

# TEACHING & LEARNING IN AREA G

A GENERAL EDUCATION LEARNING OUTCOME ASSESSMENT REPORT

FALL 2021



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# INTRODUCTION

This report presents the findings of the second assessment of General Education Area G. This report is part of an ongoing effort, in accordance with the CCSF Institutional Assessment Plan, to regularly assess teaching and learning in individual General Education Areas. These reports are intended more specifically to document aggregate student learning outcome achievement, explore equity issues and opportunity gaps, and look more deeply at the outcomes and core narratives in the Area. This assessment process facilitates dialogue around teaching and assessment, and helps to insure the integrity of programs at CCSF.

Area G includes two sub areas with a single outcome attached to each area:

## **G1 Health Knowledge**

Examine, summarize, and value health information essential for mental and physical well being.

## **G2 Physical Skills**

Examine, summarize, and value the physical skills essential for mental and physical well being.

Courses in Area G1 come mostly from Health Education, but also include Physical Education, Biology, Child Development, Culinary Arts, Interdisciplinary Studies, Psychology, and Women's and Gender Studies. Area G2 is mostly located in Physical Education and Dance, but also includes Disabled Students Programs & Services, Emergency Medical Technician, Fire Science, and Health Education.

This report calls on a variety of quantitative and qualitative data sources. The Office of Research and Planning has provided quantitative data based on course completions and CRN-level SLO mastery levels for the Spring 2017 - Spring 2020 period. The SLO Coordination Team conducted faculty outreach in Area G during the Spring 2021 academic semester to supplement this numerical data with discussion and anecdotes that round out the snapshot this report provides on the Area.

## **SUMMARY OF FINDINGS**

### **OUTCOME ATTAINMENT IN AREA G**

CCSF is doing a good job providing students with the knowledge outlined in the General Education outcomes for Area G. Across the Sp17 - F19 period, 86.7% of CRN outcome assessments across the area in aggregate were at "meets SLO" level. Looking at each sub-area, G1 had a "meets SLO" level of 79.7%, while G2 came in at 91.2%. By any measure, this indicates satisfactory outcome achievement in Area G.

## **EQUITY & OPPORTUNITY GAPS IN AREA G**

Outcome attainment, broadly disaggregated by Student Equity Populations, reveals patterns of unequal achievement across both Area G sub-areas. When SLO attainment is disaggregated by race/ethnicity, Area G1 reveals performance patterns where student equity populations lag behind their non-student equity counterparts. In Area G2, URM student groups outperform non-URM student populations.

## **CORE NARRATIVES IN AREA G**

Area G1 faculty underlined the way that their courses and programs explore how larger social determinants influence health. Incorporating a social justice framework has been discussed at faculty meetings and percolated into curriculum design. They also stressed how changes in the health information economy have had an impact on teaching practice in the department.

Area G2 faculty feel undervalued by the College. They discussed the negative impact of course repeatability rules, as well as disproportionate staff and budget cuts in the last few academic years. They stressed G2 courses as entry points to CCSF, and a positive connection between physical fitness and academic performance.

## **AREA G OUTCOMES**

This report recommends the following changes in the outcome language for Area G:

### **G1: Health Knowledge**

Current: Examine, summarize, and value health information essential for mental and physical well being.

Proposed: Examine factors that influence the health and well-being of individuals and communities.

### **G2: Physical Skills**

Current: Examine, summarize, and value the physical skills essential for mental and physical well being.

Proposed: Assess and perform the physical skills that contribute to mental health and physical well-being.

The findings, analysis and issues outlined in this summary are all elaborated in greater detail in the body of this report.

## GE OUTCOME REPORTING AT CCSF

General Education Learning Outcomes [GELO] describe knowledge or skills a student should have upon completion of a graduation requirement in a specific academic area for an Associates degree [AA, AS, AA-T, and AS-T], or transfer requirement for CSU or UC.

GE outcomes are located in a more complex multi-level outcome assessment system at CCSF that includes Course, Program and Institutional outcomes. GE outcomes are assessed through a system of mapping that relates section-level outcome mastery in individual courses upward to the GE outcomes themselves. Course completion rates and SLO mastery levels provide two components of data typically used in GE reports to assess student learning in a given Area.

### **City College of San Francisco has nine General Education areas:**

Math Graduation Requirement

Area A: Communication & Analytical Thinking

Area B: Written Composition

Area C: Natural Sciences

Area D: Social and Behavioral Sciences

Area E: Humanities

Area F: United States History & Government

### **Area G: Health Knowledge & Physical Skills**

Area H: Ethnic Studies, Women's Studies & Lesbian, Gay, Bisexual, and Transgender Studies

The nine CCSF GE Areas are assessed by the SLO Coordination Team on a rotating 6-year cycle. These reports are vetted internally, ratified by the SLO Committee, and ultimately presented to the Academic Senate for discussion and inclusion into the official record.

## **EVOLUTION OF GENERAL EDUCATION REPORTING**

The methodology and content of this report reflect an ongoing internal discussion in the SLO Coordination Team about our approach to GELO reporting. Our goals in general have been to:

- » Supplement quantitative data with qualitative data in an effort to develop a more holistic snapshot of teaching and learning in Area G.
- » Secure a wider audience for the report both among faculty and administrators. This is reflected in our content strategy and in a new approach to post-report outreach.

A major effort to secure faculty input from Area G was conducted during the Spring 2021 academic semester. This included a mid-semester Flex Workshop, and separate facilitated discussions with Area G1 and G2 faculty. This report has also evolved based on feedback from the SLO Coordination Team, the SLO Committee, Research & Planning, and the Curriculum Committee.

## THE 2017 AREA G REPORT

The last assessment report of Area G was written by the Area G Workgroup in Spring 2017 and covered course completion data from 2011 to 2015 and SLO data from 2015. The work group was composed of an SLO Coordinator, faculty from Health (the chair), Biology, Physical Education, and Dance, as well as the Dean of the School of Health, Physical Education, and Social Services. The findings from this previous report set the stage for the current report, and add depth to a profile of the Area.

### A summary of the key points of the Spring 2017 report include:

- » The overall success rates for both Area G1 and G2 were strong with 79% of students achieving G1 outcomes and 87% meeting G2. The outcomes were above the overall college-wide average of 74% at that time.
- » More than half of the G1 assessments were in HLTH courses and the majority of G2 assessments were in Physical Education (PE), followed by Dance (DANC). Note that PE and DANC is a single department at CCSF.
- » Opportunity gaps were identified for underrepresented minority status (URM), including American Indian or Alaskan Native, Black or African American, Filipinx, Latinx, and Native Hawaiian or other Pacific Islander compared to non-URM populations. In G1, there was a 15% gap between URM and non-URM, affecting Latino/a, Filipino, and African American and Pacific Islander students, with the latter group having the greatest achievement gaps. In G2, there was a ~7% achievement gap for URM as compared to non-URM overall, although the majority of enrollments are in PE and DANC, which indicated slightly higher gaps of ~8% and ~10% respectively. The data indicate there are gaps for Latino/a students, and the largest gap is among African Americans.
- » In terms of age, G1 was similar to other GE areas. Successful achievement of outcomes increases in age groups from 25-29 but enrollment declines, and the youngest students showed the highest percentage of no evidence in achieving G1 outcomes. For G2, however, the youngest demographic, those 24 or younger, achieved 80% success rates overall, and success rates show little variance across age groups up to the 60-69 age group.

### Recommendations from the 2017 report include:

- » New work process model for generating GELO reports
- » Alignment of certain courses to appropriate outcome (Area G1 vs. G2)
- » Review of advisories in certain Area G1 health courses
- » Further analysis of success at John Adams and Mission Centers

- » Analyze outcome achievement data for degree-seeking students and lifelong learners in physical education courses

To date, the new work process has been implemented. Advisories have been reviewed and addressed in Area G1, and the Curriculum Committee routinely reviews advisory alignment in courses. The Office of Research and Planning compiled some data about degree-seeking students and lifelong learners, but this data was not shared for this report and is possibly inconclusive. No further analysis of what led to increased student success at the Centers has been done.

### **2021 REPORT DATA**

The data in this report is drawn from both quantitative and qualitative sources.

Quantitative data drawn from both CurrIQunet and Banner databases was summarized by Research and Planning documenting CRN-level SLO mastery levels for the Spring 2017-Spring 2020 period drawn from over 13,000 separate assessments. The data are disaggregated by the Area G sub areas and by select student demographics.

Because small sample sizes do not provide statistically meaningful results and in order to protect student privacy when disaggregating student data, we set the following thresholds for data display:

- » Where the count of students is less than 25, the data are either not displayed or groups are combined to reach a count of 25 or more. However, while cells with small counts are masked from display, overall totals and averages always include all assessments.
- » This analysis aggregates across terms in order to keep cell sizes of total assessment counts for each of the sub-areas above 25.

#### **Count of assessments in Area G1 and Area G2, Spring 2017-Spring 2020**

CCSF GE Area	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019
Area G1. Health Knowledge	215	31	225	485	54	1,238	1,112	287	1,443
Area G2. Physical Skills	395	24	584	580	85	645	2,808	562	2,359
<b>Area G overall total</b>	<b>610</b>	<b>55</b>	<b>809</b>	<b>1,065</b>	<b>139</b>	<b>1,883</b>	<b>3,920</b>	<b>849</b>	<b>3,802</b>

Course-level outcomes “map” upwards to GE Learning Outcomes; one or more course outcomes must map to all GELOs in a given GE area in order to be considered. Mapping is a system that facilitates the functional interconnection of outcomes between different assessment levels. As part of its curriculum approval process, the Curriculum Committee provides the primary review of the mapping alignment of course outcomes to GELOs. During GELO and ILO outcome assessment, these mappings can be validated by SLO coordinators and the SLO Committee to ensure the integrity of outcomes data.

**Student equity groups included in this dataset:**

- » American Indian or Alaskan Native
- » Black or African American
- » Filipinx
- » Latinx
- » Native Hawaiian or other Pacific Islander
- » foster or former foster youth
- » current or former military service members
- » students with disabilities
- » students experiencing homelessness
- » students who identify as transgender or non binary gender identities.

While it is understood the terms gender and sex represent separate, distinct constructs, they are displayed together in order to accurately represent the underlying data. The language on the questionnaire that collects this demographic data has changed over time and some response options have referred to sex and others to gender, creating a dataset that includes categories for both gender and sex, combined.

In Spring 2018, the CCCCCO added students who identify as LGBT as a student equity group. CCSF does not currently maintain any local data regarding student’s sexual orientation. However, there is an incomplete subset of locally available data regarding student’s gender identity. All students who have identified themselves as transgender or non-binary are included in overall counts as members of a student equity group.

Financial aid, disability services, foster youth, homelessness, and military service statuses each include all students who have ever received the services or benefits for that group.



## **TEACHING & LEARNING IN AREA G**

Qualitative data for this report was gathered via outreach to Area G faculty. These efforts included a Spring Flex Workshop on Teaching and Learning in Area G, separate focus group discussions with Area G1 and G2 faculty, data from student exit surveys, and a number of individual and group conversations involving interested faculty members. Report drafts were circulated among Area G faculty for feedback.

## CORE NARRATIVES IN AREA G

One of the goals of this report is to present a qualitative picture of teaching and learning in Area G. To that end, the SLO Coordination Team solicited input and feedback from Area G faculty, and worked with Research and Planning to design and administer student exit surveys to gather student feedback on their experiences in Area G2 classes. Area G faculty were urged to provide reflections on the data in this report, to outline areas of concern and success, and to provide anecdotes documenting teaching experiences or student interactions. The discussions from these sessions are summarized below.

### FACULTY DISCUSSION

In Spring 2021 several sessions were led by the SLO Coordination Team to discuss Area G: a mid-semester FLEX workshop and facilitated discussions with Area G1 and G2 faculty. These sessions reflect the ongoing process to engage with faculty in the GE reporting process.

The FLEX workshop, Teaching and Learning in General Education Area G was well attended by a diverse group, including Area G1 and G2 faculty as well as faculty from other departments and counseling. The workshop discussions were focused on three areas:

- » Challenges and successes in teaching and learning, including during remote instruction
- » Equity and opportunity gaps
- » Course outcomes and assessment practices

The focus group sessions engaged separate small groups of faculty from Area G1 and G2. For G1, Health Education was represented by faculty and the chair. A Biology faculty member was also present. For G2, Physical Education and Dance faculty were present. These focus groups generated discussion on the following topics:

- » Core narratives in G1 and G2
- » Trends in teaching and learning
- » Classroom challenges and success
- » Issues with remote instruction
- » Equity and opportunity gaps
- » Assessment practice
- » CCSF GE outcomes for Area G

Below is a summary of the discussion from the FLEX workshop and the focus group sessions.

**Identity: What are the core narratives shaping the area? / What defines the unique identity of G1/G2?**

From a G1 Health Education and Biology perspective, this area is unique because it applies to everyone. Students don't just learn concepts about health but can apply what they've learned. Yet the G1 courses relate to not just personal health issues but how larger social determinants influence health. With COVID, public health awareness has escalated. Health information is widely available today, a historical change, and students have more ideas about health issues that may or not be correct when entering Health Education courses.

From the G2 physical skills perspective, a wide variety of students, including many in equity groups, enroll in Area G2 courses as an entry point on their pathway to other courses at CCSF, after finding community and making connections in Physical Education and Dance courses.

The key issues that have recently affected the G2 identity have been the negative impact of course repeatability rules in skills-based courses that require maintained, sustained focus; the important connections between physical health and mental health and physical health and academic performance; and the recent disproportionate class cuts and austerity leading to the departments feeling undervalued and marginalized relative to other academic areas. Additional data on the connection between physical skills courses and academic performance, such as degree seekers vs. non-degree seekers, would be beneficial to investigate the theory that physical skills courses enhance students' academic success.

**Teaching and learning trends/Challenges and successes**

In area G1, the diversity in the students' educational backgrounds, from dual-enrolled high school students to students who have bachelor's degrees, creates challenges. To meet the needs of the students needing more support, the department has drawn from the work done in the I-BEST model with ESL to scaffold assignments and help students build skills in both reading and writing while learning health education content. Nutrition also has a broad range of students with goals from culinary arts to medical school.

Faculty remarked on the benefits of creating authentic assessment measures. One section of HLTH 54 partnered with the Public Health Department, and the dual-enrolled high school students measured the water quality at their schools. Other examples include: students writing a blog that was published, writing letters to policy makers about health issues, and developing their own home exercise

routines during shelter in place.

Area G2 faculty has faced great challenges teaching remotely; these are described in the next section..

### **Remote instruction**

Teaching physical skills (physical education and dance) courses remotely is extremely challenging, from modeling to making corrections, particularly when many students choose to keep their camera off. How can faculty assess students' physical skills if they can't see them? The question of whether the outcome data is relevant during remote instruction was raised.

Building community was identified as another issue during remote instruction in physical skills courses, for example, losing the community aspect of social dance and fitness courses and the support and motivation that the face-to-face connection brings. To build connection with and among students during remote instruction, faculty have engaged students in more discussion activities, which anecdotally has increased retention.

Sports skills courses have not been offered during remote instruction.

Technology challenges exist for students. Many students are using their phones. It is also more difficult for students, both credit and noncredit, to use online support services when preferring face-to-face support.

A positive outcome of remote teaching for Area G1 has been the ability for faculty to develop Canvas shells that provide current materials and more resources to students, a practice that can be continued beyond remote instruction.

### **Equity and opportunity gaps: Where in your work can you take agency over equity outcomes? / Describe your equity-focused dialog. What's working? What needs attention?**

Support services and "safe spaces" for student equity populations are extremely important for students to find connection and access resources.

Early intervention strategies are being implemented in G1, for example, tutoring and extensive use of the Canvas chat.

Based on several years of I-BEST collaboration with Health Education and ESL, awareness of English language learners' needs have been better addressed. Faculty have been scaffolding assignments and using rubrics, especially in writing, as well as providing a limited number of reading resources in preparation for

research projects, providing writing support, and being culturally aware when presenting vocabulary.

A faculty member in Area G1 described how assessment changes grew out of remote teaching. Rather than the bulk of students' grades being based on exams, more weight was put on discussions and assignments.

Social justice and education are built into public health discipline. G1 faculty have discussed this at faculty meetings and brought this awareness into curriculum design. For instance, faculty reviewed courses with the lowest equity gaps to adopt practices that are working to other courses. Additionally, there has been increased consciousness on how faculty present information so that it is not traumatizing, for instance, talking about disparities in health without traumatizing students who are experiencing these disparities.

More could be learned from our Health Education CTE programs, which have smaller equity gaps, which could benefit non-CTE courses as well, including the cohort structure, links to real life, and faculty engagement.

Working with students with disabilities in activity courses was raised as an equity issue. The Physical Education and Dance departments are very intentional around equity and meeting students where they are physically and mentally, for instance, in yoga classes, emphasizing acceptance and honoring what you have. Content is modified and adjustments are made to the outcomes as needed.

Dance faculty also build the historical element into their courses, which allows students to form a personal attachment to what they're studying and see themselves represented in course content, i.e. looking at jazz, hip hop, and African Haitian through a historical lens.

With the drastic cuts, fewer Physical Education and Dance classes are offered at fewer times, which was raised as an equity issue for students with multiple life and work responsibilities.

There has been an interesting interplay between Area G1 and G2 with the athlete population. Faculty in G1 have been working with coaches in G2, engaging allies to support student success.

It was suggested that inclusive teams be involved in curricular revisions and that social and racial justice be built into course outlines.

### **Outcomes and assessment practice**

While some Area G faculty believe that assessment at CCSF is working well with resources for support and increased collaboration among faculty, the attitude that

outcome reporting is more a “check the box and get it done” activity than a robust, reflective process remains for some. It was noted that when faculty began writing aggregate outcome reports, their CRN-level reports became more reflective. More collaboration on the SLO process has also led to more engagement in curriculum work.

There has been a lot of cross-fertilization with the focus on equity from Career and Technical Education (CTE) programs and Area G1 courses. Faculty have been collaborating more on assessment and more consistency among course sections has resulted.

Area G2 faculty feel their internal department evaluation process is more meaningful and useful than outcome reporting due to their organized collaborative process. The department gathers valuable feedback about students meeting the outcomes through a variety of forms and surveys. One observation was that the outcomes and the quantitative data don't describe all of student success in physical skills courses, for example, how these classes positively affect students' overall well-being and academic performance. Additionally, the total number of assessments for one-unit courses is incredibly large and requires a huge time commitment.

Suggestions for improving assessment at CCSF include: creating an easier way to track report completion, providing systematic training for all faculty vs. individual faculty being responsible for training, and moving the deadline date for reporting to after the date final grades are due.

### **Outcome Language**

Area G1: Health Knowledge

Examine, summarize, and value health information essential for mental and physical well being.

Area G2: Physical Skills

Examine, summarize, and value the physical skills essential for mental and physical well being.

Some faculty commented that the Area G outcomes themselves seem generic, bland, very basic, and potentially difficult to measure (i.e. value). It was noted that G1 is identical to G2 with the exception of knowledge and skills, and that the wording of summarize knowledge makes sense but that summarize skills doesn't. Suggestions for improvement include strengthening the verbs to include critical thinking and possibly adding social well-being. Further discussion about updating and clarifying the outcomes is recommended.

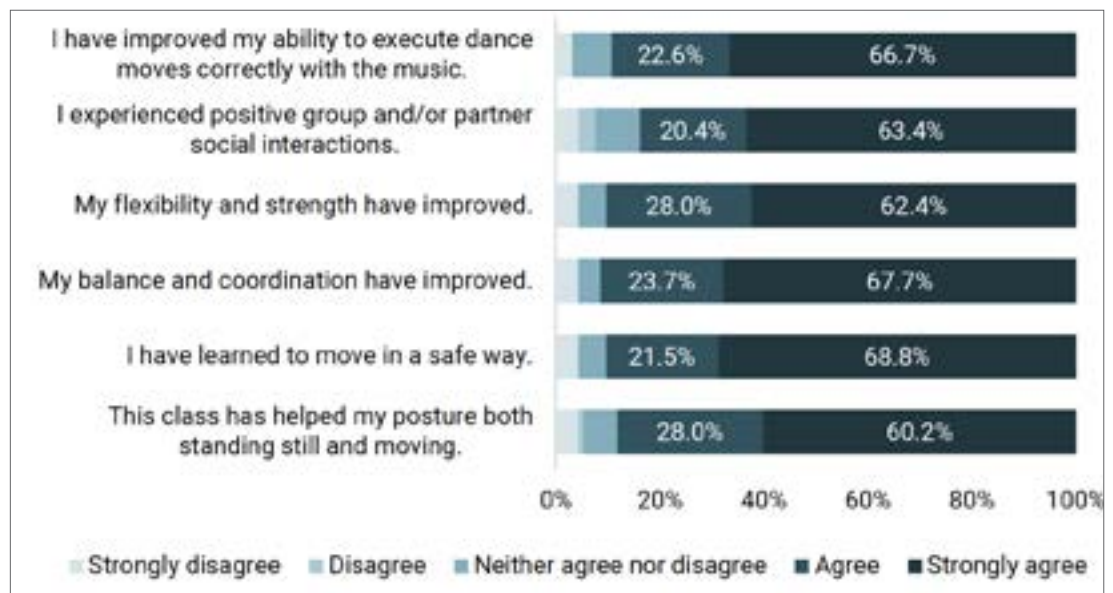
One faculty member raised potential ableist issues with the wording in the G2 outcome. This issue also requires more discussion.

## STUDENT DATA

In the Spring 21 semester, the SLO team, along with Area G2 coordinators, met to build and administer a student exit survey designed to capture student feedback about their experiences in G2 Dance classes. Students were overwhelmingly positive about their experience in G2 classes, and confirmed a connection between physical health and academic performance.

Among the 178 students enrolled in a surveyed class, a total of 93 students responded, representing a response rate of 52.2%. When queried about improvements in movement and strength as a result of taking a Dance class, over 80% of students consistently responded positively to a variety of detailed questions. 40% of students surveyed are pursuing a Dance degree or certificate, and in that population of degree-seekers, the vast majority report that they are developing skills as a result of their respective programs.

### Do students feel an improvement in movement and strength? (N = 93)



**Are dance students pursuing a dance degree or certificate? (N = 93)**

I have completed or am working toward a:	Percent	Count
Dance Certificate	15.1%	14
Dance Major	25.8%	24
None of the above	59.1%	55

**Are students pursuing a dance certificate developing skills? (N = 14)**

Of students who selected dance certificate	Yes	No
Do you feel you have attained or are developing a basic foundation in technical dance and movement skills?	100.0%	0.0%
Has your course of study in dance developed skills in creative and critical thinking?	92.9%	7.1%
Can you apply correct body mechanics in your chosen dance form?	78.6%	21.4%
Are you able to create short dance combinations or studies in your area of concentration in dance?	78.6%	21.4%
Do you have knowledge of cultural influences on the style of dance studied?	85.7%	14.3%

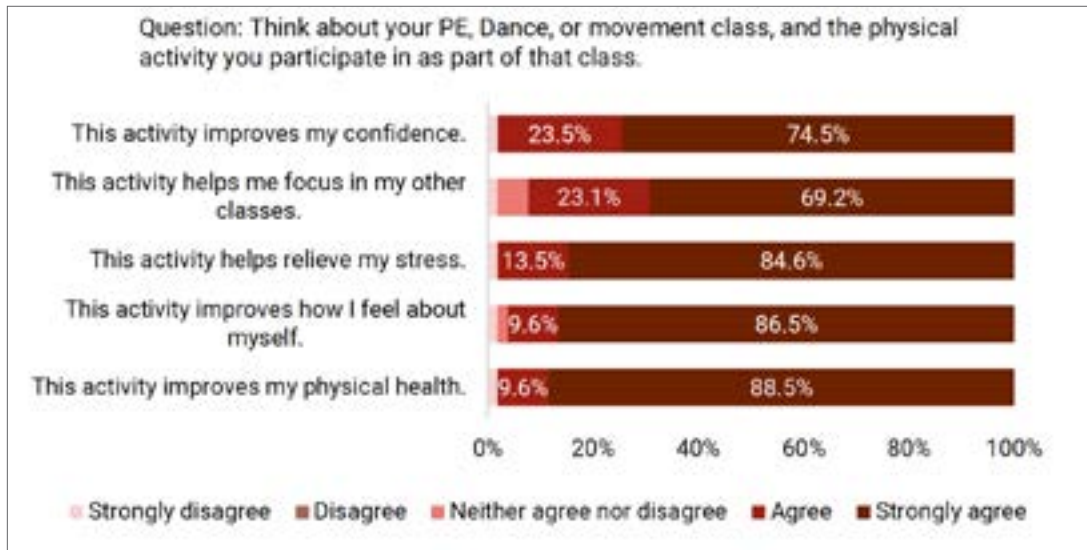
**Are students who are dance majors developing skills? (N = 24)**

Of students who selected dance major	Yes	No
Through your coursework in the dance major do you feel you have attained or are developing a basic foundation in critical thinking, creative and innovative thinking, problem solving, and/or dance observation?	100.0%	0.0%
Do you feel you can integrate information from the classes of the major and apply that knowledge for advanced academic training and/or professional work in the following areas: dance technique, aesthetic sensibility, dance history, performance technique, dance composition or dance as a community asset?	100.0%	0.0%
If you do not currently have a B.A. in dance, do you feel you can use units earned in this dance major to meet requirements for transfer to a 4-year educational institution?	100.0%	0.0%



The survey also interrogated the connection between DANC coursework and more general improvements in student health and well-being. Over 90% of students reported positive connections in this area.

**Do students feel improvements in their health? (N = 52)**



**What are some reasons students may take movement classes? (N = 52)**



## OUTCOME ATTAINMENT IN AREA G

CCSF is doing a good job providing students with the knowledge outlined in the General Education outcomes for Area G. Across the Spring 2017 - Fall 2019 period, 86.7% of CRN outcome assessments across the area in aggregate were at “meets SLO” level. Looking at each sub-area, G1 had a “meets SLO” level of 79.7%, while G2 came in at 91.2%. By any measure, this indicates satisfactory outcome achievement in Area G. It is worth acknowledging that discussions of “classroom success” in this report understand the term to imply a collaboration of efforts between students, faculty, and institution.

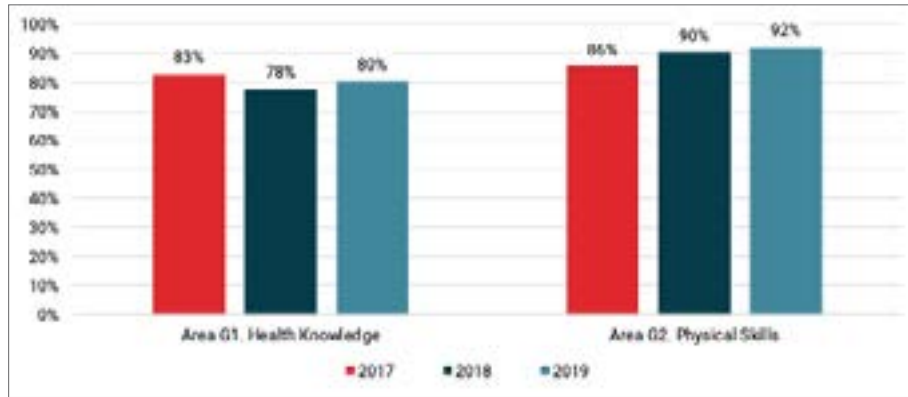
### SLO assessments and outcomes in Area G, Sp17 - F19

CCSF GE Area	2017 Count of assessments	2017 % met outcome	2018 Count of assessments	2018 % met outcome	2019 Count of assessments	2019 % met outcome	Total Count of assessments	Total % met outcome
Area G1. Health Knowledge	471	82.8%	1,777	77.7%	2,842	80.4%	5,090	79.7%
Area G2. Physical Skills	1,003	85.8%	1,310	90.5%	5,729	92.3%	8,042	91.2%
<b>Area G overall total</b>	<b>1,474</b>	<b>84.9%</b>	<b>3,087</b>	<b>83.1%</b>	<b>8,571</b>	<b>88.3%</b>	<b>13,132</b>	<b>86.7%</b>

### SLO assessments in Area G, Sp17 - F19

Assessment Level	Meets SLO	% meets SLO	Developing SLO	% develo ping SLO	No evidence of SLO	% no evidence of SLO	Total	Total % met outcome
Area G1. Health Knowledge	4,056	79.7 %	783	15.4%	251	4.9%	5,090	79.70%
Area G2. Physical Skills	7,333	91.2 %	596	7.4%	113	1.4%	8,042	91.20%
<b>Overall count of assessments</b>	<b>11,389</b>	<b>86.7 %</b>	<b>1,379</b>	<b>10.5%</b>	<b>364</b>	<b>2.8%</b>	<b>13,132</b>	<b>86.70%</b>

**Percent assessed as meeting course SLO in Area G, Sp17 - F19**



Disaggregating classroom success by age offers a more fine-grained snapshot of learning in the Area and reveals different patterns of SLO attainment. Area G1 has a profile of success that is similar to other academic areas where older students show higher rates of success, while G2 shows greater attainment at younger ages.

**SLO assessments by age group in Area G1 Sp17 - F19**

Age Group	Count of assessments	% met outcome
19 or Less	1,268	78%
20-24	1,726	79%
25-29	875	81%
30-34	502	79%
35-39	249	87%
40-49	286	83%
50-59	136	80%
60+	48	85%
<b>Area G1 total</b>	<b>5,090</b>	<b>80%</b>

**SLO assessments by age group in Area G2 Sp17 - F19**

Age Group	Count of assessments	% met outcome
19 or Less	1,257	95%
20-24	1,678	94%
25-29	1,239	92%
30-34	869	91%
35-39	573	92%
40-49	811	91%
50-59	796	86%
60+	818	84%
<b>Area G2 total</b>	<b>8,042</b>	<b>91%</b>

CCSF transitioned to online-only instruction beginning in March 2020 in order to comply with San Francisco’s Shelter in Place order due to COVID-19. As a result, Spring 2020 SLO reporting was modified: due to the extra work required for the shift to remote instruction, as well as the stress of the pandemic itself, the reporting requirement for SLO assessment was waived for the spring and summer semesters in 2020. While the resulting data are not directly comparable to prior semesters, the SLO assessment results that are available may provide some context for discussions of GELO outcomes during COVID-19. Overall attainment of the SLOs dropped notably, especially in G1. Given the emergency switch to remote instruction, it is not surprising that teaching and learning suffered.

**Percent assessed as meeting course SLO in Area G, Spring 2020**

CCSF GE Area	Spring 2020 Count of assessments	Spring 2020 % met outcome
<b>Area G1. Health Knowledge</b>	<b>377</b>	<b>69.2%</b>
<b>Area G2. Physical Skills</b>	<b>2,663</b>	<b>85.4%</b>
<b>Area G overall total</b>	<b>3,040</b>	<b>83.4%</b>

### OUTCOME ATTAINMENT IN AREA G: THE BROADER CONTEXT

CCSF is demonstrably providing students with the knowledge outlined in the General Education outcomes for Area G. By any measure, aggregate student learning in the Area falls within acceptable minimum standards. Looking historically, SLO achievement rates improved when compared to the previous GE report. In 2015, 80% of students were at meets level; the current data show 86.7% at this level in aggregate. Looking at the areas individually, G1 is essentially stable [79/80%] and G2 shows improvement [87/92%].

#### Aggregate course-level SLO mastery in Area G: Trajectory

	Outcome Achievement at "Meets" level		Outcome Achievement at "Meets" level
<b>Area G aggregate</b> Health Knowledge and Phys Skills Su11 – F15 4,170 Assessments	80%		
<b>Area G aggregate</b> Health Knowledge and Phys Skills Sp17 – F19 12,132 Assessments	87%		
	Outcome Achievement at "Meets" level		Outcome Achievement at "Meets" level
<b>Area G1</b> Health Knowledge Su11 – F15	79%	<b>Area G2</b> Physical Skills Su11 – F15	87%
<b>Area G1</b> Health Knowledge Sp17 – F19	80%	<b>Area G2</b> Physical Skills Sp17 – F19	92%

Further, student success in Area G is in alignment with aggregate SLO attainment across CCSF institutionally. The chart below looks at course-level outcome mastery across recent General Area reports. With the exception of Areas A and C, all the values are at or above 80%.

**Aggregate course-level SLO mastery across recent GE reports**

	Outcome Achievement at "Meets" level
<b>Area H</b> Ethnic, Women's, and LGBT Studies S16 – F18 19,979 Assessments	83%
<b>Area B</b> Written Composition S16 – F18 7,740 Assessments	80%
<b>Area D/F</b> Social and Behavioral Sciences & US History & Government S15 – F17 78,272 Assessments	80%
<b>Area E</b> Humanities S15 – F17 46,542 Assessments	81%
<b>Area A</b> Comm and Analytical Thinking S15 – F17 26,423 Assessments	74%
<b>Area C</b> Natural Sciences S15 – S16 16,729 Assessments	66%
<b>Area G</b> Health Knowledge and Phys Skills Sp17 – F19 13,132 Assessments	86.7%

## OPPORTUNITY GAPS IN AREA G

This section of the report explores equity issues and opportunity gaps in Area G calling on data that measures outcome attainment disaggregated for a variety of student equity populations. A 3% or greater differential between the highest and lowest levels of achievement is formally said to define an Opportunity Gap. The data for the reporting period here reveals notably patterns of SLO achievement for Student Equity Populations generally, and also when the data is disaggregated by race/ethnicity. Other variables such as gender, age, financial aid status, and course location do not appear to be decisive factors in student outcome mastery.

The Office of Research and Planning at CCSF uses a definition of student equity groups derived from the CCCCO standard that identifies equity populations. This list currently includes the following student groups:

- » American Indian or Alaskan Native
- » Black or African American
- » Filipinx
- » Latinx
- » Native Hawaiian or other Pacific Islander
- » Foster or former foster youth
- » Current or former military service members
- » Students with disabilities
- » Students experiencing homelessness
- » Students who identify as transgender or non binary gender identities.

*Please note:* while CCSF has identified LGBTQ students as an equity population, we do not have data on sexual orientation, so only the data related to gender identity is reported.

### STUDENT EQUITY POPULATIONS: AGGREGATE OUTCOME ATTAINMENT

SLO mastery and course completion in student equity populations compared to non-equity groups varies dramatically across Area G. In Area G1, both datasets indicate significant opportunity gaps and disparities in completion rates. In G2, SLO mastery is roughly equal, with course completions in Student Equity Populations (SEPs) lagging behind non-equity groups.

**AREA G1**

In Area G1, SLO attainment in Student Equity Populations lags behind non-SEPs throughout the period covered in this report. It is worth underlining the near-parity in 2017 which was not sustained in subsequent years. In comparison with SLO attainment, course success rates for the reporting period are much more stable.

**SLO assessment results for Area G1 by student equity group, Sp17 - F19**

Year	Not in student equity group	Students in equity group(s)	Percentage Point Gap
2017	83.2%	82.5%	0.7%
2018	82.9%	74.4%	8.5%
2019	84.1%	77.5%	6.6%
<b>Area G1 overall % met outcome</b>	<b>83.6%</b>	<b>76.8%</b>	<b>6.8%</b>
<b>Overall count of assessments</b>	<b>N = 2,138</b>	<b>N = 2,952</b>	<b>N = 5,090</b>

**Course success rates for Area G1 by student equity group, Sp17 - F19**

Course success - Year	Not in student equity group	Students in equity group(s)	Percentage Point Gap
2017	80.7%	67.7%	13.0%
2018	80.8%	67.5%	13.3%
2019	81.1%	68.2%	12.9%
<b>Area G1 overall % course success</b>	<b>80.8%</b>	<b>67.8%</b>	<b>13.0%</b>

**SLO attainment and course success rates for Area G1 by student equity group, Sp17 - F19**

Area G1 - Metric	Not in student equity group	Students in equity group(s)	Percentage Point Gap
% met SLO standard	83.6%	76.8%	6.8%
% course success	80.8%	67.8%	13.0%



**SLO achievement by equity subpopulations in Area G1 Sp17 - F19**

Student demographic group	Count of Assessments	% Met Outcome
Foster youth and former foster youth	61	75%
Military service veterans	324	79%
Students with disabilities	453	76%
Low income students	3,167	79%
<b>Area G1 total</b>	<b>5,090</b>	<b>80%</b>

**AREA G2**

In Area G2 the coin is flipped: SLO attainment in Student Equity Populations consistently exceeds that of non-SEPs throughout the period covered in this report. However, opportunity gaps persist when looking at course success rates.

**SLO assessment results for Area G2 by student equity group, Sp17 - F19**

Year	Not in student equity group	Students in equity group(s)	Percentage Point Gap
2017	85.9%	85.8%	0.1%
2018	89.1%	92.8%	-3.7%
2019	92.6%	91.9%	0.8%
<b>Area G2 overall % met outcome</b>	<b>91.0%</b>	<b>91.5%</b>	<b>-0.5%</b>
<b>Overall count of assessments</b>	<b>N = 4,619</b>	<b>N = 3,423</b>	<b>N = 8,042</b>

**Course success rates for Area G2 by student equity group, Sp17 - F19**

Course success - Year	Not in student equity group	Students in equity group(s)	Percentage Point Gap
2017	84.2%	78.1%	6.1%
2018	85.6%	81.8%	3.8%
2019	83.5%	79.1%	4.4%
<b>Area G2 overall % course success</b>	<b>84.5%</b>	<b>79.7%</b>	<b>4.8%</b>

**SLO assessment and overall course success rates for Area G2 by student equity group, Sp17 - F19**

Area G2 - Metric	Not in student equity group	Students in equity group(s)	Percentage Point Gap
% met SLO standard	91.0%	91.5%	-0.5%
% course success	84.5%	79.7%	4.8%

**SLO achievement by equity subpopulations in Area G2 Sp17 - F19**

Student demographic group	Count of Assessments	% Met Outcome
Foster youth and former foster youth	84	88%
Military service veterans	231	90%
Students with disabilities	727	91%
Low income students	4,144	93%
<b>Area G2 total</b>	<b>8,042</b>	<b>91%</b>

**DISAGGREGATING SLO ATTAINMENT BY RACE/ETHNICITY**

Looking in more detail at race/ethnicity reveals a striking contrast between Areas G1 and G2. While G1 manifests patterns of attainment where every ethnic student population achieves outcomes at lower rates than their white counterparts, in G2 we see the same populations consistently outperforming white students.

**SLO assessments by ethnicity/race in Area G1 Sp17 - F19**

<b>Ethnicity/Race</b>	<b>Count of assessments</b>	<b>% met outcome</b>
American Indian or Alaska Native	25	84%
Asian	1,263	84%
Black or African American	531	70%
Filipino	391	82%
Latino/a/x	1,558	77%
Middle Eastern	‡	‡
Native Hawaiian or Other Pacific Islander	55	60%
Two or more races	345	78%
White	828	86%
Unknown/Not reported	92	79%
<b>Area G1 total</b>	<b>5,090</b>	<b>80%</b>

‡ Data not displayed where count is less than 25.

**SLO assessments by ethnicity/race in Area G2 Sp17 - F19**

<b>Ethnicity/Race</b>	<b>Count of assessments</b>	<b>% met outcome</b>
American Indian or Alaska Native	‡	‡
Asian	2,886	91%
Black or African American	498	92%
Filipino	471	94%
Latino/a/x	1,865	91%
Middle Eastern	‡	‡
Native Hawaiian or Other Pacific Islander	64	95%
Two or more races	418	92%
White	1,608	90%
Unknown/Not reported	209	91%
<b>Area G2 total</b>	<b>8,042</b>	<b>91%</b>

‡ Data not displayed where count is less than 25.

The data in this section indicate that it is impossible to discuss equity in Area G in aggregate. Faculty conversations indicate active awareness of equity concerns in both Areas; differences in curriculum and student populations may account for the variance noted above.

### EQUITY IN AREA G: THE BROADER CONTEXT

Looking more broadly, it is useful to examine the historical trajectory of SLO attainment in Area G, as disaggregated by race, and to locate the Area profile relative to the other GE Areas at the College.

The previous assessment report on Area G was written using data from the Summer 2011 - Fall 2015 period. In comparing these 2 data sets for Area G1, we see mostly static results with the exception of a dramatic improvement for Filipinx students. In Area G2, the data indicates consistently better SLO attainment across every ethnic category.

Percent of assessments that met the SLO outcome by race/ethnicity across recent Area G reports

	African American	Asian	Filipinx	Latina	Pacific Islander	White
<b>Area G1</b> Health Knowledge Su11 - F15 4170 Assessments	67%	83%	78%	74%	67%	87%
<b>Area G1</b> Health Knowledge Sp17 - F19 5,090 Assessments	70%	84%	82%	77%	69%	86%
<b>Area G2</b> Physical Skills Su11 - F15 6700 Assessments	82%	90%	87%	87%	91%	88%
<b>Area G2</b> Physical Skills Sp17 - F19 8,642 Assessments	92%	91%	94%	91%	95%	90%

**TEACHING & LEARNING IN AREA G**

As we are at the end of a cycle of General Education assessment reports that have all used similar data sources, we can compare opportunity gaps across the different GE Areas to generate a more comprehensive institutional picture of student achievement, and to identify student populations that are disproportionately succeeding at lower rates. The charts below, drawn from our archive of General Education assessment reports, show SLO attainment across different GE Areas for the period roughly spanning the 2015 and 2019 academic years.

Percent of assessments that met the SLO outcome by race/ethnicity across recent GE reports

	African American	Asian	Filipino	Latino	Pacific Islander	White
<b>Area H</b> Ethnic, Women's, and LGBT Studies S16 - F18 33,079 Assessments	74%	83%	71%	83%	84%	87%
<b>Area B</b> Written Composition S16 - F18 7,780 Assessments	72%	79%	77%	78%	75%	87%
<b>Area D/F</b> Social and Behavioral Sciences & US History & Government S15 - F17 78,272 Assessments	71%	81%	76%	78%	67%	87%
<b>Area E</b> Humanities S15 - F17 46,542 Assessments	70%	83%	79%	77%	67%	87%
<b>Area A</b> Communication and Analytical Thinking S15 - F17 26,423 Assessments	62%	76%	69%	67%	68%	79%
<b>Area C</b> Natural Sciences S15 - S16 16,729 Assessments	54%	68%	62%	61%	51%	77%
<b>Area G1</b> Health Knowledge Sp17 - F19 5,090 Assessments	70%	84%	82%	77%	60%	86%
<b>Area G2</b> Physical Skills Sp17 - F19 8,042 Assessments	92%	91%	94%	91%	95%	90%

Across our institution, Area G2 demonstrates the highest level of aggregate outcome attainment for every student ethnic group, while Area C represents the lowest. Area C will be evaluated again in Spring 2022 and it will be interesting to chart changes that may have occurred since 2016.

## GE OUTCOME LANGUAGE IN AREA G

This report is recommending changes to the language of both outcomes attached to Area G. This recommendation is based on feedback from Area G faculty, and from discussions with SLO Coordinators, Research and Planning, Curriculum and Articulation at CCSF.

The current Area G outcomes use verbs that are vague and difficult to assess; they do not adhere to best practices for outcome construction. Our suggestions for improving the outcome language include:

### **G1: Health Knowledge**

Current: Examine, summarize, and value health information essential for mental and physical well being.

Proposed: Examine factors that influence the health and well-being of individuals and communities.

### **G2: Physical Skills**

Current: Examine, summarize, and value the physical skills essential for mental and physical well being.

Proposed: Assess and perform the physical skills that contribute to mental health and physical well-being.

## CONCLUSION

With two iterations of GE Assessment reporting complete in Area G, we are in a good position to make some conclusions about teaching and learning in the Area, and to reflect on the reporting model used by SLO Coordinators in these reports.

In aggregate, the data on Area G demonstrates successful learning experiences across the curriculum. Progress in reducing opportunity gaps in Area G2 should be underlined and applauded, with the caveat that equity concerns persist in Area G1.

It is also worth emphasizing the way this report represents a further evolution of a new GE reporting model that seeks to expand faculty involvement in the reporting process, and to be attuned to unique data sources. This report is based on extensive conversations with Area G faculty, and includes for the first time, student survey data. Faculty and student involvement will continue to feature in these reports moving forward.



## APPENDIX 1: ADDITIONAL DATA

- » [Teaching & Learning in Area G](#)  
Area G Flex workshop | Spring 2021
- » [Area G1: Facilitated Discussion](#)
- » [Area G2: Facilitated Discussion](#)
- » [Research & Planning Student Data](#) | Area G2
- » [Research & Planning Data Memo](#) | Area G
- » [2017 Area G Report](#)

## APPENDIX 2: APPROVALS & OUTREACH

### APPROVALS

#### **SLO COMMITTEE: APPROVED 12.3.21**

#### **ACADEMIC SENATE: APPROVED 3.9.22**

Whereas this assessment of GE Area G has been endorsed by the SLO Committee of the Academic Senate, discussed with the Curriculum Committee, the Articulation Officer, and diverse faculty who teach in area G;

Whereas, learning outcome assessment reports must be used to think critically about and improve teaching and learning at the College;

Therefore be it Resolved, the CCSF Academic Senate accepts the General Education Area G Assessment Report as presented to the Academic Senate Executive Council on [Month, day] 2022 and;

Be it further Resolved, the CCSF Academic Senate recommends that this report be used, when relevant, during planning and improvement processes.

Whereas, The CCSF Area G1 Outcome language is: Examine, summarize, and value health information essential for mental and physical well being, and

Whereas, The CCSF Area G2 Outcome language is: Examine, summarize, and value the physical skills essential for mental and physical well being, and

Whereas, The current outcome language does not adhere to current best-practices for outcome construction, and

Whereas, The current outcome language does not properly reflect course content in Area G, therefore be it

Resolved, That the CCSF GELO language for Area G1 be revised to read: Analyze factors that influence and improve the health and well-being of individuals and communities, and

Resolved, That the CCSF GELO language for Area G2 be revised to read: Assess and perform the physical skills that contribute to mental health and physical well-being.

### OUTREACH

#### **STUDENT EQUITY STRATEGIES COMMITTEE: PRESENTED 5.3.22**