



CAÑADA COLLEGE

2013 ILO ASSESSMENT

Prepared for: Planning & Budgeting Council

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Cañada College 4200 Farm Hill Blvd. Redwood City, CA 94061

ILO ASSESSMENT FOR 2012-13

Background Explanation

The College conducted a Student Satisfaction and Engagement survey (CCSSE) in spring 2013. Of the 387 respondents, there were 79 students who reported having completed 45 or more units of coursework. These students represent those closest to graduation and those most likely to have been positively impacted by the college's instructional programs. The responses of these students are summarized in the analysis below.

It is critical to note that the CCSSE survey is designed to identify students' behaviors and their perceptions of the institution. Although the survey does not assess student performance of ILOs, It can serve as a "proxy" for determining whether students perceive that the college "has delivered" on its claims that its students will achieve the four institutional learning outcomes.

ILO 1: Select, evaluate, and use information to engage in creative problem solving, investigate a point of view, support a conclusion, or engage in creative expression.

Mean Score

2012	2013
3.11	3.20

Average of items from Table 1

1=Never, 2=Sometimes, 3=Often, 4=Very Often

Overall, the ILO 1 score (3.20) in 2013 is higher than the score (3.11) in 2012.

Strengths:

Students report that their college coursework frequently emphasizes critical thinking and deconstructive analysis (5b, 12e). They also report that significant emphasis is place on using or applying information in novel ways (5c, 5e, 5f). In comparison of 2012 and 2013, most items (5 out of 7) related to ILO 1 in 2013 are higher than 2012.

Opportunities for improvement:

Although students report that their coursework emphasizes the analytical skill of identifying the basic components of an idea/theory (5b), there is less evidence that courses emphasize the skill of making judgments and evaluation (5d).

Table 1

Critical & Creative Thinking-related questions	2012 Mean score	2013 Mean score
4d. In your experiences at this college during the current year, how often have you done each of the following? Worked on a paper or project that required integrating ideas or information from various sources	2.92	3.24
5b. During the current school year, how much has your coursework emphasized the following mental activities? Analyzing the basic elements of an idea, experience or theory	3.23	3.29
5c. During the current school year, how much has your coursework emphasized the following mental activities? Synthesizing and organizing ideas, information, or experiences in new ways	3.11	3.30
5d. During the current school year, how much has your coursework emphasized the following mental activities? Making judgments about the value or soundness of information, arguments or methods	2.86	2.95
5e. During the current school year, how much has your coursework emphasized the following mental activities? Applying theories or concepts to practical problems or in new situations	3.11	3.16
5f. During the current school year, how much has your coursework emphasized the following mental activities? Using information you have read or heard to perform a new skill	3.19	3.18
12e. During the current school year, how much has your coursework emphasized the following mental activities? Thinking critically and analytically	3.34	3.26

Red in 2013 means the mean score in 2013 is lower than the mean score in 2012.

ILO 2: Use language to effectively convey an idea or set of facts, including the ability to use source material and evidence according to institutional and discipline standards.

Mean Score

2012	2013
2.89	3.14

Average of items from Table 2

1=Never, 2=Sometimes, 3=Often, 4=Very Often

Overall, the ILO 2 score (3.14) in 2013 is higher than the score (2.89) in 2012.

Strengths:

Students report that their coursework emphasizes strong writing skills involving synthesis and creativity (4d, 5c, 12c). In comparison of 2012 and 2013, all the items related to ISLO 2 in 2013 are higher than 2012.

Opportunities for improvement:

Although students report that their coursework encourages effective oral communication (12d), there is less evidence that students are being asked to do so in formal presentations (4b). Effective communication through oral presentation is a critical skill for success in any workplace and should be more strongly encouraged.

Table 2

Communication Skills-related questions	2012 Mean score	2013 Mean score
4b. In your experiences at this college during the current year, how often have you done each of the following? Made a class presentation	2.36	2.81
4d. In your experiences at this college during the current year, how often have you done each of the following? Worked on a paper or project that required integrating ideas or information from various sources	2.91	3.24
5c. During the current school year, how much has your coursework emphasized the following mental activities? Synthesizing and organizing ideas, information, or experiences in new ways	3.11	3.30
12c. During the current school year, how much has your coursework emphasized the following mental activities? Writing clearly and effectively	3.11	3.13
12d. During the current school year, how much has your coursework emphasized the following mental activities? Speaking clearly and effectively	2.97	3.20

ILO 3: Understand and interpret various points of view that emerge from a diverse world of peoples and cultures.

Mean Score

2012	2013
2.96	2.93

Average of items from Table 3

1=Never, 2=Sometimes, 3=Often, 4=Very Often

Overall, the ILO 3 score (2.93) in 2013 is lower than the score (2.96) in 2012.

Strengths:

Students perceive that the college encourages interaction between its diverse student community and that a significant amount of their coursework emphasizes understanding people of different ethnicities (9c, 12k). Students report that they often take advantage of opportunities to engage in conversations with people who differ from themselves by ethnicity (4s).

Opportunities for improvement:

Although students report to frequently interacting with people of different ethnicities, there is less evidence that students are as aware of, or are interacting with people exemplifying, other types of diversity such as religious beliefs, political positions, or personal values (4t). In comparison of 2012 and 2013, four out of seven items related to ILO 3 in 2013 are lower than 2012.

Table 3

Understanding Society & Culture-related questions	2012 Mean score	2013 Mean score
4f. In your experiences at this college during the current year, how often have you done each of the following? Worked with other students on projects during class	2.89	2.92
4g. In your experiences at this college during the current year, how often have you done each of the following? Worked with classmates outside of class to prepare class assignments	2.77	2.55
4r. In your experiences at this college during the current year, how often have you done each of the following? Discussed ideas from your readings or classes with others outside of class	2.97	2.94
4s. In your experiences at this college during the current year, how often have you done each of the following? Had serious conversations with students of a different race or ethnicity	3.06	3.05

Understanding Society & Culture-related questions	2012 Mean score	2013 Mean score
4t. In your experiences at this college during the current year, how often have you done each of the following? Had serious conversations with students who differ from you in religious beliefs, political opinions, or personal values	2.78	2.83
9c. How much does this college emphasize each of the following? Encouraging contact among students from different economic, social and racial or ethnic backgrounds	3.28	3.19
12k. During the current school year, how much has your coursework emphasized the following mental activities? Understanding people of other racial and ethnic backgrounds	2.94	3.05

Red in 2013 means the mean score in 2013 is lower than the mean score in 2012.

ILO 4: Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to make judgments and draw appropriate conclusions.

Mean Score

2012	2013
3.13	3.11

Average of items from Table 4

1=Never, 2=Sometimes, 3=Often, 4=Very Often

Overall, the ILO 4 score (3.11) in 2013 is lower than the score (3.13) in 2012.

Opportunities for improvement:

Students perceive that the college has significantly challenged them to engage in critical thinking, analysis, and mathematical problem solving. In comparison of 2012 and 2013, two out of three items related to ILO 4 in 2013 are lower than 2012.

Table 4

Scientific & Quantitative Reasoning-related questions	2012 Mean score	2013 Mean score
5d. During the current school year, how much has your coursework emphasized the following mental activities? Making judgments about the value or soundness of information, arguments or methods	2.86	2.95
12e. During the current school year, how much has your coursework emphasized the following mental activities? Thinking critically and analytically	3.34	3.26
12f. During the current school year, how much has your coursework emphasized the following mental activities? Solving numerical problems	3.20	3.13

Red in 2013 means the mean score in 2013 is lower than the mean score in 2012.

ADDITIONAL ANALYSIS

In comparison with the liked similar medium colleges (student N=121,857), Cañada College's results (student N=370) are higher than the liked similar medium colleges students. The findings are as follows:

- There are 20 items related to Cañada's ILOs.
- Eighteen (18) items are higher than the liked similar medium colleges, 16 items are statistically higher than liked similar medium colleges ($p < .05$).
- Only two (2) items are lower than the liked similar medium college (not statistically significant). (6a and 12f).

In comparison with Cañada's students who took under 45 units (N=300), Cañada's students who took 45 units or more (N=79) are higher than who took under 45 units. The findings are as follows:

- There are 20 items related to Cañada's ILOs.
- Two comparison groups are (a) 45+ units group and (b) <45 units group
- 45+ units group has higher means than the <45 units group in 19 items. There is one item that 45+ units group is lower than the < 45 units group.
- For those 19 items, only 7 items are statistically higher in the 45+ units group than the <45 units group. The rest of 12 items are not statistically significant between these two groups. It seems to suggest that the difference is not due to actual effect but random errors.
- These 7 items are 4b, 5c, 5e, 6c, 9d, 12d, and 12f.

Summary and Conclusion

- The assumption of only assessing 45+ units group is that these students might expose more learning outcomes and would demonstrate better results, as we use the assessment as an "exit" assessment. (Doug, please double check my language.)
- The findings suggested that students' positive perceptions or demonstration of their positive behaviors related to these learning outcomes may appear to all levels of students including who took fewer units from Cañada. Students who took fewer units from Cañada also demonstrate their positive achievement on student learning outcomes that is similar with students who took 45+ units.
- Things to consider: For using CCSSE results for measuring ILO, we may want to consider measuring/assessing all students who participated in the survey and not just measuring/assessing students who took 45+ units.