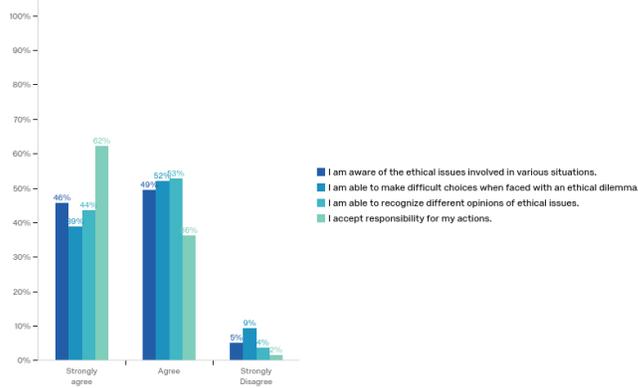
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Allan Hancock College Learning Outcomes and Assessment Committees – Academic Affairs (LOAC- AA). (2014, March). [AHC Institutional Assessment Plan](#).

Allan Hancock College. (2012, Spring). [Information and Technology Literacy Evidence Team Report](#)

## Appendix A: Summary of ILO 7 Student-Survey

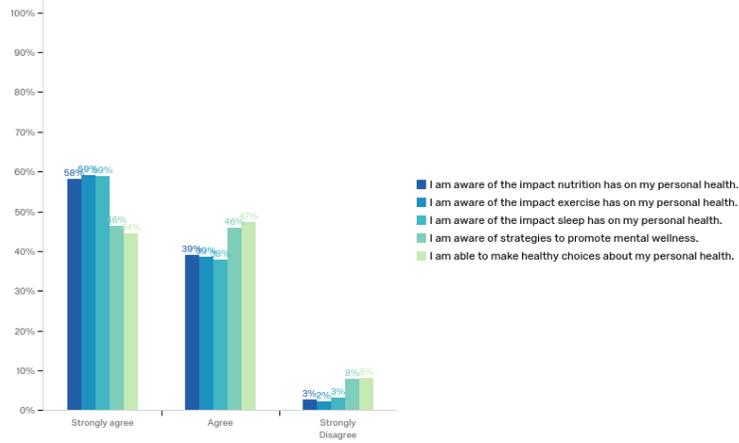
Q7 - Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to make ethical decisions in complex situations and accept responsibility for one's own actions.



Q7 - Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to make ethical decisions in complex situations and accept responsibility for one's own actions.

#	Question	Strongly agree	Agree	Strongly Disagree	Total
1	I am aware of the ethical issues involved in various situations.	46%	49%	5%	1046
2	I am able to make difficult choices when faced with an ethical dilemma.	39%	52%	9%	1043
3	I am able to recognize different opinions of ethical issues.	44%	53%	4%	1042
4	I accept responsibility for my actions.	62%	36%	2%	1045

Q8 - Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to make choices that enhance physical and mental wellness.



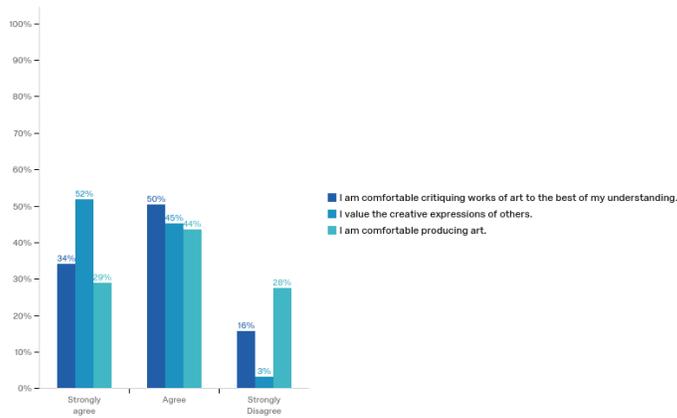
Q8 - Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to make choices that enhance physical and mental wellness.

#	Question	Strongly agree	Agree	Strongly Disagree	Total
1	I am aware of the impact nutrition has on my personal health.	58%	39%	3%	1038
2	I am aware of the impact exercise has on my personal health.	59%	39%	2%	1040
3	I am aware of the impact sleep has on my personal health.	59%	38%	3%	1036
4	I am aware of strategies to promote mental wellness.	46%	46%	8%	1037

Q8 - Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to make choices that enhance physical and mental wellness.

#	Question	Strongly agree	Agree	Strongly Disagree	Total
5	I am able to make healthy choices about my personal health.	44%	47%	8%	1034

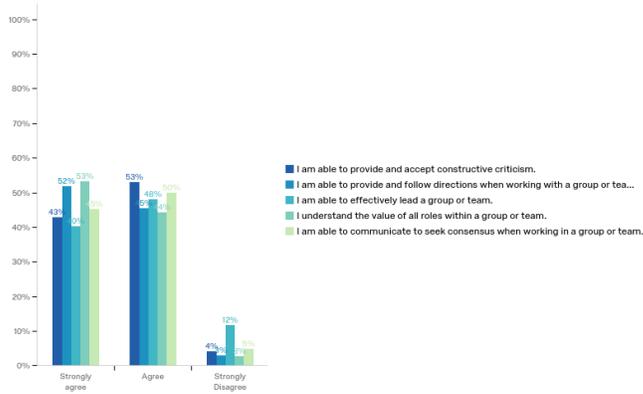
Q9 - Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to produce and/or value artistic or creative expressions.



Q9 - Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to produce and/or value artistic or creative expressions.

#	Question	Strongly agree	Agree	Strongly Disagree	Total
1	I am comfortable critiquing works of art to the best of my understanding.	34%	50%	16%	1036
2	I value the creative expressions of others.	52%	45%	3%	1039
3	I am comfortable producing art.	29%	44%	28%	1037

Q10 - Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to participate effectively in teams, provide leadership, make decisions, and seek consensus when appropriate.



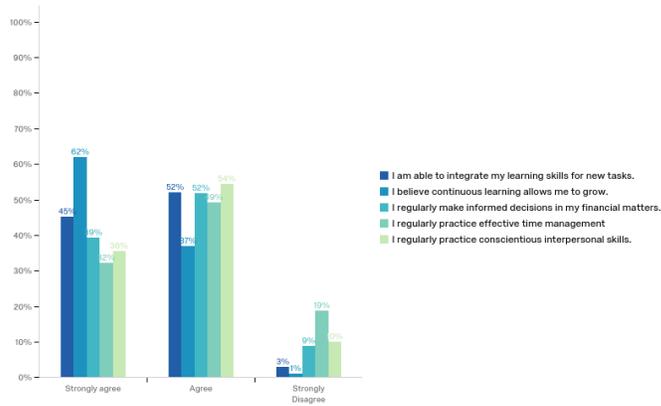
Q10 - Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to participate effectively in teams, provide leadership, make decisions, and seek consensus when appropriate.

#	Question	Strongly agree	Agree	Strongly Disagree	Total
1	I am able to provide and accept constructive criticism.	43%	53%	4%	1035
2	I am able to provide and follow directions when working with a group or team.	52%	45%	3%	1033
3	I am able to effectively lead a group or team.	40%	48%	12%	1032
4	I understand the value of all roles within a group or team.	53%	44%	3%	1033

Q10 - Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to participate effectively in teams, provide leadership, make decisions, and seek consensus when appropriate.

#	Question	Strongly agree	Agree	Strongly Disagree	Total
5	I am able to communicate to seek consensus when working in a group or team.	45%	50%	5%	1028

Q11 - Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to value and apply lifelong learning skills for personal and professional growth.



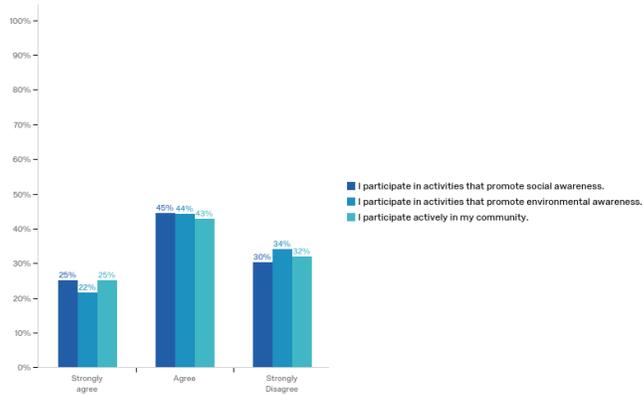
Q11 - Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to value and apply lifelong learning skills for personal and professional growth.

#	Question	Strongly agree	Agree	Strongly Disagree	Total
1	I am able to integrate my learning skills for new tasks.	45%	52%	3%	1021
2	I believe continuous learning allows me to grow.	62%	37%	1%	1020
3	I regularly make informed decisions in my financial matters.	39%	52%	9%	1018
4	I regularly practice effective time management	32%	49%	19%	1018

Q11 - Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to value and apply lifelong learning skills for personal and professional growth.

#	Question	Strongly agree	Agree	Strongly Disagree	Total
5	I regularly practice conscientious interpersonal skills.	36%	54%	10%	1015

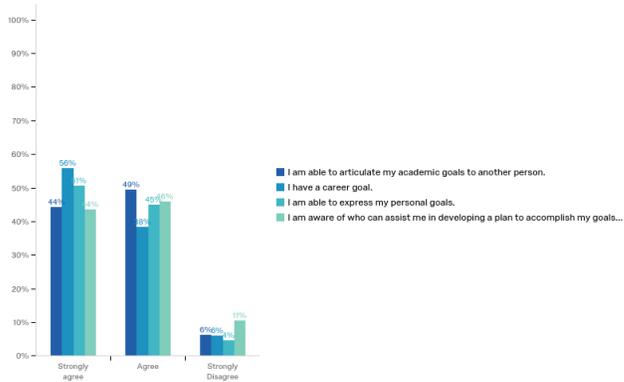
Q12 - Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to demonstrate civic engagement in social, environmental and community issues in a pluralistic society.



Q12 - Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to demonstrate civic engagement in social, environmental and community issues in a pluralistic society.

#	Question	Strongly agree	Agree	Strongly Disagree	Total
1	I participate in activities that promote social awareness.	25%	45%	30%	1024
2	I participate in activities that promote environmental awareness.	22%	44%	34%	1025
3	I participate actively in my community.	25%	43%	32%	1025

Q13 - Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to develop academic, personal, and career goals with plans to accomplish them.



Q13 - Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to develop academic, personal, and career goals with plans to accomplish them.

#	Question	Strongly agree	Agree	Strongly Disagree	Total
1	I am able to articulate my academic goals to another person.	44%	49%	6%	1027
2	I have a career goal.	56%	38%	6%	1027
3	I am able to express my personal goals.	51%	45%	4%	1024
4	I am aware of who can assist me in developing a plan to accomplish my goals.	44%	46%	11%	1025

#### Source of survey

Source	Percentage
RAVE - Email	33%
Canvas – Online student portal	47%
Faculty outreach and iPads	20%
Total	1328

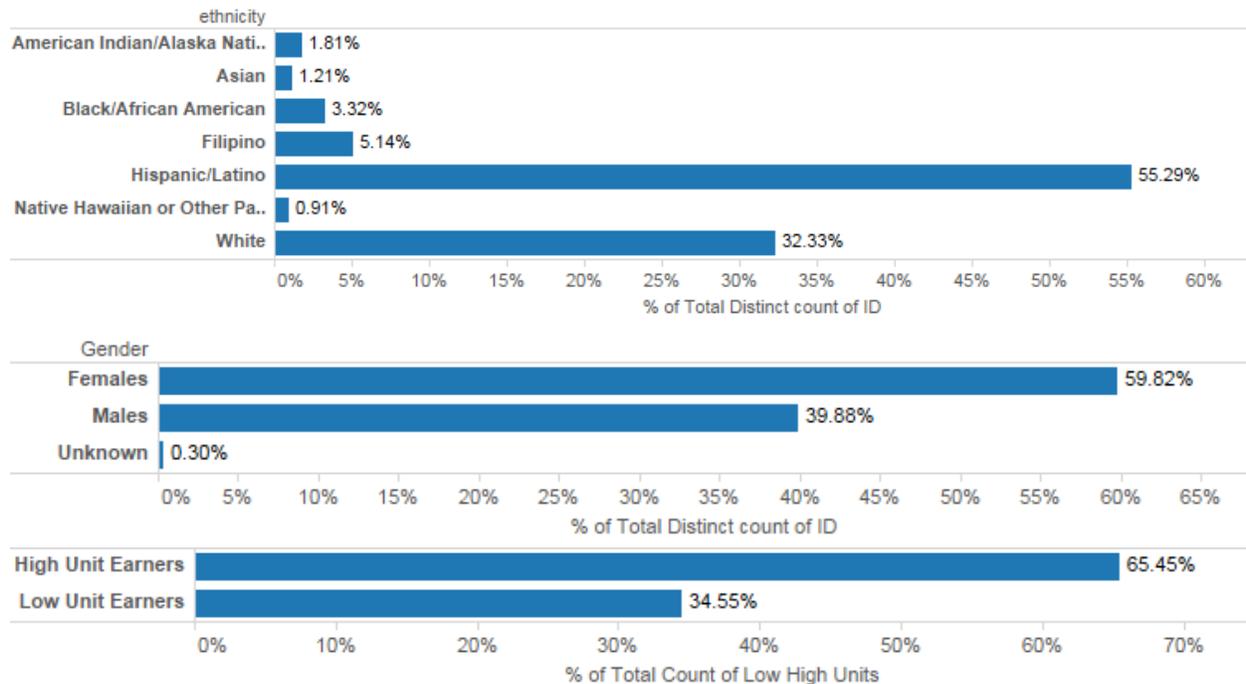
Appendix B:

ILO 7 Data

## Additional analysis for students with H numbers

Of the 1,328 students who completed the survey, an additional analysis was done for students who provided H numbers. A total of 331 students provided valid H numbers. A student's H number allowed for Institutional Effectiveness to pair the survey data to student data in Banner.

### Demographic breakdown of survey respondents who provided H numbers



### Ethnic or gender differences on ILO 7 dimensions

There was no significant difference between ethnic groups or between males and females on any ILO 7 dimension.

### Low vs. High Unit Earners

Out of the 338 students with H numbers, 116 were low units earners (30 units or less) and 222 were high unit (30.5 units or more). The average number of units for students low unit earners was 15 units and for high unit earners it was 68 units. Overall, there was no significant difference between low unit earners ( $M=2.2$ ,  $SD=0.70$ ) and high unit earners ( $M=2.2=3$ ,  $SD=0.69$ ) for ILO 7;  $t(335)=-1.161$ ,  $p=.247$ . Table 1 shows the independent samples t-test for each ILO dimension comparing differences between low unit earners vs. high unit earners. Only 5 dimensions showed significant differences between low vs. high unit earners on the individual dimensions.

Table 9: Student Survey	
	Significant difference between high unit earners and low unit earners

<b>DIMENSION 1: Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to make ethical decisions in complex situations and accept responsibility for one's own actions.</b>	
a. I am aware of the ethical issues involved in various situations.	p>.05
b. I am able to make difficult choices when faced with an ethical dilemma.	P=.03, high unit earners agreed with this statement more than low unit earners
c. I am able to recognize different opinions of ethical issues.	P=.01, high unit earners agreed with this statement more than low unit earners
d. I accept responsibility for my actions.	p>.05
<b>DIMENSION 2: Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to make choices that enhance physical and mental wellness.</b>	
a. I am aware of the impact nutrition has on my personal health.	p>.05
b. I am aware of the impact exercise has on my personal health.	p>.05
c. I am aware of the impact sleep has on my personal health.	p>.05
d. I am aware of strategies to promote mental wellness.	p>.05
e. I am able to make healthy choices about my personal health.	p>.05
<b>DIMENSION 3: Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to Produce and/or value of artistic or creative expressions.</b>	
a. I am comfortable critiquing works of art to the best of my understanding.	P=.04, high unit earners agreed with this statement more than low unit earners
b. I value the creative expressions of others.	p>.05
c. I comfortable producing art.	P=.03, high unit earners agreed with this statement more than low unit earners
<b>DIMENSION 4: Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to participate effectively in teams, provide leadership, make decisions, and seek consensus when appropriate.</b>	
a. I am able to provide and accept constructive criticism.	p>.05
b. I am able to provide and follow directions when working with a group or team.	p>.05
c. I am able to effectively lead a group or team.	p>.05
d. I understand the value of all roles within a group or team.	p>.05
e. I am able to communicate to seek consensus when working in a group or team.	p>.05
<b>DIMENSION 5: Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to value and apply lifelong learning skills for personal and professional growth.</b>	
a. I am able to integrate my learning skills for new tasks.	p>.05
b. I believe continuous learning allows me to grow.	p>.05
c. I regularly practice effective financial literacy.	p>.05
d. I regularly practice effective time management.	p>.05
e. I regularly practice conscientious interpersonal skills.	p>.05
<b>DIMENSION 6: Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to demonstrate civic engagement in social, environmental and community issues in a pluralistic society.</b>	
a. I participate in activities that promote social awareness.	p>.05
b. I participate in activities that promote environmental awareness.	p>.05
c. I participate actively in my community.	p>.05
<b>DIMENSION 7: Considering your educational experience at Allan Hancock College, please respond to these statements about your ability to develop academic, personal, and career goals with plans to accomplish them.</b>	
a. I am able to articulate my academic goals to another person.	p>.05
b. I have a career goal.	p>.05
c. I am able to express my personal goals.	p>.05

d. I am aware of who can assist me in developing a plan to accomplish my goals.	P=.05, high unit earners agreed with this statement more than low unit earners
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**Comparing SLO ILO data to Student Survey Data**

Comparing faculty assessment of ILO 7 (SLOs) data to the self-reported ILO student data, you can see there is a difference between how faculty and students rate the ILO. Students are more likely to rate disagree or strongly disagree to the ILO statements (33%) compared to faculty (10%).

	<b>SLO data (Faculty assessment)</b>	<b>Survey Data (Student assessment)</b>
Personal Responsibility and Development		
Exceeds Standard	47%	34%
Meets Standard	43%	32%
Below Standard	10%	33%

