



# Compton College

## *Institutional Learning Outcomes Assessment Report*

Spring 2023

### Executive Summary

This report marks the first time Compton College is initiating Institutional Learning Outcome (ILO) assessment as an independent college. The report includes the results of the first three ILOs, and the fourth ILO will be reviewed in fall 2023. This report includes results from the first four primary terms of student learning outcome data collection: spring 2021-fall 2022.

On March 31, 2023, 16 faculty, staff, and administrators participated in an Assessment Summit, reviewing the data and providing interpretation and recommendations for action. This report summarizes the interpretation of findings and recommended action steps.

### *Institutional Learning Outcomes (ILOs)*

#### #1 Critical Thinking

79% Meet

- Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

#### #2 Communication

83% Meet

- Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

#### #3 Community and Personal Development

81% Meet

- Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.

#### #4 Information Literacy

79% Meet

- Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

### *ILO #1 Critical Thinking*

#### Findings

- High level on outcome overall (79%)
- Mode of instruction makes a difference in demonstrating critical thinking. 82% of students in face-to-face classes demonstrated critical thinking, while only 76% of students in online courses did so.
- Difference between male and female students is negligible.

- Black or African-American students are demonstrating this outcome at a lower rate than other groups (74% compared to 80% among Hispanic/Latinx students)
- Under 18-year-old students perform better than 18-19-year-old students (80% and 74%, respectively)
- Participants suggested that critical thinking skills could be bolstered with more attention to classroom supports and better-connecting students to existing resources, such as basic need and tutoring services. Participants also suggested considering how students gain critical thinking opportunities outside of the classroom.

### Recommended Action Steps

- » Consider how specific services (i.e., tutoring, in-class tutors/teaching assistants, student clubs) could support more students to improve their critical thinking ability.
- » Faculty to remind students about the basic needs/support for things such as nutrition, supplies, clothing, secure/stable housing, etc. that the campus has to offer with the understanding that once basic needs are met, students will be able to better develop critical thinking skills
- » Incorporate intentional critical thinking activities not only in the classroom but also campus-wide in the community setting
- » Provide orientation for the existing tutoring center services and how to use canvas and the importance of checking announcements and email
- » Distance Education Advisory Committee (DEAC), Faculty Development Committee, and the Professional Learning & Engagement Committee may consider how faculty professional development may be strengthened to increase student critical thinking attainment online

### *ILO #2 Communication*

#### Findings

- High level of outcomes overall (83%)
- Mode of instruction does make a difference in demonstrating critical thinking. 82% of students in face-to-face classes demonstrated critical thinking, while only 76% of students in online courses did so. Participants suggested that online courses are still in demand by students, and the college should continue offering online courses.
- Difference between male and female students is negligible.
- Black or African-American students are demonstrating this outcome at a lower rate than other groups (78% compared to 85% for Hispanic/Latinx). A large percentage of Asian students achieved this outcome (95%).
- Under 18-year-old students are performing better than 18–19-year-old students (84% compared to 79%). This was a surprising finding as participants had experience teaching dual enrollment courses where they were concerned about the performance of the younger students. Further, the group was surprised by the large population of under 18-year-old students.

### Recommended Action Steps

- » Despite this data, students are still requesting online courses, which meet their life situations. Consequently, the college should consider offering more online courses to meet student needs. However, DEAC, Faculty Development Committee, and the Professional Learning & Engagement Committee may consider professional development to strengthen communication skill attainment among online students.
- » It is important to note that the Less than 18 age group make up the highest number in students enrolled at Compton College, at a staggering number of 7528 enrollments, making up

approximately 25% of the population. This age group comprises the highest number of students than any other age group. Many of the comments were that recruitment efforts by the college need to be focused on more than just at the high schools but in the community as well.

### *ILO #3 Community and Personal Development*

#### Findings

- High level of outcomes overall (81%)
- Face-to-face has a slightly higher rate for this metric (81% compared to 78%).
- Difference between male and female students is negligible.
- Asian students are far exceeding other racial/ethnic groups. How can we figure out what is going on there to get others up to that 92% rate. However, Pacific Islander students perform well below other groups. Although it is a small student population, this low performance is very concerning.
- Dual enrollment students (Under 18-years-old) appear to have the highest success rate. There is a dip in the early/mid 20s.

#### Recommended Action Steps

- » Further investigate why Asian students are doing so well and Pacific Islander students are struggling to meet this outcome.

### *Overall*

#### Findings

- Missing mode data does create a limitation in interpretation and full data collection should continue to be encouraged across the campus.
- The basic rubric in eLumen (“met” or “did not meet”) does not account for nuances in outcome measurement. The Faculty SLO Coordinator and Facilitators should lead faculty in decision-making about updating the rubric across the campus, and then work with the Director of Institutional Effectiveness to integrate changes to eLumen.
- The general 70% benchmark has been largely met. The college should consider a new benchmark while reconsidering the rubric.

#### Recommended Action Steps

- » The faculty should consider whether they want to update the rubrics with a more refined rubric template and how they could do so in a systematic way.
- » The faculty should consider revising the 70% general benchmark.
- » Provide ILO data disaggregated by discipline for consideration among faculty to make the data more actionable (i.e., faculty can see how their students are doing on the ILO).
- » Conduct qualitative research to really understand the “why” behind the “what” and “how many” students achieve these outcomes. For example, understanding why so few Pacific Islander students achieving the Community or Personal Development outcome will help the college consider how to approach this opportunity gap.
- » Ensure faculty understand how the data in group asked how the SLO data are treated when a student drops the course. Either the student is not included in eLumen (e.g., they dropped before census), or the student is in eLumen and is not scored. The group did not discuss other important or unexpected findings from the data.



## Introduction

Compton College is initiating Institutional Learning Outcome (ILO) assessment as an independent college. Over the last two years, the college has transitioned from collecting student learning outcome data one SLO at a time on a six-year schedule to collect data for all SLOs each primary term. Understanding the importance of disaggregating student learning outcome data, the Core Planning Team recommended transitioning from the Nuventive data collection system to eLumen.

The college transitioned to eLumen in spring 2021 to allow for data disaggregation. See the [December 2021 Board of Trustees update](#) for more information on the transition to eLumen. While eLumen will provide a deeper look at student learning outcome data for students by ethnicity, it did cause a delay in the student learning outcome data assessment.

The college would like to assess one ILO per year, but since there has been a delay with the college becoming independent, this report covers three ILOs: #1 Critical Thinking and #2 Communications, ILO #3: Community and Personal Development. In 2023-2024, the College will consider ILO #4 Information Literacy. Thereafter, an annual report on one ILO each year will inform the campus.

## Institutional Learning Outcomes (ILOs)

### #1 Critical Thinking

79% Meet

- Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.

### #2 Communication

83% Meet

- Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.

### #3 Community and Personal Development

81% Meet

- Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.

### #4 Information Literacy

79% Meet

- Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Compton College faculty will have access to all ILO data by ethnicity, mode, organized by Guided Pathway Division and discipline through the myCompton Sharepoint Assessment folder. This data may be accessed and used in planning or program review.

## Data Collection and Review Process

Compton College faculty started data collection through the eLumen system in spring 2021 and continued data collection during the primary terms through fall 2022. The Office of Institutional Effectiveness piloted the data submission process for ethnicity and mode of instruction, during this time period. Throughout this time period, all faculty were assigned to collect data on all students. Compton College transitioned to collecting census data (i.e., data for all students each primary term) in spring 2021. However, 76% of sections included collected data, see table 1 below.

could be broken out into a more sophisticated rubric of measurement that provides detail into

Faculty have been tasked with collecting SLO data for all students in all classes each term. This more robust data collection strengthens the validity and reliability of the findings of future data analysis. As of February 2023, faculty participation in this data collection ranges from 39%-98%. Faculty participation is either very high (e.g., BIST), or with marked improvement over the three terms (e.g., HEPS, FACH, STEM, and SSCI). The faculty participation rates are presented in the table below by term and Guided Pathway Division (by section with at least 20% submission reported from fall 2021-fall 2022):

**Table 1: Three quarters (76%) of sections from spring 2021, fall 2021, and spring 2022 included some data, Count and percentage of sections by the percentage of students assessed**

	Spring 2021		Fall 2021		Spring 2022		Fall 2022	
	Total sections	Sections reporting	Total sections	Sections reporting	Total sections	Sections reporting	Total sections	Sections reporting
BIST	62	58 (94%)	49	48 (98%)	54	50 (93%)	60	46 (77%)
FACH	125	90 (72%)	105	88 (84%)	122	100 (82%)	127	105 (83%)
HEPS	107	42 (39%)	95	46 (48%)	98	80 (81%)	103	73 (71%)
STEM	105	87 (83%)	107	94 (88%)	116	98 (84%)	98	78 (80%)
SSCI	105	80 (76%)	102	75 (74%)	92	80 (87%)	95	80 (84%)

Using the eLumen system, faculty are recording if a student met or did not meet the learning outcome. There is no more detailed rubric to provide a more refined data collection and measurement of aspects of the outcome. For example, the Critical Thinking outcome could be broken down into components such as identifying problems, analyzing information, and transforming information into new ideas. Faculty must lead this rubric development and then the college will need to build those rubric categories into the eLumen system to collect the data.

The ILO to SLO alignment is also faculty-defined, and the master alignment should be identified in the curriculum development process and housed in CNET. Compton College’s Instructional Division Coordinator from STEM and HEPS works to ensure the alignment is correct in eLumen.

On March 31, 2023, Compton College hosted an Assessment Summit to consider the findings of the ILO data. Seventeen faculty, administrators, and staff met and participated in the review of the data. This report summarizes the discussion and recommendations from this summit. Participants included:

- Lauren Sosenko (administrator; summit facilitator);
- Jose Martinez (faculty, summit facilitator);
- Alister Caddy (staff),
- Rafaela Caldas (staff),
- Carol DeLilly (administrator),
- George Diaz (staff);
- Roza Ekimyan (faculty);
- Hassan Elfarissi (faculty);
- Amber Gillis (faculty);
- Christian Lopes (staff);
- Hawk McFadzen (staff);
- Miguel Ornelas (faculty);
- Don Mason (faculty);
- Jesse Mills (faculty);

Hoa Pham (faculty);  
Donald Roach (faculty); and,  
Eyob Wallano (faculty).

Participants were divided up into three groups and focused on interpreting the data for one of the three ILOs under review.

## Limitations

When reviewing the data, the large number of enrollments are labeled as unknown under mode of instruction was concerning. After review, IE staff worked with eLumen to identify why some of the data was not tagged with a mode of instruction. The Office of Institutional Research will address this data challenge in subsequent data submissions. Any limits to the data collection may skew the data presented in this report.

## Findings

The ILO results across the board look like they have declined from spring 2021 to fall 2022. However, the number of enrollments assessed has increased over time, especially in the Health and Public Services (HEPS) and Social Sciences (SSCI) Guided Pathway Divisions as described in Table 1 above. Therefore, additional data points at the higher-level of data collection should be considered before drawing any conclusions about the overall outcome levels.

**Table 2: About 8 out of every 10 students meet the institutional learning outcomes, Percentage of students who met each ILO and the count of enrollments assessed from spring 2021 to fall 2022**

	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Overall	Count Assessed
1. Critical Thinking	82%	81.9%	78.1%	75%	79%	38,402
2. Communication	85.6%	83.8%	84.2%	79.8%	83%	36,611
3. Community and Personal Development	82.2%	82%	83%	76.6%	81%	9,628
4. Information Literacy	83.7%	79.7%	78.6%	73.9%	79%	15,668

*ILO #1 Critical Thinking: Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.*

	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Overall	Count Assessed
1. Critical Thinking	82%	81.9%	78.1%	75%	79%	38,402

**By Mode**

	Meets expectations		Does not meet expectations	
Face-to-face	12514	82.26%	2698	17.74%
Hybrid	1325	73.41%	480	26.59%
Online	9129	76.48%	2807	23.52%
(None)	7382	78.12%	2067	21.88%

**By Gender**

	Meets expectations		Does not meet expectations	
Female	19902	79.44%	5150	20.56%
Male	10019	78.15%	2801	21.85%
Non-binary	0	0.00%	0	0.00%
Unknown/Non-respondent	174	73.73%	62	26.27%

**By Ethnicity**

	Meets expectations		Does not meet expectations	
American Indian or Alaskan Native	59	84.29%	11	15.71%
Asian	1052	92.85%	81	7.15%
Black or African American	6745	74.33%	2330	25.67%
Hispanic/Latinx	19092	80.11%	4739	19.89%
Native Hawaiian or Other Pacific Islander	95	79.83%	24	20.17%
White	572	82.18%	124	17.82%
Two or More Races	739	78.37%	204	21.63%
Unknown/Non-respondent	1366	78.01%	385	21.99%

**By Age Group**

	Meets expectations		Does not meet expectations	
Less than 18	5189	80.08%	1291	19.92%
18-19	3096	74.24%	1074	25.76%
20-24	7161	77.32%	2100	22.68%
25-29	3971	79.47%	1026	20.53%
30-34	3158	80.66%	757	19.34%
35-39	1808	84.21%	339	15.79%
40-49	1661	81.78%	370	18.22%
50+	915	80.26%	225	19.74%
Unknown/Non-respondent	2380	81.76%	531	18.24%



## Discussion

This section provides the notes from the discussion group at the Assessment Summit.

*What patterns do you observe in the data holistically? Please summarize.*

A high proportion of all students are achieving the critical thinking outcome (70%). The group questioned what is a satisfactory success rate for critical thinking: >80% or >90%. The group also asked how faculty across the campus are measuring critical thinking, and how might the measurement type be strengthened with more nuanced measurement (e.g., creating a more thorough rubric).

*What patterns do you observe in the disaggregated data by section: a) mode of instruction, b) race/ethnicity, c) gender and d) age? Please summarize.*

- a) Mode of instruction does make a difference in demonstrating critical thinking. 82% of students in face-to-face classes demonstrated critical thinking, while only 76% of students in online courses did so.
- b) There is an approximate 6% difference between Hispanic (80%) and black or African American (74%) populations.
- c) The difference in outcomes by gender is not significant (within 2%) between males and females.
- d) There is a large proportion of under 18 years old age students (5,189 enrollments), and they are doing better than other groups (80% for under 18% years old compared to 74% among 18-19 year olds).

*What differences did you notice between these groups? When discussing this question, also consider student success metrics of a particular group between modalities.*

No additional findings than what is referenced above.

*What were the most important or unexpected findings from the data?*

The findings are consistent with previous understanding about student performance. One surprising finding was that male students performed as well as female students. We know that the males of color enrollment is much lower than female students (e.g., two-thirds of the student population are female). However, males are demonstrating critical thinking at the almost the same rate as female students.

*What actions should we take as a campus (i.e., in the classroom, student services) to increase the critical thinking outcome or remove differences among groups?*

- Faculty should discuss using a different scale, e.g., A 100-90, B 89-80, etc. If faculty agree to a more refined scale to measure the outcomes, it would be beneficial to have a uniform scale across the college.
- Consider how tutoring could support more students to improve their critical thinking ability.
- Consider how in-class tutors or teaching assistances could support more students to improve their critical thinking ability
- Consider how clubs that are specific to Black or African American and/or Hispanic/Latino students can emphasize critical thinking ability among students
- Have faculty pick up food and beverages to bring to the classroom
- Have faculty remind students about the basic needs/support for things such as nutrition, supplies, clothing, secure/stable housing, etc. that the campus has to offer.
- Incorporate critical thinking not only in the classroom but also campus-wide in the community setting
- Are we giving good orientation for the existing tutoring center services and how to use canvas and the importance of checking announcements and email

- The college needs an outreach department. However, the participants did not define how this recommendation influences the critical thinking ability of students.

*ILO #2 Communication: Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.*

	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Overall	Count Assessed
2. Communication	85.6%	83.8%	84.2%	79.8%	83%	36,611

**By Mode**

	Meets expectations		Does not meet expectations	
Face-to-face	14682	86.69%	2254	13.31%
Hybrid	705	76.71%	214	23.29%
Online	7707	76.85%	2322	23.15%
(None)	7352	84.24%	1375	15.76%

**By Gender**

	Meets expectations		Does not meet expectations	
Female	18887	83.27%	3794	16.73%
Male	11123	82.95%	2287	17.05%
Non-binary	0	0.00%	0	0.00%
Unknown/Non-respondent	210	78.95%	56	21.05%

**By Ethnicity**

	Meets expectations		Does not meet expectations	
American Indian or Alaskan Native	55	84.62%	10	15.38%
Asian	831	94.75%	46	5.25%
Black or African American	6261	77.86%	1780	22.14%
Hispanic/Latinx	20168	84.51%	3696	15.49%
Native Hawaiian or Other Pacific Islander	106	80.30%	26	19.70%
White	506	86.35%	80	13.65%
Two or More Races	716	82.68%	150	17.32%
Unknown/Non-respondent	1145	81.21%	265	18.79%

**By Age Group**

	Meets expectations		Does not meet expectations	
Less than 18	7528	84.47%	1384	15.53%
18-19	3239	79.41%	840	20.59%
20-24	6892	82.03%	1510	17.97%
25-29	3383	83.22%	682	16.78%
30-34	2662	84.80%	477	15.20%
35-39	1609	85.59%	271	14.41%
40-49	1465	85.42%	250	14.58%
50+	717	82.51%	152	17.49%
Unknown/Non-respondent	2077	84.40%	384	15.60%

## Discussion

This section provides the notes from the discussion group at the Assessment Summit.

*What patterns do you observe in the data holistically? Please summarize.*

Overall, a high percentage of the students assessed met the communication outcome (83%).

*What patterns do you observe in the disaggregated data by section: a) mode of instruction, b) race/ethnicity, c) gender, and d) age? Please summarize.*

- a. Despite students' hesitancy of returning to campus, it appears the highest performing group who meet expectations are students who attend classes face to face. This high number (86.69%) represents the largest number of successes in comparison to the other teaching modalities of Online (76.85%) and Hybrid (76.71%). The high number is consistent with the anecdotal observations of faculty about students' high performance.
- b. Overall, there was little disparity in the ILO Communication outcome by gender. Both Females (83.27%) and Males (82.95%) performed about the same and meet the standard with just less than 1% difference. In the classroom, faculty noticed that male enrollment has increased in their classes. For example, in the Human Development and Anatomy departments, there were typically more females but that is gradually changing, and faculty are seeing more male enrollment. Conversely, in child development classes, there has historically always been more females than males in the field, so if data were disaggregated by departments, this trend would probably continue.
- c. Focus was placed on the largest ethnic group served at Compton College: Hispanic and Black/African-American. The largest gap of 16.89% exists between Black or African American (77%) and Asians (94%) in meeting expectations. A lesser gap of 10.42% exists between Hispanic (84%) and Asians (94%). Every ethnicity shows percentages in the median while outliers were Asians and Black/African-Americans.
- d. In the past, the 50+ age group were one of the lowest-performing age groups but now, that percentage has increased to 82.51% in meeting expectations. Another surprise was the Less than 18 yr. old age group, the percentage was quite high at 84.47%. There was a lot of discussion/interpretations in regard to the Less than 18 yr. old group:
  - o Faculty report that the skill-level of the students were high sometimes in comparison to the students on the college campus. Quality of papers in mixed HS and college students were sometimes written at a similar skill level. Attendance and enrollment were not always a problem since students had to be present because it was a part of their HS schedule. There were incidents when students were not paying attention in class, rude to the instructor, or did not complete their work. Most of these students were Juniors and Seniors and were sometimes selected by the counselors to be in these classes because of their interests.
  - o Inversely, faculty also experienced classes with Freshmen students who were disruptive, rowdy, did not complete their assignments, not paying attention, and had to be asked to leave their class for their disruptive behaviors. (Not discussed during meeting were incidents where faculty had to go way beyond their

responsibility and assign passing grades for students who less than deserving at the request of counselors.)

*What differences did you notice between these groups? When discussing this question, also consider student success metrics of a particular group between modalities.*

No additional findings than what is referenced above.

*What were the most important or unexpected findings from the data?*

The group did not identify the most important or unexpected findings.

*What actions should we take as a campus (i.e., in the classroom, student services) to increase the communication outcome or remove differences among groups?*

- Classes offered with the Online modality have the highest number of students enrolled as well as have the highest fill rate but the percentages of students meeting expectations is not demonstrated in the numbers for Online teaching. Despite this data, students are still requesting online courses, which meet their life situations. Consequently, the college should consider offering more online courses to meet student needs.
- Provide ILO data disaggregated by discipline for consideration among faculty.
- It is important to note that the Less than 18 age group make up the highest number in students enrolled at Compton College, at a staggering number of 7528 enrollments, making up approximately 25% of the population. This age group comprises the highest number of students than any other age group. Many of the comments were that recruitment efforts by the college need to be focused on more than just at the high schools but in the community as well.

*ILO #3 Community and Personal Development: Community and Personal Development: Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.*

	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Overall	Count Assessed
3. Community and Personal Development	82.2%	82%	83%	76.6%	81%	9,628

**By Mode**

	Meets expectations		Does not meet expectations	
Face-to-face	3581	81.24%	827	18.76%
Hybrid	243	80.20%	60	19.80%
Online	2017	78.18%	563	21.82%
(None)	1939	82.97%	398	17.03%

**By Gender**

	Meets expectations		Does not meet expectations	
Female	5017	80.89%	1185	19.11%
Male	2644	80.56%	638	19.44%
Non-binary	0	0.00%	0	0.00%
Unknown/Non-respondent	46	79.31%	12	20.69%

**By Ethnicity**

	Meets expectations		Does not meet expectations	
American Indian or Alaskan Native	11	78.57%	3	21.43%
Asian	259	92.17%	22	7.83%
Black or African American	1812	77.84%	516	22.16%
Hispanic/Latinx	4903	81.77%	1093	18.23%
Native Hawaiian or Other Pacific Islander	15	60.00%	10	40.00%
White	141	84.94%	25	15.06%
Two or More Races	142	74.74%	48	25.26%
Unknown/Non-respondent	335	78.09%	94	21.91%

**By Age Group**

	Meets expectations		Does not meet expectations	
Less than 18	1288	82.41%	275	17.59%
18-19	806	78.10%	226	21.90%
20-24	1806	77.48%	525	22.52%
25-29	942	80.86%	223	19.14%
30-34	807	83.28%	162	16.72%
35-39	487	84.11%	92	15.89%
40-49	468	82.98%	96	17.02%
50+	272	86.62%	42	13.38%
Unknown/Non-respondent	606	83.59%	119	16.41%

## Discussion

This section provides the notes from the discussion group at the Assessment Summit.

*What patterns do you observe in the data holistically? Please summarize.*

This was a smaller group (9,000 as opposed to 32,000). Overall students achieve this outcome at a high rate. The rates are likely higher because this is a non-grade-related metric and is more related to community projects and personal reflection.

*What patterns do you observe in the disaggregated data by section: a) mode of instruction, b) race/ethnicity, c) gender, and d) age? Please summarize.*

- a) Face-to-face has a slightly higher rate for this metric. Students across the board do better in face-to-face courses, but there is less parity for this metric.
- b) Asian students are far exceeding other racial/ethnic groups. How can we figure out what is going on there to get others up to that 92% rate. However, Pacific Islander students perform well below other groups. Although it is a small student population, this low performance is very concerning.
- c) No comments
- d) Dual enrollment students appear to have the highest success rate. There is a dip in the early/mid 20s.

*What differences did you notice between these groups? When discussing this question, also consider student success metrics of a particular group between modalities.*

No additional findings than what is referenced above.

*What were the most important or unexpected findings from the data?*

The group asked how the SLO data are treated when a student drops the course. Either the student is not included in eLumen (e.g., they dropped before census), or the student is in eLumen and is not scored. The group did not discuss other important or unexpected findings from the data.

*What actions should we take as a campus (i.e., in the classroom, student services) to increase the community and personal development outcome or remove differences among groups?*

- Concerned with the opportunity gap by the Pacific Islander group; how can the College offer more cultural events where students could engage in community and personal development activities. These types of events may also attract more students to enroll at the college.
- Conduct qualitative research to really understand the “why” behind the “what” and “how many”.

## APPENDIX

### ILO #4 Information Literacy

#### By Gender

	Meets expectations		Does not meet expectations	
Female	7878	78.91%	2106	21.09%
Male	4252	77.92%	1205	22.08%
Non-binary	0	0.00%	0	0.00%
Unknown/Non-respondent	69	73.40%	25	26.60%

#### By Ethnicity

	Meets expectations		Does not meet expectations	
American Indian or Alaskan Native	20	76.92%	6	23.08%
Asian	697	95.87%	30	4.13%
Black or African American	2729	74.18%	950	25.82%
Hispanic/Latinx	7657	79.18%	2013	20.82%
Native Hawaiian or Other Pacific Islander	27	71.05%	11	28.95%
White	237	82.58%	50	17.42%
Two or More Races	270	78.72%	73	21.28%
Unknown/Non-respondent	439	75.82%	140	24.18%

#### By Age Group

	Meets expectations		Does not meet expectations	
Less than 18	2885	82.22%	624	17.78%
18-19	1293	73.34%	470	26.66%
20-24	2613	76.23%	815	23.77%
25-29	1355	77.52%	393	22.48%
30-34	1121	79.67%	286	20.33%
35-39	674	81.30%	155	18.70%
40-49	633	80.53%	153	19.47%
50+	395	78.53%	108	21.47%
Unknown/Non-respondent	924	80.91%	218	19.09%

#### By Mode

	Meets expectations		Does not meet expectations	
Face-to-face	4983	81.81%	1108	18.19%
Hybrid	337	74.56%	115	25.44%
Online	3902	75.21%	1286	24.79%
(None)	3097	78.64%	841	21.36%