OUTCOMES & ASSESSMENT

Institutional Learning Outcome 2: Communication

Assessment Report, Spring 2023
Prepared by SLO Coordinators, Janey Skinner, Andrea Niosi & Nathan Steele

Introduction

Purpose

Assessment of Institutional Learning Outcomes (ILOs) provides an opportunity to review data and stimulate dialogue about student attainment of a broad category of skills and knowledge valued by the college, reflective of the college's mission. Students may meet these ILOs while on many different paths through the college, inclusive of credit and noncredit, degree programs and lifelong learning, career preparation and academics, student services and student activities. For this assessment of ILO 2, quantitative data from routine SLO assessment (collected in CurrIQūnet) was combined with several brief case studies of the student experience in different venues that enhance their communication abilities. Per the Institutional Assessment Plan,[1] one ILO is assessed each year.

> **ILO 2. Communication**
> > *A. Communicate effectively.*
> > *B. Demonstrate respectful interpersonal and intercultural communication.*
> > *C. Recognize and interpret creative expression.*

Methodology

Multiple measures were used to assess this ILO. Sources of data included:
- Quantitative outcome data assessed at the section level (CRN) for all ILO 2 mapped programs
- Student tutors - observational data
- Associated Students Council - group interview and questionnaire
- Music students - group interview/s
- Student ambassadors - group interviews
- Forensics team
- Discussions with students and faculty

---

[1] *Institutional assessment plan*. (2022). City College of San Francisco.

Recap and Actions: The 2019 ILO 2 Assessment

The 2019 report highlighted several areas for future consideration. The following chart summarizes areas area for improvement noted in the 2018 ILO 2 report and actions the college has taken in response.

Table 1: 2019 Assessment of ILO 2 and Subsequent Actions

2019 report recommendations	College actions since 2019
Improve outcome mapping	The mapping process has been improved, with increased training and attention to mapping at the Curriculum Committee.

Increase professional development opportunities on intercultural communication
 	
Get in touch with or be more sensitive to the student experience
	The College Professional Development Committee has included the following Education Master Plan goals as strands for Flex Days in starting in Fall 2020.
	
	    o Improve communication
	
	    o Improve the student experience
	
	    o Institutionalize equity
	
	Flex workshops within these strands have included focus on improving understanding and skills for better intercultural communication and greater sensitivity to the student experience.
	
	The Office of Student Equity has centered student voice and student experience in training offerings and provided opportunities for PD focused on overcoming intercultural communication barriers to better serve students in equity populations.

2019 report recommendations	College actions since 2019
Provide a sense of belonging, location, space to improve intercultural communication on campus	The college-wide Guided Pathways work plan (2023) specifies a focus on assuring all students feel a sense of belonging at the college.
	Providing better space to improve intercultural communication on campus has been different from that envisioned in the 2019 report. During the pandemic period of remote operations, the entire college strove to provide online virtual spaces to support teaching and learning, including student services.
	Student service departments and programs have conducted multi-department assessments focused on providing welcoming spaces and building community.

ILO 2: Mapping

Mapping is the term used for the structural relationship between outcomes at different levels at the college -- for example, course outcomes map up to programs, and programs to ILOs. In prior ILO assessment cycles, program to ILO mapping was reviewed by the SLO Committee of the Academic Senate to ensure accurate alignment, and questionable mappings were removed. In recent years, the Curriculum Committee has incorporated more stringent vetting of mapping at the time a program is approved or updated so the SLO Committee no longer vets the ILO mapping.

The mapping report for instructional outcomes (program outcomes to ILOs) provides the institution with a clear infrastructure for assessment and allows us to leverage data collected in CurrIQūnet. It also supports critical discussions about broad learning trends across the college. See **Appendix B**.

Figure 1: Curriculum Mapping at CCSF – example

Institutional Learning Outcome

Skills obtained through the entire college experience that reflect the college's mission and values

Institutional Level Outcome – Communication 2B

Demonstrate respectful interpersonal and intercultural communication

Degree/Certificate Learning Outcome

Skills obtained through the completion of a degree or certificate

Program Outcome – Biotechnology Major

Practice professional skills, workplace etiquette and integrity in a biotechnology industry setting

Student Learning Outcome

Skills obtained through the completion of a course

Course Level Outcome – BTEC 33

Apply standards of professional conduct and communication skills in the biotechnology work environment.

Changes over Time in the Mapping of ILO 2

In fall 2022, 275 unique[2] programs at CCSF mapped to ILO 2, from a total of 49 departments. In 2019, that number was 335. In both cases, a large percentage of the programs offered at the college at the time mapped to ILO 2. As many programs map more than one PSLO to the ILO, the total number of mappings exceeds the number of programs mapped.

Table 2: Number of Valid Program-to-ILO Mappings, 2019-2023

ILO 2: Communication	2019:	2023:
2A: Communicate effectively	359	412
2B: Demonstrate respectful interpersonal and intercultural communication	168	195
2C: Recognize and interpret creative expression	122	161
ILO 2 TOTALS	**649**	**768**

[2]Note, many departments offer programs that overlap, such as offering a certificate, an Associate's degree, and an Associate's for Transfer degree in the same discipline, yet each program is distinct and therefore unique, for research purposes.

Given the increase in the number of certificates and degrees offered at CCSF (see Table 2 chart above), it's not surprising that the total number of ILO 2 mappings has increased. The proportion of mappings among the sub-elements of ILO 2 have stayed roughly consistent.

Analysis and Observations Based on Mapped Outcome Data

The quantitative data in CurrIQūnet, gathered at the section level (CRNs) and mapped up through programs to ILOs, was calculated in a report run on September 21, 2022. This report included semesters from Summer 2018 through Spring 2022.
- The data indicate that a high percentage (80%-82%) of outcomes are being met -- higher than in the 2019 ILO 2 assessment, when the range was 75%-77%.
- Of those not meeting the outcome, most were found to be "developing the SLO" (13-14%), while under 6% were in the "no evidence of SLO" category.
- A total of 368,320 assessments are reflected in these outcome data. For comparison, this number is about 110,000 lower than the number in the 2019 ILO 2 report. This may reflect decreased enrollment at the college.
- Approximately 11% of students were noted as enrolled but not assessed (45,034) (enrolled in classes whose SLOs map to PSLOs that map to ILO 2). This percentage is similar to that in past ILO assessments.

The results for the three sub-elements are summarized in the chart and bar graph below (same data presented two ways), with fuller detail of the data available in **Appendix C**.

Table 3: ILO 2 Mapped Data - levels of attainment (in percentage, %) and number of assessments (#)

Attainment Level	ILO 2a %	ILO 2a #	ILO 2b %	ILO 2b #	ILO 2c %	ILO 2c #
Met SLO	80.35%	137,530	80.96%	98,031	82.26%	62,569
Developing SLO	14.51%	2,4831	13.54%	16,396	13.01%	9,898
No evidence	5.15%	8,809	5.15%	6,664	4.72%	3,592

Figure 2: SLO Attainment for ILO 2 by sub-element

Legend: ■ ILO 2a % ■ ILO 2b % ■ ILO 2c %
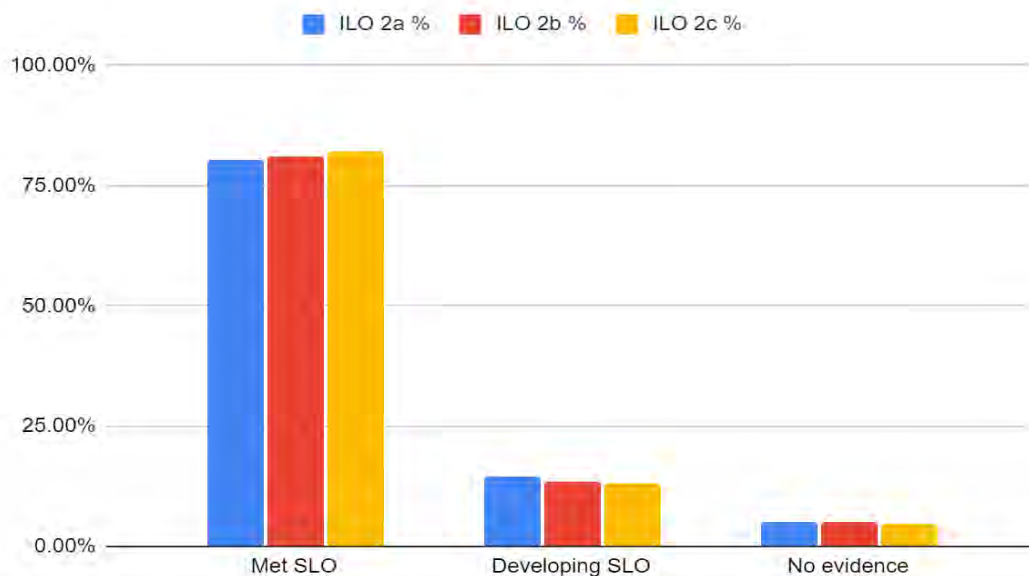
These data point to a highly satisfactory level of attainment of ILO 2, as measured in individual classrooms.

Student Experience Case Studies

To complement the quantitative data from CurrIQūnet, in each ILO Assessment report, qualitative data was collected with a focus on the student experience of developing their abilities in communication (ILO 2).With input from the SLO Committee, the SLO Coordination Team decided to focus largely on students participating in co-curricular activities that involve communication, to learn more about how experiences both in and out of the classroom at CCSF have contributed to students' mastery of the ILO 2 competencies. While most of the case studies focused on ILO 2a and 2b, we also interviewed Music students as an example of student experiences in a program mapped to ILO 2c. These case studies are not formal focus groups, and they are not representative of the entire student body. Rather, they offer a few examples of student experiences with the ILO 2 competencies.

Student Tutors

Student tutors employed by the STAR Center receive training in tutoring through LERN 10 and/or ongoing workshops facilitated by the equity tutorial services coordinator. Many of the skills that tutors learn and the behaviors that make them effective tutors are, in fact, communication skills. Student peer tutors are observed late in the fall semester by a supervisor, using an assessment tool to rate specific abilities on a Likert scale; they also receive feedback and engage in discussion of their performance at that time. The following

results are from the Fall 2022 observations of 10 student peer tutors employed. All of these results are relevant to ILO 2a, Communicate effectively, and to ILO 2b, Communicate respectfully interpersonally and interculturally. While intercultural communication skills are not specifically assessed in the tutoring program's protocol, in practice, many tutoring sessions involve working with another student of a different cultural background, and all involve interpersonal communication skills.

The students tutored for nine different subjects, mainly sciences, math, and languages.

The skills most consistently displayed by the student peer tutors (all observed ranked with the highest score possible, 5 out of 5) were
- Tutor establishes rapport or connects with the tutee in a friendly and professional manner
- Tutor displays attentive listening skills through positive body language, verbal or nonverbal

Nearly all student peer tutors scored the highest score possible on the following communication skills, as well:
- Tutor asks open-ended questions, allowing tutee time to answer
- Tutor provides specific positive enforcement

Communication skills where there was some room for improvement, although the majority of student peer tutors still scored 5 out of 5, included
- Tutor guides tutee to set achievable goals for the session
- Tutor helps student (tutee) identify areas of strengths and weaknesses

The supervisors/observers also noted specific skills that the tutors applied with the tutees, highlighting effective and respectful communication abilities:
- "The tutor is listening to what the student is seeking assistance with and matching it for the learning goal of the week for the course."
- "She offered encouragement through observations of what the student did well."
- "Charlene's tutoring table is often full with students and lively. They all cheer for one another and it's part of the culture that Charlene has created."
- "Kisato was very attentive throughout the session. She sat next to the students and they were both viewing the student's pad with the online textbook. Kisato would have the student read the prompt and then she would turn towards the student and listen before speaking."
- Good use of open ended questions – ""Who has that? What does it mean? How does she feel about it? What is this question asking?"

The student peer tutors themselves provided a number of recommendations to future tutors related to the ILO 2a and ILO 2b capabilities, showing the importance of communication to them:

- "Empathy is extremely important. Don't forget to say hi!"
- "It's okay to ask questions"
- "One of the great parts of tutoring is sharing your interest in a subject and helping someone get excited about a topic that may feel overwhelming."

Student Ambassadors

The Student Ambassadors (SA) Program provides opportunities for current students to connect with new and prospective students to help them learn about and navigate the college. Ambassadors show other students that they, too, are college material and their life dreams can be fulfilled through a community college pathway.

SLO Coordinators met with Ambassadors twice during the 2022-23 academic year to learn how being an ambassador helps to develop their communication skills, particularly respectful interpersonal and intercultural communication skills. Three ambassadors shared their experiences; two of whom had been student ambassadors for four semesters and one who was in their second semester in the SA program. Questions asked of the ambassadors focused on their training, challenges and communication gaps, communication skill improvement and intercultural communication.

The ambassador's perspective on communication: "Working directly with students involves a lot of communication. We help students who are asking questions, so we need to figure out the student's needs, and if we can help them or whether we need to direct them elsewhere." The ambassadors all enjoy the experience of meeting and understanding where other students are in their lives and helping them to reach their goals. "The role forces you to talk to people and see things that you wouldn't normally have." They all feel as if they are making a difference.

Training

Ambassadors receive training that mostly centers on where to locate the correct information and how to navigate the application, admission and registration processes. The key is not in just understanding the processes but also being able to explain the processes effectively.

- One ambassador found the training quite valuable because they had to deconstruct certain elements of the registration application, learn specific terms, and then practice explaining it to their supervisors.

- Another training involved making a flyer and a video in multiple languages that broke down words like apply and register. To some people, these words mean the same thing and they get mixed up; so focusing on the literal words and their definitions helps with understanding how to express them in ways for all students to understand, particularly English language learners.
- All of the ambassadors agreed that learning through role play and interacting with different scenarios improved their ability to communicate effectively; it involves critical thinking and problem solving.
- Ambassadors also receive training on giving tours. This type of communication is different as it is for groups, not one-on-one communication. The training included other elements of communication, like being aware of the tone of your voice, how loud you were speaking and how fast or slow to speak.

Challenges

A common challenge for ambassadors is the language barrier. CCSF is a diverse college. Ambassadors have encountered students who speak only one language, such as Mandarin, Vietnamese, Russian or French.   They were not familiar with the Language Line but thought it could be presented in upcoming training.

- A bilingual Spanish/English ambassador recalls that having questions from someone who doesn't speak the same language can be difficult. When first confronted with this challenge, he felt stressed about it but another Ambassador showed him how to use Google Translate and that helped immensely. It's a little time consuming but it works.
- He also enjoys practicing his Spanish when working as an ambassador. It levels the playing field between him and the new student asking questions and the more he practices with Spanish speakers, the more his Spanish improves. It's a win -win. Another ambassador shared that she really enjoys helping the English language learners; it feels good. She is also learning about all the CCSF resources (e.g., City Dream and Free City) offered for immigrant students, some of whom are cautious about their legal status. Showing students that the school wants to support you feels good.

Another challenge manifests when students are frustrated prior to asking questions and take their frustration out on the ambassador.

- "It is best to defuse the situation by keeping calm and keeping the tone of voice cool. It isn't advisable to tell them to calm down. Instead, it is better to ask the student to walk them through what they have already done to identify the problem."
- Body language and voice tone can be interpreted differently.
- Ambassadors call on advisors if they don't feel safe.

Two ambassadors identified challenges based on being young women who are not taken seriously and not being validated in their role. It's an interpersonal hurdle to overcome. Communication skills include reading the situation - "a combination of the way people are approaching and treating you and how I handle it. I used to try too hard but now I give the information and then it's up to them to do with it as they see fit."

Transferable Skills

All the ambassadors agreed that the communication skills they are practicing through the Ambassador program are transferable into other aspects of their life.

- "Communication is very important on the job, if you cannot communicate effectively, you will be behind. If you have experience communicating, it will be helpful. You will know how to talk to people, the more people you talk to, the better you become at communication."
- Giving tours around campus helps to improve public speaking.
- "There is a level of professional communication involved through training of certain questions - registration, school life, etc. I've become more of a friendlier person and communicating for a goal."
- Another ambassador stated that her listening skills have improved; she identified listening as a big communication skill. "It is better to pause to listen to what the person needs because you get a better understanding to identify what path to take; listening is also about learning how to best tailor answers to a specific situation; two people with the same problem can be fixed differently depending on the situation.
- Another similar skill is awareness and tailoring responses to specific needs as well as being sensitive to other people's progress or the problems they are facing. An example was given that an ambassador answered back in Spanish to be helpful, but the student was offended as she had been working on her English and wanted to be respected in her ability to speak English.
- Other lifelong skills that were mentioned include: becoming more friendly, knowing how to talk to strangers; being less shy; and empowered. All students agreed that their ability to communicate has improved through their roles as ambassadors and that the skills they have acquired will be useful in all aspects of their life.

Associated Students Council

The SLO coordination team met with Associated Students leaders several times during the year: with the Associated Students Council (ASC) a few times and with the ASCO (Ocean campus council). Different conversations highlighted different issues – for example, while

one conversation focused more on how students refined their communication skills through exercising advocacy, another reflected more frustration not feeling heard at the college at times, despite their attempts to communicate concerns. Some of the conversations highlighted skills gained in the classroom, and others focused more on student-to-student communication skills and challenges. The notes below are drawn from these several conversations, as well as a few comments submitted in writing.

Themes that emerged in the conversations include:
1. Community building as a basis for communication among students
2. Intercultural communication
3. Opportunities to improve communication skills
4. Gaps in institutional communication with students

Community-building as a basis for communication among students

Students noted that at CCSF, like at many community colleges, students tend to "go to school and then to home," with little connection to activities on campus – yet they see community building – spaces and times to interact with others – is something of a pre-requisite to developing stronger interpersonal communication skills among students.

- Connection among students has been made more difficult during the pandemic, with most classes being online, and without a sense that the campus offers positive spaces to hang out, develop relationships, and communicate with peers.
- In particular, students mentioned the limited library hours as a barrier, limiting not only their time to study, but their time to connect with others.

Students gave several examples of how it can be challenging and also satisfying to communicate interpersonally.

- One student described "learning to vibe with people who have different communication styles," and that it has been hard sometimes to know when to speak up and when to "leave space for everyone," when there are a variety of viewpoints.
- One student described himself as not talkative in high school, but at CCSF he got involved with Associated Students and clubs, specifically in order to become more extroverted.
- Students appreciated when faculty encourage communication or student leadership in classes; similarly, they see student activities (Associated Students, Interclub Council) as a place to practice in communicating beyond their usual circle of contacts.
- At least one student spoke of the importance of developing trust as an element of peer to peer communication – trust that takes time to build.

- A student who has served as council secretary noted that she improved her written communication skills, also, as "I have to be very precise in how I convey information in emails."

Intercultural communication

In terms of intercultural communication, students noted that while there is a tendency to hang out with others of a similar background, CCSF also provides opportunities that have expanded students' horizons and fostered intercultural friendships.

- "Here we are proud of our identities, they don't separate us, we represent all sectors."
- "Every event that I have attended at CCSF has provided me with the opportunity to communicate with different people from diverse backgrounds."
- Some students spoke of overcoming assumptions they had about other cultural groups, prior to coming to CCSF.
- Some spaces on campus where students often communicate with others of different backgrounds that students mentioned were ASC, Interclub Council, and courses in Women's & Gender Studies and Asian American Studies.
- They felt that the college, as a whole, could do more to encourage students to get involved with clubs, student government, resource centers, and student activities.

Students also discussed experiences when they felt college personnel (faculty, staff or administrators) did not treat students from different cultural backgrounds with respect. In this discussion, they emphasized that communication is a two-way street, especially when trying to resolve a conflict – they felt they were employing their best communication skills, but still not always being heard. There was a sense of hypocrisy, given the college has an ILO focused on respectful intercultural communication.

Opportunities to improve communication skills

As student leaders, they were grateful to have developed the skills to make their voices heard on issues of importance to students.

- "With the PGC and all that, we really have a voice. Not every school has shared governance. It means a lot to us."
- "With the heat situation, it led to a change because we had the chance to communicate our concerns."
- "Student leadership is empowering – it's easier to advocate for others than for yourself. Leadership provides a platform and there is support from the Student Activities advisor."

- One student reflected on how they've learned "to use all available methods to communicate – email, text, MyCCSF app" and more, to get their message out.
- Through participating in student leadership, students gained skills and confidence in speaking up: "Saying what I mean and feel even when it's uncomfortable, I have learned to modulate the way I speak but still get to the point and be clear. I feel empowered to say what I mean and not apologize."
- While many issues on campus have not been resolved yet to their satisfaction – from expired food in vending machines, to library hours, to class availability, to accountability in certain conflicts with faculty –students appreciated knowing their voices mattered.

Gaps in institutional communication with students

Without getting into specifics, students referenced several cases when they advocated for students who felt mistreated by faculty, administrators, or staff. They did not find that the manner that the college communicated with them (or with other students) in these situations was respectful or appropriate. While they learned some things about how to communicate more effectively as advocates, they also felt frustrated with the way their advocacy was received. While some of this discussion veered from reflecting on student learning, per se, it seems relevant to the spirit of ILO 2, as an institutional commitment to respectful interpersonal and intercultural communication.

- "Some faculty understand diversity, but others lack understanding of varied backgrounds, including religion."
- "CCSF is hard to navigate; students feel disempowered if they're required to confront those they feel wronged them, like a department chair or dean."
- Some students noted language barriers, as well, especially for those who speak English as a second or third language and asked for faculty and staff to accommodate and respect different styles and speeds of communication among students.
- "When other students step up (to support the student making a complaint), they're told it's not their place. CCSF does not have an ombudsman for students, and the processes are intimidating."
- "I see a lot of one-way communication, for example, a student who sent 26 emails with no replies. CCSF should make sure there is a response, that someone is listening to students. The grievance process starts with communication."
- Students acknowledged that the faculty have rights, also, in the grievance process, while insisting that students be treated with respect when they raise concerns.
- Students also noted that they had been able to provide input on some recent improvements in procedures regarding student complaints.

Music Students

To get a snapshot of some students' experiences with ILO 2c, "Recognize and interpret creative expression," students in two Music classes were interviewed (MUS 8A-8B, MUS 12). In addition, a few students who were not present in the class at the time sent comments via email, afterwards. Students spoke eloquently about the quality of teaching and the value of the teaching methods that combine challenge and support. Several themes about learning emerged in the conversations with students.

Greater intellectual ability to recognize and interpret creative expression

Several students spoke about how their study of music (and often other creative arts) at the college had expanded their perspective about music. They highlighted specific information they had gained that "opened their eyes" to what's happening in a piece of music. Sample quotes from students:
- "Studying art that others have created gives perspectives, adds to the art that you create."
- "When you see excellence, you appreciate better how skillful they are."
- Studying music "refines your perspective, lets you think differently about the music."
- "Hearing recordings, learning the cultural influences on jazz, has opened my eyes."
- "The course content, including cultural and historical roots and theory, puts the material into a relevant where, why, when and how context."
- "This class has given me a much better understanding of the musical techniques jazz musicians use when they're playing ... if anything, I'm now even more impressed by the creativity of jazz musicians knowing how incredible complex jazz is."

Expanded range and technical skill in creative expression and professional growth

Students spoke about how both the technical skills gained and improvements in their understanding of the music had strengthened their own creative expression, using voice, piano, dance, and other modes.
- "I've developed my musical ability, as an authentic expression of who I am. I have skills to present that now, with this repertoire" [the music taught in class].
- "Now I'm a music teacher – I wouldn't be, without studying here with other people. It helps you develop more. I'm composing now. Access to classes with musicians and artists supports your growth professionally and personally."
- "Since taking this class, my vocal harmonies got better in the music I write."
- "This class allowed me to learn to read music by true immersion – it has helped me quite a lot."

- "I've grown tremendously as an artist at CCSF, given the freedom to express myself in any way I want. It has expanded my opportunities as a performing artist."

Improved confidence

Several students spoke to how the experience of the class built their confidence in performing, sharing their creative interpretations or expressions with others.
- "Having opportunities to perform and develop art, I've gained confidence. I've had the opportunity to get nervous, yet get a positive outcome."
- "Being creative, being brave."
- "All arts, music, is that mindset, it's about risk taking."

Community as a key component of learning

Students emphasized the power of learning in community, specifically a diverse and welcoming community.
- "We have space to learn with others, to practice, and it's healing."
- "It's really amazing to dive back into choral singing after the pandemic, to feel that community."
- "There's no age limit, or if you're disabled, whatever, there's no discrimination."
- "I'm trans and being able to take this class here and be welcomed, with my voice – vocal dysphoria is real, but it's great to be able to sing here and be welcomed."
- "... the inclusiveness of a true community college learning experience with older students and students with multiple obligations beyond .. the classroom."

Desire for more opportunities at CCSF

Several students expressed a desire for more access to classes and certificates in the creative arts. Several students mentioned, in particular, that the repeatability restrictions on courses was a barrier to reaching the level of expertise they desired. There was a perception that the CCSF administration had imposed the repeatability restrictions, when actually it was a statewide mandate.
- "I'm concerned about downsizing – there's this outcome [ILO 2c] but there's a lack of creativity and vision at the college [in solving its problems]."
- "There are certificates offered but they are not common knowledge."
- "I'd like to have a teacher certification course for music and dance – for students looking for a path related to creative pursuits."
- "There are still new things I'm learning. I would like to take the class more than three times."

Forensics Team

Another snapshot of student experiences with ILO2 with a focus on sub-elements A and B was developed from a group discussion with members of the CCSF Forensics Team enrolled in CMST 38. Students expressed feeling both challenged and supported to communicate effectively, both when making formal arguments in debate rounds and when collaborating and cultivating relationships between rounds. Several themes emerged from the conversation with students.

Challenging communication can be an opportunity

- One student noted that the forensics team provided the "best and worst experiences with communication," noting participation in a debate round was unlike any communicative experience they had previously. Another already extroverted student described "feeling hesitant about something new," and communicating in an environment with rules, structure, and adjudication.
- A couple students marked communication anxiety around using language properly in debate rounds, especially when debates are always navigating controversy and culture.
- Many students noted that they were often challenged to communicate with confidence, especially at the beginning of their experience on the team when they hadn't yet developed relationships with other students or felt truly part of the team.

Team dynamics and interpersonal relationships

Interpersonal dynamics with the coach and among students are important to persistence and sense of belonging.
- Students expressed desire for more relationship-building opportunities earlier in the course and earlier in their academic careers at CCSF.
- Students also wanted more travel and competition opportunities to deepen their connection to the team and meet new people. Students also celebrated that they got to meet new people in the class and at tournaments.
- One student noted having "questions about feeling represented" and being unsure if the class (and debate as an activity) was for them. They stuck with the activity with encouragement from the coach and because they had some interpersonal connections with other students in the class.

Desire for more opportunities to practice and develop communication skills.

- A few students noted that they didn't discover the team until an instructor in another class recruited them; one recruit wished the team could be more visible and more generally wished for opportunities to feel more connected to the campus community.
- Students discussed how to "move beyond [bad] criticism" and provide feedback that feels more constructive and does more to cultivate supportive communication.
- A couple students suggested alternative formats of debate (e.g., 4 vs 4) to represent more viewpoints, involve more students in the class simultaneously, and allow more opportunities to practice effective and respectful communication.

ILO 2 Input from the Student Learning Outcomes Committee

Discussion with Student Learning Outcome Committee

At several meetings in the 2022-23 academic year, the ILO 2 assessment results were discussed. Comments from SLO Committee members include the following:

- Results should be taken in the context of a shift to remote operations; communications have been fundamentally transformed during the pandemic in several relevant ways, that could influence both how students are learning communication skills, how skills are assessed, and even how students and faculty interpret communication.
- A student member of the committee noted never having heard of ILOs prior to being in Associated Student Council and seeing the SLO team presentations. Students might value knowing about the ILOs and how their courses connect. ILOs are one way to illustrate how the mission connects with curriculum. The committee discussed encouraging faculty to note connections to GELOs and ILOs when describing their courses, majors, and certificates. The committee also agreed to consider making a more obvious link to these reports on the CCSF website.
- Attainment percentages are similar across the sub-elements for ILO 2 in this period. It's notable that students "met SLO" in the 80-82% range, while in the previous ILO 2 assessment, they "met SLO" in the 75-77% range. Two possible considerations to account for higher SLO attainment since the last report in 2017 include:
  - Implementation of AB 705 so more students take foundational English and Math in the first year providing a better basis for attaining communication proficiency in subsequent classes; and
  - changes in flexibility, grading, etc. during pandemic years.

- The committee discussed whether there may be some overlap between the elements 2a, "Communicate effectively," and 2b, "Demonstrate respectful interpersonal and intercultural communication." They noted that 2b is more about human connection and respect for people of different backgrounds or experiences. The committee recognized that some PSLOs may well map to both.
- Looking at the variety of programs mapped to ILO 2c, from Acting and Accounting to Web Design and Women's & Gender Studies, the committee noted that the term "creative" is being broadly interpreted. The committee considered that this broad understanding of creativity, as applied to diverse pathways for students, should be taken into account in interpreting this assessment report.
- In general, the committee expressed some concern with the accuracy of program-to-ILO mappings, leading to suggestions for more coordination and discussion between the Curriculum Committee and the SLO Committee, and possibly the development of a document that could provide more guidance to tech reviewers and faculty submitting program outlines.
- The committee appreciated the added texture that the student case studies provide, introducing a range of student voices and experiences relevant to their learning in the area of communication.

Conclusion

Key Findings

- **Mapping numbers**: A total of 368,320 CRN-level assessments are reflected in these outcome data, from thousands of courses, with 275 programs at the college mapped to ILO 2.
- **Proficiency numbers**: The data indicate that a high percentage (80-82%) of outcomes are being met (students proficient in the SLO): ILO 2a: effective communication (80.35%), 2b: interpersonal and intercultural communication (80.96%), and 2C: creative expression (82.26%). This is a higher percentage than in the 2019 report, and similar to the numbers in the recent ILO 1 report.
- **Student Case Studies**: The report includes five case studies based on group interviews and/or observations of students in diverse roles at the college. Students highlighted ways that they have grown more confident in their communication skills, become better listeners, developed advocacy skills, grown as artists, and strengthened their intercultural connections, through experiences in classes and in co-curricular activities. Language differences were noted as a barrier in communication, but one that can be overcome when willingness, compassion, and technology are appropriately

applied. Institutional barriers to student voices and advocacy were also noted, as CCSF itself sometimes falls short in communication matters.
- **SLO Committee comments**: The committee noted the improvement in ILO 2 outcome compared with the prior report, with possible explanations including the effects of AB 705, with acceleration in English, and/or changes in grades/assessments as a result of increased flexibility required during a pandemic.

Possible areas of growth

Students are interested in having more opportunities and spaces where communication (including intercultural communication) can occur. With the planned increase of in-person classes and services on campus, these opportunities could expand, while still maintaining a strong online presence. Specifically in regard to ILO 2c, with its emphasis on creative expression, students would like the opportunity to take more classes in music, arts, dance, etc., including being able to repeat courses as needed. Positions that give students the chance to develop their communication and leadership skills – as ambassadors, tutors, or student council members – could be expanded or promoted to a wider segment of the student body. Student leaders spoke of the need for improved communication processes to respond to student complaints, and in some cases, for improved interpersonal and intercultural communication skills among CCSF personnel.

The SLO committee discussed at some length the language of this ILO and will continue to collaborate with the Curriculum Committee to continually improve our mapping processes.

Future ILO reports may benefit from first identifying more specific questions that would be of general benefit to the college to answer. Currently, the SLO Team consults with the SLO Committee and the Research & Planning Office in designing the different components of research that go into an ILO report. It may be beneficial to ask for input from a broader group of stakeholders in the development of the ILO assessment, not only in the analysis of the results.

Limitations

As with any research, there are some limits to the data collected and analyzed in this report.
- The mapped data reported through CurrIQūnet is gathered at the individual section level, closest to the student, which is a plus. However, instructors may vary in their standards for proficiency (work that "meets the SLO"). While no evidence of a systemic bias in this regard was found, it may create some inconsistency in the data.

- The mapping process itself is not precise, with the most concrete student outcomes at the course level, more abstract at the program level, and highly abstract at the ILO level.
- The case studies of student experiences with ILO 2 provide examples of student experiences but are not designed to be a representative sample of the student body as a whole.

ILO 2 Revisions

No revisions recommended at this time.

Appendices

Appendix A: [Resolutions, presentations, approvals and other uses of this Report](#)

Appendix B: [Mapping of programs to ILO 2](#)

Appendix C: [Mapped Data for each of the three sub-elements of ILO 2](#)

Appendix D: [Student Tutors Observation Data 2022](#)

Appendix A: Resolutions, presentations, approvals and other uses of this report

Report shared with the following decision-making entities that can use the data

The data and ideas included in this report are also under consideration in many other areas of the college. To support this ongoing dialogue about personal and career development, this ILO 2 report has been or soon will be presented to the following groups at the college:
- Academic Senate
- Curriculum Committee
- Planning Committee
- Specific initiatives at the college as relevant (RISE, SESC, PD committee, etc.)

Full list of presentations and resolutions

This appendix is a dynamic document where the resolutions, presentations, and approvals of this ILO 2 Report are recorded.

- ∉ SLO Committee: Approved on September 1, 2023 ([minutes](#))
- ∉ Executive Committee of the Academic Senate: October 18, 2023 ([minutes, including Resolution 2023.10.18.8C Approval of ILO2 report](#))
- ∉ Planning committee of the Participatory Governance Council (PGC): December 4, 2023 ([minutes](#), [slides](#))

Appendix B: Mapping of programs to ILO 2

The following spreadsheet shows the program SLOs (or PSLOs) mapping to ILO 2 in Fall 2022.

Spreadsheet of mappings from instructional programs (degrees and certificates) to ILO 2 :
ILO-2_PLOmappings_9-21-22.xls

Appendix C: Mapped Data for Each of the ILO 2 Sub-elements

ILO 2 Data drawn from CurrIQūnet on September 21, 2022

The number of assessments for each ILO 2 sub-element and their distribution by level of attainment are reflected below.

Table #: ILO 2a -- *Communicate effectively*

Number of assessments		Percents	
ILO 2a:			
137,530	Meets SLO	80.35%	of total number assessed
24,831	Developing SLO	14.51%	of total number assessed
8,809	No evidence of SLO	5.51%	of total number assessed
21,431	Enrolled, but not assessed		
24,047	No longer enrolled		

Table #: ILO 2b -- *Demonstrate respectful interpersonal and intercultural communication*

Number of assessments		Percents	
ILO 2b:			
98,031	Meets SLO	80.96%	of total number assessed
16,396	Developing SLO	13.54%	of total number assessed
6,664	No evidence of SLO	5.50%	of total number assessed
13,997	Enrolled, but not assessed		
17,378	No longer enrolled		

Table #: ILO 2c -- *Recognize and interpret creative expression*

Number of assessments		Percents	
ILO 3c:			
62,569	Meets SLO	82.26%	of total number assessed
9,898	Developing SLO	13.01%	of total number assessed
3,592	No evidence of SLO	4.72%	of total number assessed

9,606	Enrolled, but not assessed		
11,026	No longer enrolled		

Appendix D: Student Tutor Observation Data

Fall 2022 Student Peer Tutor Observation by a Supervisor Report, prepared by Dawn Mokuau, Learning Assistance Department, Student Tutoring and Resource Center (STAR) Center