TEACHING & LEARNING
IN AREA H

A GENERAL EDUCATION LEARNING OUTCOME ASSESSMENT REPORT

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INTRODUCTION

This report presents the findings of the second assessment of General Education Area H. 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 outcome achievement, explore equity issues and opportunity gaps, to examine the impact of scheduling variables on learning, and look more deeply at the outcomes and identity of the Area. This assessment process helps to ensure the quality of programs and the success of students at CCSF.

CCSF GE Area H includes three sub areas:

> **H1** Ethnic Studies
>
> **H2** Women's Studies
>
> **H3** Lesbian, Gay, Bisexual and Transgender (LGBT) Studies

The outcomes attached to the Area include 4 sub-elements in each group:

> **1.** Analyze the historical and cultural/aesthetic experiences of women, different ethnic/racial groups, or lesbian, gay, bisexual, and/or transgender persons.
>
> **2.** Compare and contrast the values, attitudes, modes of creative expression, and/or dynamics of interpersonal interactions of people from diverse ethnic/racial groups, women, or lesbian, gay, bisexual, and/or transgender persons.
>
> **3.** Analyze relationships of power within or between different social groups.
>
> **4.** Use ethical reasoning and/or cultural, political, or social awareness in order to be effective citizens participating in a diverse world.

This report calls on a variety of quantitative and qualitative data sources. Research and Planning has provided quantitative data based on course completions and CRN-level SLO mastery levels for the Spring 2016 – Fall 2018 period. The SLO Coordination Team conducted faculty outreach in Area H during the 2020 academic year to supplement this numerical data with discussion and anecdotes that round out the snapshot this report provides on the Area. We should note that while all the qualitative data predates the Covid pandemic, most of the qualitative research was conducted while CCSF had moved to remote instruction.

SUMMARY OF FINDINGS

STUDENT LEARNING

CCSF is providing students with the knowledge outlined in the General Education outcomes for Area H. Aggregate satisfactory "meets" SLO levels were at 83%, with 11% "developing" and only 5% showing no evidence of mastery.

EQUITY & OPPORTUNITY GAPS

Opportunity gaps and equity issues persist across all Area H sub-areas. The SLO data from almost 20,000 separate assessments demonstrate that equity student populations consistently accomplish SLO benchmarks at lower rates than non-equity groups [81.6% met outcomes compared to 86.8%].

AREA H IDENTITY

The last year has seen important internal discussions about the identity and composition of Area H that we will touch on in this report. These discussions have focused on a number of issues:

» Do the current GE Outcomes for Area H accurately capture the academic focus of teaching and learning in the Area?

» Is the current composition of Area H a coherent grouping of academic programs?

» What criteria should be in place at the level of curriculum development for a course to be awarded an Area H designation?

More recently, CCSF faces the challenge of responding to the new CSU Area F Ethnic Studies requirement which as a lower division requirement will fall primarily on California community colleges.

The findings, analysis and questions outlined in this summary are all elaborated in much 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 course that is part of the graduation requirement for AA and AS degrees, or that satisfies a transfer area requirement for a California State University or University of California.

GE outcomes are located in a more complex multi-level outcome assessment system at CCSF that includes CRN, Program and Institutional outcomes. GE outcomes are assessed through a system of mapping that relates CRN-level outcome mastery in individual courses upward to the GE outcomes themselves. Course completion rates, and SLO mastery levels provide one component 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 inclusion into the official record.

GENERAL EDUCATION REPORTING IN EVOLUTION

The methodology and content of this report reflect an ongoing internal discussion in the SLO Coordination Team about our approach to GELO and ILO reporting. This report is in some ways a test case for a different approach to these evaluations. 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 H.

» 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 Area H faculty input was conducted during the 2020-21 academic year. This included direct email contact with Area H Chairs, a Fall 2020 Flex Workshop, and numerous individual discussions with Area H faculty. This body of information has been woven throughout this report, and is documented explicitly in Appendix A. The report also evolved based on feedback from the SLO Coordination Team, The SLO Committee, Research & Planning, The Curriculum Committee, and the CCSF Student Equity Coordinator.

AREA H REPORTING HISTORY

Area H was last assessed in the [Fall of 2015](#) in a report that combined Areas H and D using pre-CurrIQūnet data from 2013 and 2014. Notably, this report was generated by a faculty workgroup led by the SLO Coordinator.

The main findings of the 2015 report can be summarized as follows:

» Student success [as defined by course completion rates] in Area H over four years was 70.9%. This was approximately equal to the CCSF aggregate success rate of 71.3% at that time.

» SLO data also indicated acceptable student outcome achievement levels. "The strong overall percentages of students meeting related SLOs in Area H and college-wide, again may indicate that instructors are finding their teaching methods and curriculum choices are working well to achieve desired outcomes."

» In Area H, non-URM [Under-Represented Minority] students achieve at a higher rate than college-wide (77% vs. 75.5%), while URM students achieve at about the same rate (62.8% vs. 62.6%). The data does not indicate any specific problems for URM students in Area H.

» The report recommended significant changes to GE outcome wording for Area H and is responsible for the current outcomes assessed in this report.

DATA SOURCES

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

Quantitative data drawn from both CurrIQunet and Banner records was provided by Research and Planning that documented course completion rates and CRN-level SLO mastery levels for the Spring 2016 – Fall 2018 period drawn from almost 20,000 separate assessments. This data was disaggregated by the Area H general education learning outcome sub-elements and by selected student demographics.

CRN-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.

The analysis dataset presented here includes all assessment results in CurrIQunet, between Spring 2016 and Fall 2018, for student learning outcomes (SLOs) mapped to one of the CCSF Area H general education learning outcomes' sub-elements. In cases where SLOs are mapped to multiple sub-areas or sub-elements, assessments are counted once in each applicable sub-area/sub-element.

The final dataset included 19,979 assessment results from 72 SLOs in 50 courses across 17 subjects. Course SLOs that did not have assessments recorded in CurrIQnet during the analysis period or that are not mapped to Area H sub-elements were not included in this dataset.

During the analysis period, Spring 2016 and Fall 2018, there were 8,633 individual students who enrolled in at least one Area H course. These students may have enrolled in multiple Area H courses and may have had assessments in multiple Area H sub-areas. For the purposes of this memo, the unit of analysis is an assessment, but to establish context and scope, the Area H headcount was 8,633 and the student-course enrollment was 11,604.

Data on specific courses include SLO assessment results and course success rates for the 17 highest enrolled courses in Area H, which comprise 75% of the total assessments in the analysis dataset. To select these 17 courses, the full list of 50 courses was sorted by student enrollment counts and the courses with the highest enrollments were included one by one until the selected courses represented at least three-quarters of the total assessments in the dataset. Further, the list was reviewed to ensure it comprised at least one course with an assessed SLO in each of the three GELO sub-areas, as well as broad representation from a variety of subjects.

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 CCCCO 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.

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

» Student demographic groups where the count is less than 25 are not displayed in disaggregated figures. However, overall totals and averages do comprise all assessments, including those masked from disaggregated displays due to small counts.

» This analysis generally aggregates across terms in order to keep cell sizes of total assessment counts above 150.

Count of SLO assessments for Area H sub-areas by term (Sp16 – F18)

CCSF GE Area H sub-area	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Total
Area H1. Ethnic Studies	2,805	*	1,711	1,305	436	3,297	2,666	712	3,161	16,093
Area H2. Women's Studies	180	*	218	108	42	228	333	93	839	2,041
Area H3. LGBT Studies	205	*	221	282	17	286	332	0	502	1,845
Overall	3,190	*	2,150	1,695	495	3,811	3,331	805	4,502	19,979

Note: reporting SLO assessment results in Curricunet was not required in Summer 2016.

Qualitative data for this report was gathered via email outreach to Area H faculty, an October 2020 Flex Workshop on Teaching and Learning in Area H, a survey distributed to Area H faculty and flex event participants, and a number of individual and group conversations involving interested faculty members. Report drafts were circulated among Area H Department Chairs for feedback and commentary.

TEACHING & LEARNING IN AREA H

One of the goals of this report is to present a qualitative picture of teaching and learning in Area H as a supplement to the numerical data that typically accompanies these reports. To that end, the SLO Coordination Team solicited input and feedback from Area H faculty throughout the 2020 academic year through email, a Flex workshop, and a followup survey. Area H 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.

It is difficult to gauge the impact of Covid and the move to remote instruction at CCSF on these outreach efforts; the Flex event was very successful, the virtual outreach less so. The SLO Coordination team remains committed to seeking out faculty input for these reports. The reopening of our physical campuses will presumably offer us additional avenues to gather this kind of qualitative information.

AREA H COMPOSITION

Area H is currently comprised of 145 courses in 23 separate departments. The Area is dominated by courses taught by departments in the Diversity Collaborative, but also includes coursework from Art, Foreign Languages, Music, and Psychology.

Ocean Campus serves as the location for the majority of Area H courses, with Mission and other satellite campuses much less prominent. Pre-Covid totals for online instruction were at only 8% indicating that the move to remote learning represented a significant shift for Area H faculty.

Count and distribution of Area H SLO assessments by location (Sp16 – F18)

CCSF GE Area	Chinatown/ North Beach	Civic Center	Downtown	Mission	Ocean	Online	Total
H1. Ethnic Studies	308	0	128	1,771	13,476	410	16,093
H2. Women's Studies	0	0	0	72	1,467	502	2,041
H3. LGBT Studies	0	48	0	230	859	708	1,845
Overall count of assessments	308	48	128	2,073	15,802	1,620	19,979
Percent of assessments	1.5%	0.2%	0.6%	10.4%	79.1%	8.1%	100%

THE OCTOBER FLEX WORKSHOP

In October 2020, the SLO Coordination Team led a Flex Workshop entitled "Exploring Teaching and Learning in Area H" that was attended by almost 40 CCSF faculty and counselors. Many faculty were attending the session out of interest in discussing the identity of the Area as it is currently composed and to explore the ways in which this plays out in discussions around how decisions are being made in the Curriculum Committee about course eligibility for Area H designation. There was also a general interest in cross-department discussion of equity, remote teaching strategies, and sharing information about success and challenge more generally.

Going into the session, The SLO Coordination Team identified a number of clear goals for the workshop:

- » Communicate our desire for greater faculty involvement in the GE reporting process.

- » Facilitate a conversation across departments that would allow us to build a snapshot of major challenges and successes related to teaching, learning and assessment in the Area.

- » Present the basic data from our Area H report and develop a picture of the internal conversation around student learning and equity.

- » Solicit feedback on issues related to the identity of Area H.

The workshop itself focused on 4 key areas of discussion:

- » Challenge and Success in the Classroom

- » Equity & Opportunity Gaps

- » Course Outcome Assessment Practices

- » Area H Identity

CLASSROOM CHALLENGE AND SUCCESS

- » Area H faculty shared a number of inspiring success stories with the group that highlighted the connection between academic study at CCSF and social justice activism in the Bay Area. One example of this linkage is highlighted below.

- » Faculty have successfully made the transition to remote instruction. There was considerable variety in the ways that individual instructors have translated their curricula for online delivery with some opting for asynchronous content delivery and others scheduling live Zoom sessions.

» Several faculty expressed frustration about the way that remote instruction tended to neuter discussions of sensitive topics. There was also a general recognition of the mental toll exacted by the pandemic on our student population and the negative effect on performance.

EQUITY & OPPORTUNITY GAPS

» With regard to equity, faculty spoke passionately on the impact of factors outside of the classroom on student performance, and on new technology barriers that stand in the way of full online participation. Faculty did underline the need for ongoing cultural sensitivity in assignment design, outcome construction, and teaching practices.

» One instructor noted: "If we're seeing the same results and the same opportunity gaps [even in Area H], I just can't help but think that the issue is that we're in a racist society … where the institution of higher education historically was built on racism... Our students struggle in our classes, in the same way they struggle in any other class because they don't have enough financial aid, they're having to work three jobs."

» Several workshop attendees shared strategies for developing empathy and deeper understanding of students. One instructor shared an approach that she had developed to survey students at the beginning of a semester to help identify students who faced notable academic challenges outside of academic arenas [access to wifi, family/economic situation]. This allowed her to target these students with extra support.

COURSE OUTCOME ASSESSMENT PRACTICES

» When presented with the SLO data in this report, some workshop attendees expressed a general scepticism about self-reported outcome assessment data and the way it is being interpreted at CCSF. Too often, this kind of data is used in a way that suggests that performance deficits are rooted in issues with students, when in fact there are scenarios where instructors and curriculum may be at fault.

AREA H IDENTITY

» Academic study in Area H is powerfully linked to social justice and labor activism in the Bay Area. This is reflected not only in course content and assignment design, but also in the personal histories of some Area H faculty, and their students.

» There was a robust discussion on the distinction between area studies which focuses primarily on the social, political and cultural dynamics of specific

regions of the world, and ethnic studies which looks at the experience of ethnic populations here in the USA. This experience, of oppression, of struggle, of community, is largely invisible in mainstream academic curricula. But it is very much the focus of much of the coursework in Area H. In fact, there was some suggestion that teaching at the community college level was uniquely suited to creating a space where faculty and students could engage with questions of power dynamics within the context of the United States for communities of color.

» There was a distinct lack of consensus on the coherence of the current composition of Area H. Some faculty applauded the breadth and shared interest of the current course grouping, built around a shared connection with a set of theories that have built up over the last century focused on power relations. One longtime faculty member reminded the group that Area H was not initially conceived as an ethnic studies requirement but rather as more of a diversity requirement. Others thought students would be better served by more narrowly defined GE Areas, and questioned the degree to which courses in each Area H sub-area were really comparable.

» There was some challenge to the idea that the current Area H outcomes really captured the totality of common interest in Area H. None of the current outcomes speak to agency, and in many ways fail to capture the fact that social justice isn't something you study: it's something that you do. The omission of the diasporic focus of some of the current Area H coursework was another critique of the current outcomes.

» The new CSU Ethnic Studies requirement was acknowledged as a development that would pose challenges for CCSF. There was some scepticism around the idea that a single course could do the material justice, but also a pragmatic recognition that a multi-class requirement could pose logistical issues for students.

» The concept of dividing up Area H into smaller areas of study also divided the group. Some faculty spoke in favor of splitting Ethnic Studies into its own discrete area, leaving room for a separate Gender Studies grouping. The counselors at the session warned about increasing complexity and adding a burden of even more graduation/transfer requirements. Other faculty thought that it made strategic sense to keep the current grouping of departments unified where they would be less likely to compete for resources and courses.

Appendix A contains a complete record of this session, including meeting slides and a recording of the Zoom session.

CHALLENGE AND SUCCESS IN THE CLASSROOM

Throughout our faculty outreach, the SLO Coordination Team encouraged Area H instructors to share anecdotes that documented challenge and success in the classroom, and outcome assessment in practice.

We were inspired by this example, provided by the Women's and Gender Studies Department:

> The WGST 55: Ending Sexual Violence: Peer Education course is a training course to prepare students for paid peer educator positions leading healthy relationship curriculum at CCSF and SFUSD high schools. As of its last COR revision it is considered a CTE course/clearly occupational as part of the Sexual Health Educator Certificate of Achievement (also recently restored to CTE status in accordance with new guidelines). It's taught each semester at CCSF and has also been taught at Mission High School to their Youth Outreach worker students.

> **Course Highlights:**

> The course includes a feminist consciousness raising assignment for learning outcomes D and E: "Apply principles of peer education and feminist consciousness raising in the preparation of facilitation plans" and "Apply varied peer education methods in the facilitation of a presentation on sexual violence prevention." Students study the history and methods of feminist consciousness raising and its connection to peer education practices by reading original texts and preparing group poster presentations. Students prepare a facilitation plan for a consciousness raising session they could lead in a community they are connected to and get feedback from other students.

> Students have the option to lead their planned CR session for their field project assignment 15 hour volunteer project with a community-based organization for learning outcome C: "Evaluate the effectiveness of a local community based organization addressing the problem of sexual violence" Students complete a 15 hour volunteer role with an organization or project focused on gender justice, sexual health promotion, domestic violence prevention, etc.

> Students frequently become long term volunteers with their host organizations after their initial volunteer experience in WGST 55, completing 40+ hour trainings to become certified DV advocates or rape crisis advocates. Students can now earn academic credit in following semesters if they continue to volunteer with their orgs by enrolling in the relatively new Social Justice Work Experience course (IDST 300)

A sample of our volunteer host sites for WGST 55:

» WOMAN Inc: DV prevention/intervention org

» SF Women Against Rape

» Riley Center: DV shelter and direct service org

» The Women's Building

» About Face: feminist media literacy with young women

» Black & Pink: letter correspondence and support for incarcerated LGBT survivors

» Young Workers United: outreach to young and immigrant workers in the service and restaurant industries on local labor laws, students integrate an understanding of building worker power and ending workplace sexual harassment

» Health Initiatives for Youth

» La Casa De Las Madres

» Planned Parenthood

» Office of Sexual Harassment Assault and Prevention (City of SF)

» CCSF Women's Resource Center

AGGREGATE LEARNING IN AREA H

CCSF is doing a good job providing students with the knowledge outlined in the General Education outcomes for Area H. Compared to course completion rates, CRN-level SLO data adds depth and nuance to our understanding of student learning. Research and Planning was able to draw on almost 20,000 separate SLO reports for the reporting period; these reports have been further disaggregated by sub-area and sub-element.

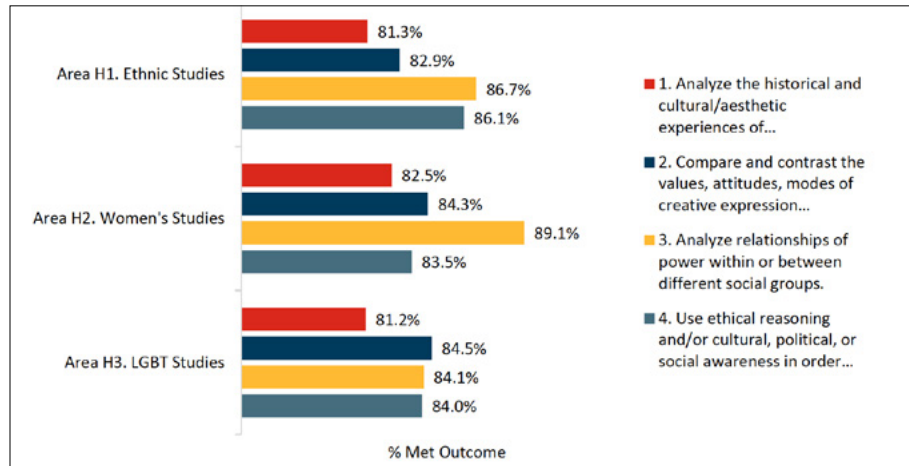**GE Area H SLO assessment counts by sub-area and GELO sub-element (S16 – F18)**
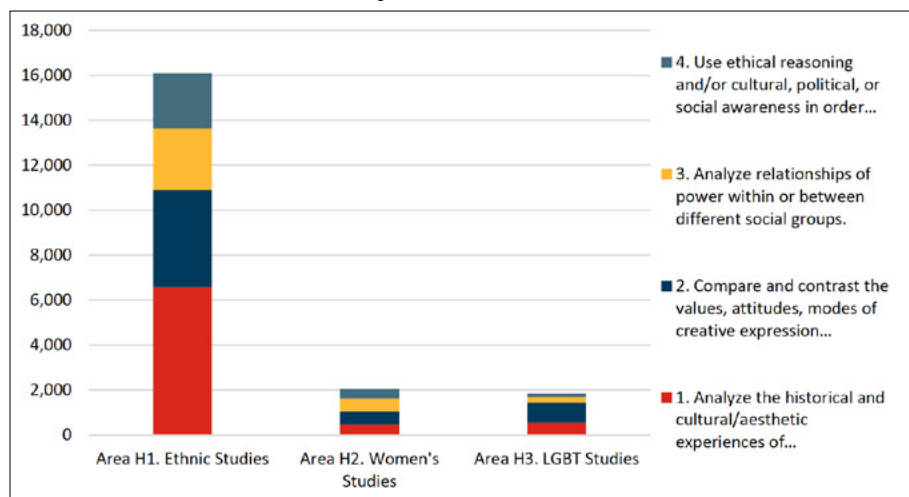
In aggregate, 83% of students in Area H "met" their outcomes, with 11% "developing" and 5% showing no evidence of mastery. Drilling down to disaggregate by sub-element shows that in every case, the highest mastery level was attained by over 80% of the student cohort. It is worth noting that the vast majority of these outcome assessments come from Area H1 Ethnic Studies [16,093], with H2 Women's Studies [2,041] and H3 LGBT Studies [1,845] trailing far behind. Inside each sub-area, outcome 1 was assessed with the greatest frequency in Area H1. In Area H2 the outcomes were assessed on the same frequency, and in Area H3, outcome 2 was assessed more frequently. Across all the sub-areas, outcome 4 was assessed the least often across the period covered in this report.

Results of SLO assessments for Area H sub-areas (Spring 2016 – Fall 2018)

Assessment Level	Meets SLO	Developing SLO	No evidence of SLO	Total
Area H1. Ethnic Studies	13,417	1,762	914	16,093
Area H2. Women's Studies	1,737	265	39	2,041
Area H3. LGBT Studies	1,539	257	49	1,845
Overall count of assessments	**16,693**	**2,284**	**1,002**	**19,979**

Data disaggregated by sub-element demonstrates a range of achievement, with at least 80% of students at satisfactory "meets" levels.

SLO assessment results by Area H sub-area and sub-element (S16 – F18)

SLO assessments for Area H sub-areas by GELO sub element (Spring 2016 – Fall 2018)

CCSF GE Area H Sub Areas	GE Learning Outcome Sub Element	Count of Assessments	% Met Outcome
CCSF GE Area - H1. Ethnic Studies	1. Analyze the historical and cultural/aesthetic experiences of different ethnic/racial groups.	6,584	81.3%
	2. Compare and contrast the values, attitudes, modes of creative expression, and/or dynamics of interpersonal interactions of people from diverse ethnic/racial groups.	4,313	82.9%
	3. Analyze relationships of power within or between different social groups.	2,737	86.7%
	4. Use ethical reasoning and/or cultural, political, or social awareness in order to be effective citizens participating in a diverse world.	2,459	86.1%
CCSF GE Area - H2. Women's Studies	1. Analyze the historical and cultural/aesthetic experiences of women.	463	82.5%
	2. Compare and contrast the values, attitudes, modes of creative expression, and/or dynamics of interpersonal interactions of women.	593	84.3%
	3. Analyze relationships of power within or between different social groups.	580	89.1%
	4. Use ethical reasoning and/or cultural, political, or social awareness in order to be effective citizens participating in a diverse world.	405	83.5%
CCSF GE Area - H3. LGBT Studies	1. Analyze the historical and cultural/aesthetic experiences of lesbian, gay, bisexual, and/or transgender persons.	554	81.2%
	2. Compare and contrast the values, attitudes, modes of creative expression, and/or dynamics of interpersonal interactions of lesbian, gay, bisexual, and/or transgender persons.	890	84.5%
	3. Analyze relationships of power within or between different social groups.	251	84.1%
	4. Use ethical reasoning and/or cultural, political, or social awareness in order to be effective citizens participating in a diverse world.	150	84.0%

The available data can be further disaggregated by course, and compared with course completion rates. In this chart, notable positive, or negative, opportunity gaps are highlighted with green and yellow highlights. Discrepancies in these values sometimes reflect the different measures that outcome assessment and overall course completion are based on. In Area H there were a few courses, most notably ECON 30, HIST 20, HIST 41A/B, and HIST 9, where course completion rates or SLO mastery levels warrant further investigation.

**Sample course SLO assessment results and course success rates (S16 – F18)***

Subject Course	CCSF GE Area	Count of Assessments	% Met Outcome	% Course Success
ART 105	H1. Ethnic Studies	979	89.4%	77.5%
ART 146A	H1. Ethnic Studies	375	93.6%	87.3%
ASIA 11	H1. Ethnic Studies	1,141	84.9%	94.3%
CDEV 93	H1. Ethnic Studies	292	78.8%	84.7%
ECON 30	H1. Ethnic Studies	221	80.1%	58.3%
HIST 18A	H1. Ethnic Studies	3,770	95.4%	83.1%
HIST 20	H1. Ethnic Studies	344	92.2%	50.3%
HIST 35A	H1. Ethnic Studies	908	83.3%	95.7%
HIST 41A	H1. Ethnic Studies	376	76.1%	56.0%
HIST 41B	H1. Ethnic Studies	494	70.9%	56.7%
HIST 9	H1. Ethnic Studies	782	56.8%	71.0%
HLTH 25	H2. Women's Studies	398	74.4%	79.0%
IDST 80C	H2. Women's Studies	362	86.5%	83.6%
IDST 80D	H3. LGBT Studies	185	83.8%	91.6%
LALS 1	H1. Ethnic Studies	3,720	77.0%	69.4%
LGBT 15	H3. LGBT Studies	358	76.5%	68.4%
LGBT 24	H3. LGBT Studies	462	85.9%	74.0%
Other courses	Area H - any	4,812	84.0%	72.5%
Overall	**Area H - any**	**19,979**	**83.6%**	**74.3%**

*Sample comprises highly enrolled courses from the dataset.

OTHER DISAGGREGATIONS

SLO data disaggregated for student age and income level is also available. Neither factor appears to be a significant determinant of student learning, and are generally in line with patterns in other GE Areas. Older students generally outperform younger students; financial aid awards are not significantly related to achievement.

SLO assessment results for GE Area H sub-elements by age group (S16 – F18)
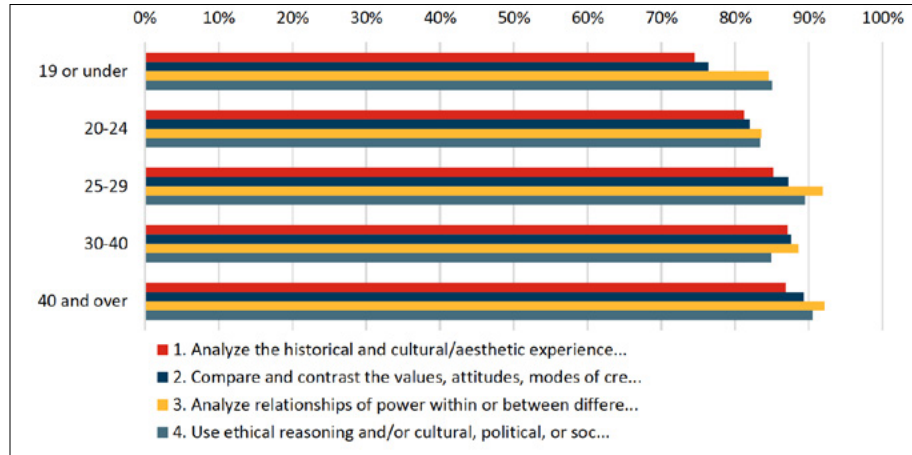
Percent of assessments that met the outcome by financial aid status (S16 – F18)

GE Learning Outcome Area H Sub Element	Never received BOG/CCPG or Pell, % Met Outcome	Has received BOG/CCPG or Pell, % Met Outcome
1. Analyze the historical and cultural/aesthetic experience...	82.1%	81.0%
2. Compare and contrast the values, attitudes, modes of cre...	84.3%	82.8%
3. Analyze relationships of power within or between differe...	86.6%	87.2%
4. Use ethical reasoning and/or cultural, political, or soc...	84.9%	86.1%
Overall	84.1%	83.3%

ANALYSIS & SUMMARY

CCSF is demonstrably providing students with the knowledge outlined in the General Education outcomes for Area H. By any measure, aggregate student learning in the Area falls within acceptable minimum standards.

Further, student success in Area H 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
Area H **Ethnic, Women's, and LGBT Studies** S16 – F18 19,979 Assessments	83%
Area B **Written Composition** S16 – F18 7,740 Assessments	80%
Area D/F **Social and Behavioral Sciences &** **US History & Government** S15 – F17 78,272 Assessments	80%
Area E **Humanities** S15 – F17 46,542 Assessments	81%
Area A **Comm and Analytical Thinking** S15 – F17 26,423 Assessments	74%
Area C **Natural Sciences** S15 – S16 16,729 Assessments	66%
Area G **Health Knowledge and Phys Skills** Su11 – F15 4,170 Assessments	80%

Looking at data for individual courses highlights instances where course completion rates and SLO mastery levels vary considerably. This is due, in part, to the way the state of California defines students who withdraw from a class (and receive a W) as "unsuccessful." But it also confirms the way that SLO data provides a more-fine-grained picture of student learning. Two courses in particular, HIST 20 and ECON 30 have very high outcome success rates but relatively low course completion numbers which would be interesting to probe further.

There are significant differences when SLO levels are disaggregated by outcome, suggesting that some outcomes are being more successfully mastered than others. This data may provide useful insights for Area H faculty in course revision and improvement. Outcome assessment frequency suggests that some revision to outcome language might be useful. It is possible that some outcomes are assessed more often because of outcome wording and ease of assessment.

EQUITY AND OPPORTUNITY GAPS

This section of the report explores equity issues and opportunity gaps in Area H. This is one of the pillars of this report and calls on very nuanced data that measures outcome achievement disaggregated for ethnicity, age, gender, and other variables. The data for the reporting period here in general confirms a pattern of unequal achievement based on ethnicity with a few caveats that we explore in detail in the section that follows. Other variables such as gender, age, financial aid status, and course location do not appear to be decisive factors in student outcome mastery.

Equity discussions inescapably involve comparing outcome achievement across different student populations. It is essential to acknowledge that measurements of academic success are the result of many factors, including the very nature of our outcome assessment workflow at CCSF. We have been careful in this report to describe these comparisons with language that reflects the complex interplay between faculty, student, and the broader political economy.

Research and Planning uses a definition of student equity populations derived from the CCCCO standard for identifying equity populations: a 3% or greater gap between the highest and lowest levels of achievement.

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.

STUDENT EQUITY GROUPS: AGGREGATE LEARNING

This report looks at the experience of 8,633 unique students who were enrolled in Area H courses during the reporting period. Out of that total, 5,210 students identified with one or more Student Equity Groups. Out of 11,604 course enrollments, 7,140 [61.5%] belonged to this group.

Student Equity Group Populations

Student Equity Groups	Enrollments	Unduplicated Headcount
In SE Group	4,464	3,423
Not in SE Group	7,140	5,210
Total	**11,604**	**8,633**

In aggregate, Student Equity Groups met outcomes less frequently across all the Area H sub-areas. However, given the way equity gaps are defined by the CCCCO, a 3% gap from the course average, only Area H2 can formally be said to have an equity gap. The majority of the outcomes in the dataset for this report come from Area H1 where observed learning between SE and non-SE groups is very close.

SLO assessments for student equity groups (S16 – F18)

Student demographic group	Count of Assessments	% Met Outcome
Foster youth and former foster youth	324	79.0%
Military service veterans	1,262	81.8%
Students with disabilities	2,264	82.9%
Students experiencing homelessness	215	81.4%
Transgender or non binary gender identity	‡	‡
All student assessments	19,979	83.6%

‡ Data not displayed where count is less than 25.

SLO assessments for Area H sub-areas by student equity group (S16 – F18)

Student Equity Groups	Not in SE group		Students in SE group(s)		Total	
CCSF GE Area	Count of Assessments	% Met Outcome	Count of Assessments	% Met Outcome	Count of Assessments	% Met Outcome
Area H1. Ethnic Studies	5,709	86.4%	10,384	81.7%	16,093	83.4%
Area H2. Women's Studies	923	90.0%	1,118	81.0%	2,041	85.1%
Area H3. LGBT Studies	814	86.2%	1,031	81.2%	1,845	83.4%
Overall	**7,446**	**86.8%**	**12,533**	**81.6%**	**19,979**	**83.6%**

The data for individual classes include considerable variety. The chart below looks at aggregate SLO performance comparing SE and non-SE students populations. Notable positive, or negative, opportunity gaps are highlighted with green and yellow highlights.

Sample course SLO assessment results and course success equity gaps (S16 – F18)*

Metric	SLO % Met Outcome			Course Success Rate		
Groups	Not in student equity group	Students in equity group(s)	Percentage Point Gap	Not in student equity group	Students in equity group(s)	Percentage Point Gap
Subject Course	% Met Outcome	% Met Outcome		% Course Success	% Course Success	
ART 105	87.7%	89.9%	-2.2%	78.6%	77.1%	1.5%
ART 146A	92.7%	100.0%	-7.3%	88.2%	80.0%	8.2%
ASIA 11	86.6%	72.4%	14.2%	95.0%	89.2%	5.8%
CDEV 93	77.5%	80.5%	-3.0%	87.9%	80.2%	7.7%
ECON 30	78.3%	80.6%	-2.3%	63.6%	57.0%	6.6%
HIST 18A	100.0%	94.2%	5.8%	87.0%	82.2%	4.8%
HIST 20	100.0%	90.7%	9.3%	60.7%	48.3%	12.4%
HIST 35A	85.0%	70.4%	14.6%	95.6%	96.3%	-0.7%
HIST 41A	90.5%	71.9%	18.6%	64.8%	53.5%	11.3%
HIST 41B	80.2%	65.8%	14.4%	70.6%	51.7%	18.9%
HIST 9	64.0%	51.0%	12.9%	79.8%	64.6%	15.2%
HLTH 25	81.8%	69.7%	12.1%	85.7%	75.5%	10.2%
IDST 80C	90.5%	82.5%	8.0%	89.5%	78.9%	10.6%
IDST 80D	86.0%	81.5%	4.5%	93.8%	89.6%	4.2%
LALS 1	87.3%	74.6%	12.7%	85.1%	65.7%	19.4%
LGBT 15	80.9%	72.2%	8.7%	71.4%	65.5%	5.9%
LGBT 24	90.6%	83.0%	7.6%	86.8%	64.9%	21.9%
Other Area H courses	86.7%	82.1%	4.6%	79.1%	67.8%	11.3%

*Sample comprises highly enrolled courses from the dataset.

ETHNICITY AND SLO ACHIEVEMENT

Looking specifically at ethnicity, similar patterns emerge. Figure X shows SLO success disaggregated by ethnicity and documents a pattern of disproportionate outcome completion in non-white student populations. White students met SLO outcomes in over 89% of cases, with Asian, Latinx, and Pacific Islanders all at over 80%. Filipino [71%] and Blacks or African American [74%] occupied the lower end of the outcome achievement scale.

SLO results for GE Area H sub-elements by student race/ethnicity (S16 – F18)

Ethnicity/Race	1. Analyze the historical...	2. Compare and contrast the values...	3. Analyze relationships of...	4. Use ethical reasoning...	Total Count of Assessments	Overall % Met Outcome
American Indian or Alaska Native*	‡	‡	‡	‡	55	67.3%
Asian	86.5%	85.6%	85.3%	84.1%	4,320	85.6%
Black or African American*	71.4%	73.5%	81.6%	80.8%	1,402	74.2%
Filipino*	74.0%	68.6%	74.0%	72.6%	641	71.9%
Latino/a/x*	79.4%	83.1%	88.2%	87.2%	8,918	83.0%
Middle Eastern	‡	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander*	81.5%	87.1%	85.7%	82.1%	186	84.4%
Two or more races	80.6%	82.7%	84.9%	84.4%	1,020	82.6%
Unknown/Not reported	79.1%	84.1%	91.4%	87.5%	216	83.8%
White	89.0%	89.0%	90.3%	88.7%	3,219	89.2%
Overall	**81.3%**	**83.3%**	**86.9%**	**85.7%**	**19,979**	**83.6%**

*CCSF student equity group as defined in this report. ‡ Data not displayed where count is less than 25.

Disaggregating for individual outcomes in Area H is also quite revealing. It confirms the pattern established above, but also shows considerable variety in achievement for specific outcome sub-elements. Outcome 3, Analyze Relationships of Power, in general was associated with higher levels of SLO mastery compared to other sub elements.

Percent of assessments that met outcome for each Area H sub-element by race/ethnicity ‡
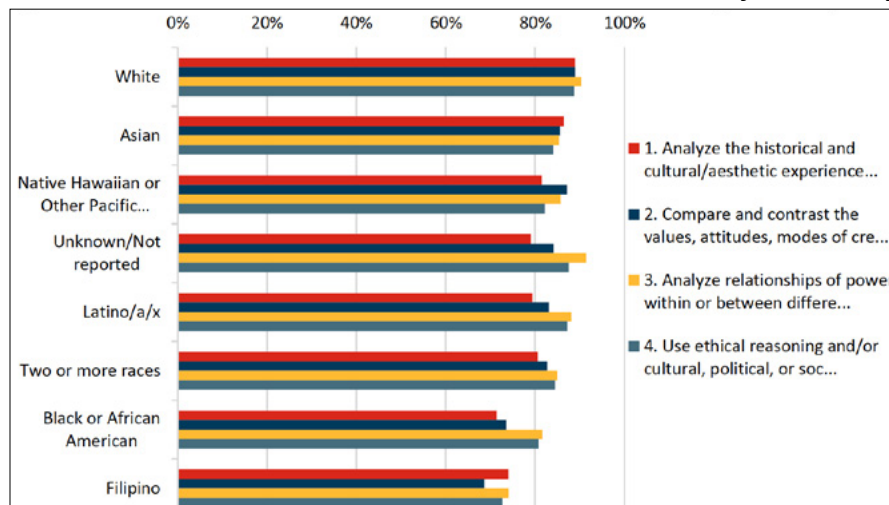
‡Data not displayed for groups where count is less than 25.

ANALYSIS & SUMMARY

Why do some student populations perform at higher rates than others? This has been a question of great significance in recent years as all institutions of higher learning grapple with equity issues and opportunity gaps. Some answers, lack of cultural sensitivity in teaching, outcome, and assignment design, poor on-campus student service support, point to areas where institutional policy changes might have an impact. Other answers, the larger political economy, racism, indicate factors outside of our control in shaping student success. What contribution does the data and discussion around Area H provide to illuminate these issues?

Looking historically, the 2015 Area H report concluded that there were no equity concerns in the Area, perhaps reflecting significantly different data sources:

"In Area H, non-URM students achieve at a higher rate than college-wide (77% vs. 75.5%), while URM students achieve at about the same rate (62.8% vs. 62.6%). The data does not indicate any specific problems for URM students in Area H."

Our conversations with Area H faculty reflected instructors who are deeply committed to student equity concerns, and who have implemented a wide range of approaches to cultural sensitivity in teaching methods and assignment design.

The data collected in this report does document minor discrepancies in success rates when comparing SE and non-SE student populations. Opportunity gaps widen when the data is disaggregated for ethnicity, with Filipinx and Black or African American students showing different levels of outcome mastery. Notable exceptions to this general pattern, as witnessed in this report for Native American and Pacific Islander populations, are problematic because of very small data sample sizes.

Opportunity gaps based on financial need are narrower than those based on ethnicity. This would seem to indicate that it is not primarily economic barriers that influence opportunities to achieve in this student population. In fact, on some outcomes, the economically disadvantaged outperform those who are not disadvantaged.

The data comparing outcome levels across the different Area H sub-outcomes is fascinating. It indicates that race and ethnicity as factors in outcome achievement varies according to outcome. This provides a marker for Area H faculty to analyze and reflect on how they are teaching to outcomes that reflect relatively lower rates of mastery. It also reflects on the the construction of the outcomes themselves and the impact of different methods of assessment that may be outdated or serve some students and not others.

EQUITY ISSUES: A BROADER PERSPECTIVE

As we are at the end of a cycle of General Education assessment reports that have all used similar data sources, we can compare SLO mastery across the different GE Areas to generate a more comprehensive institutional picture of student achievement and student groups that are disproportionately succeeding at lower rates than other groups. The charts below show SLO success across different GE Areas for the period roughly spanning the 2015 and 2018 academic years.

The data below is drawn from our archive of General Education assessment reports and ordered chronologically; highest and lowest achievement levels are highlighted in blue and red respectively. Different student populations and academic territory make cross-area comparisons potentially problematic. But these charts do usefully provide a snapshot of institutional patterns of outcome achievement at CCSF. And while aggregate outcome mastery in Black and African American, and Filipinx populations is consistent with a general institutional pattern, Latinx and Pacific Islander populations fared better in Area H than in other areas. It would be potentially instructive to look more closely at how Area H faculty are supporting these student populations, both in course content and classroom practice, to try to explain the results we see here.

Assessments that met the SLO outcome by race/ethnicity across recent GE reports

	African American	Asian	Filipinx	Latinx	Pacific Islander	White
Area H **Ethnic, Women's, and LGBT Studies** S16 – F18 19,979 Assessments	74%	85%	71%	83%	84%	89%
Area B **Written Composition** S16 – F18 7,740 Assessments	72%	79%	77%	78%	75%	87%
Area D/F **Social and Behavioral Sciences &** **US History & Government** S15 – F17 78,272 Assessments	71%	81%	76%	76%	67%	87%
Area E **Humanities** S15 – F17 46,542 Assessments	70%	83%	79%	77%	67%	87%
Area A **Comm and Analytical Thinking** S15 – F17 26,423 Assessments	62%	76%	69%	67%	68%	79%
Area C **Natural Sciences** S15 – S16 16,729 Assessments	54%	68%	62%	61%	51%	77%
Area G **Health Knowledge and Phys Skills** Su11 – F15 4,170 Assessments	67%	83%	74%	74%	62%	86%

Looking specifically at the range of performance across areas paints another picture of student learning in Area H. This chart shows the gap between the racial/ethnic group with the highest and lowest percent of met SLOs to emphasize the size of the gap in different GE areas. Area H has the overall highest attainment, and, with Area B, shares the smallest gap between top and bottom.

Range of outcome attainment by race/ethnicity across recent GE reports
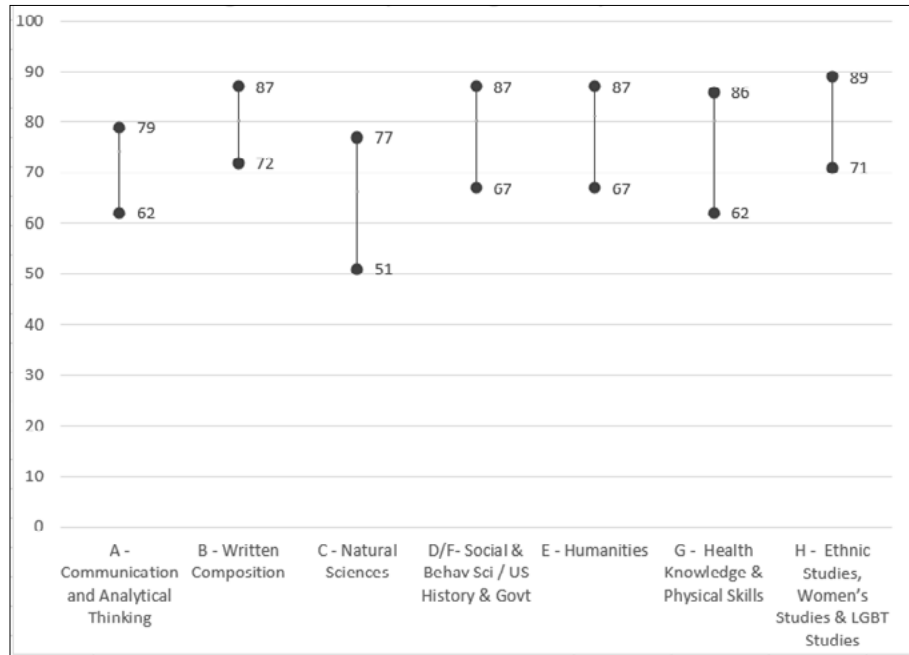
AREA H IDENTITY

Area H has been a source of debate and discussion since it was last assessed, with many issues focused on the identity of the Area. It is beyond the scope of this report to offer concrete recommendations on these topics, but an overview of issues as they relate to outcome assessment and curriculum development seems appropriate.

Internal discussions among Area H faculty have revolved around the following core issues:

Area H outcomes. Do the current GE outcomes for Area H accurately capture the teaching and learning focus of the area? Some faculty have lobbied for revisiting the wording of the Area H outcomes to capture the social justice component of the Area; others have suggested adding a new outcome to capture the Diaspora focus of some Ethnic Studies coursework.

Area H composition. Is Area H a coherent academic grouping or should it be broken apart? Some argue that Area H departments do share a common academic focal point, a critique of political and economic power dynamics in America, while others have argued that Area H has become a catch-all of disparate courses and departments.

Area H curriculum standards. What does it mean to be granted an Area H designation at the level of an individual course? Is the Curriculum Committee using uniform standards to grant these designations?

In October 2020, the California CSU system adopted a new Area F Ethnic Studies requirement which has provided an external stimulus for CCSF to look more closely at the composition of Area H.

AB 1460 requires CSU students to take a class in one of four Ethnic Studies disciplines: Native American studies, African American studies, Asian American studies or Latina and Latino studies. The current plan, somewhat controversially, calls for implementing the requirement as a lower-division course which means that many students will likely satisfy this requirement through coursework at California Community colleges.

The new CSU Ethnic Studies requirement poses the following challenges and opportunities for CCSF:

Potential enrollment gains. While CCSF faculty teaching courses in this area have critiques of the CSU Area F standard, there is also excitement around potential enrollment gains, opportunities to further develop our courses in

these areas, and a feeling that the Community College is the perfect place for this learning to happen. Relative to other Bay Area CCs, CCSF is well-positioned to leverage our existing courses to meet this requirement.

Eligibility. CCSF will not be able to submit a large number of courses that lack the required Ethnic Studies prefix, which we do not currently have. The only other allowable prefixes are African American, Asian American, American Indian, and Latino Studies. IDST, HIST, PSYC, SOC, ENGL, and many other courses that have an ethnic studies focus cannot be submitted under the current guidelines. The CCSF Curriculum Committee is working to address these issues.

Negotiation. For the first round of submissions, CCSF will submit all our courses that have the correct prefix and go through vetting with the CSU GE Breadth Committee. Then we will have a longer discussion in the Curriculum Committee about what to do moving forward. We can create an Ethnic Studies prefix and cross list with our other courses. However, cross listing comes with its own unique set of challenges, and as a college, we have been engaged in an effort to remove cross-listed courses, and avoid this as a solution for scenarios like this.

Area H1 Designations. The bulk of CCSF H1 courses were approved by the Bipartite Committee before the Curriculum Committee took over the approval process, and there are a number of courses that do not meet the currently accepted definition of Ethnic Studies.

This is an issue that the Curriculum Committee is beginning to address. Area H began as a very general "Diversity Studies" grouping, which in 1991 was split into three parts. The definition of ethnic studies has shifted over the past 30 years and a number of courses that CCSF labels ethnic studies lack a substantial geographic US focus. The Curriculum Committee will be sifting the H1 courses to recategorize them into ethnic studies/area studies/other piles.

New General Education Structure. Does this present an opportunity for CCSF to break Area H into 2 smaller GE Areas: Ethnic Studies and Gender Studies? Could our current H1 evolve into "Diaspora Studies?" These are both changes currently being discussed in the Curriculum Committee, along with discussions to create a separate Area I for ethnic studies, a grouping that would very much align with the new CSU Area F.

CONCLUSION

With two cycles of GE Assessment reporting complete, we are in a good position to make some conclusions about Area H, and to reflect on data sources and reporting methodology. The broad trajectory of the Area indicates positive student learning outcomes across the board, with some equity concerns that warrant further monitoring, study, and action.

It is worth underlining the advances that we have made institutionally with regard to data collection and reporting methodology. Compared to the previous Area H report we can now draw on bigger data pools that offer a more nuanced view of outcome mastery and opportunity in the Area. Reporting methodology in some ways has come full circle compared to 2015. Six years ago, the assessment report was written by a Workgroup that relied on collective expertise and faculty surveys to draw conclusions and make recommendations. While the practice of convening Workgroups was discontinued after the last Area H report, SLO Coordinators continued to meet individually with department chairs in relevant departments to gather qualitative responses and analysis on GELO reports. The reports relied, however, more heavily on quantitative data to assess student outcomes for the Area.

Now, in 2021 we have returned again to a reporting process infomed in important ways by more comprehensive faculty discussion and input. In our view, this is a positive development, and a path we should continue to follow. It is our hope that when the CCSF physical spaces reopen, more meaningful opportunities for input and feedback will present themselves.

There is no doubt that Area H will look different for the next assessment report, as CCSF responds to internal discussion and external developments. This will ultimately be the result of decisions made by the Academic Senate and the Curriculum Committee. It is our hope that this report has laid out these issues in a way that will provide a groundwork for making these decisions.

APPENDIX ONE: ADDITIONAL DATA

This appendix contains additional data to supplement this report:

- » Research & Planning Data Memo for Area H

- » Area H course list

- » General Education Report Archive

- » October Flex Workshop video recording and transcript

- » October Flex Workshop slide presentation