



OUTCOMES & ASSESSMENT

Institutional Learning Outcome 3: Cultural, Social & Environmental Awareness

Assessment Report, Spring 2024

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Introduction

Purpose

Assessment of Institutional Learning Outcomes (ILOs) provides an opportunity to review data and stimulate dialogue about student attainment of a broad category of skills and knowledge valued by the college, reflective of the college's mission. Students may meet these ILOs while on many different paths through the college, inclusive of credit and noncredit, degree programs and lifelong learning, career preparation and academics, student services and student activities. For this assessment of ILO 3, quantitative data from routine SLO assessment (collected in CurriQūnet) was combined with comments a Flex Day workshop.

¹Per the Institutional Assessment Plan,² one ILO is assessed each year.

ILO 3. Cultural, Social, and Environmental Awareness

- A. Explain the history and/or values of diverse cultures.*
- B. Evaluate the impact of civic, social, and/or environmental choices.*
- C. Engage effectively with others in diverse social and/or cultural settings.*

Methodology

Multiple measures were used to assess this ILO. Sources of data included:

- ∄ Quantitative outcome data assessed at the section level (CRN) for all ILO 3 mapped programs
- ∄ Flex Day workshop (October 9, 2023) to incorporate input from faculty, staff, administrators (and at least one student) in attendance
- ∄ Discussions with students and faculty

Recap and Actions: The 2020 ILO 3 Assessment

The [last ILO 3 Report](#), completed in 2020, used a multimethod approach of assessment. Methods included: 1) analysis of quantitative outcome data from CurriQūnet assessed at the section level (CRN) for all programs mapped to ILO 3; 2) analysis of qualitative data from program-aggregate assessments in CurriQūnet from programs mapped to ILO 3; 3) a focus group and a follow-up survey among student services; and 4) analysis of 15 departmental discussions of ILO 3-b held during a Flex Day.

¹ If we add other sources of data, note that here.

² [Institutional assessment plan](#). (2022). City College of San Francisco.

A key finding was that students achieved the course SLOs mapped through programs to ILO 3 at a rate ranging from 78% to 80%, based on an extensive set of data of over 400,000 individual performance measurements. Specifically, the success rates for ILO 3a, 3b, and 3c were 80.39%, 78.53%, and 79.73%, respectively.

In 2020, more than one-third (38%) of certificate and degree programs mapped to ILO 3 (136 programs). A review of the mapping of program outcome to each of the ILO 3 sub elements found that between 28% and 78% percent of PSLO mappings were valid. Notably, the accuracy of mappings to ILO 3c—collaborating effectively in diverse social and cultural settings—had the lowest rate at 28%. All invalid mappings were unmapped, and ongoing efforts towards improving the vetting of mapping in the curriculum revision process to strengthen alignment between program outcome language and the intent of ILOs. Revisions to the language of outcomes were proposed and accepted for sub-elements 3a and 3c. It was anticipated that the new wording would make alignment easier and assessments more valid.

Additionally, the report examined qualitative and anecdotal data sourced from a sample of assessments from programs aligned with ILO 3. Of 135 program reports, only a small percentage (20%) provided faculty reflections and specific examples showing how programs support the attainment of ILO 3 outcomes through assignments and projects, fostering greater cultural understanding, enhanced teamwork, community service toward environmental or social objectives, and discipline-specific applications of ILO 3³. Some also cited the need for more curricular resources and institutional collaborations related to social, cultural, and/or environmental awareness.

The focus group and survey within student services departments and programs provided insights into the college's support of ILO 3 attainment. Student service departments acknowledged the value in fostering cultural, social, and environmental awareness among students. They highlighted various extracurricular activities, events, advocacy groups, and culturally tailored clubs as opportunities for developing ILO 3 outcomes. Furthermore, they emphasized the importance of promoting self-efficacy and fostering a sense of inclusion or belonging on campus in alignment with ILO 3 objectives. The SSO Workgroup was recognized as an effective space for ongoing discussions, assessments, and contributions to ILOs and methods to evaluate their impact.

When asked what the college could do to facilitate students' attainment of ILO 3 outcomes, the focus group advocated for increased opportunities for collaboration among students,

³ For this reason, in 2023-2024 the SLO team did not repeat this effort of reviewing the program outcome reports; it may be a method to reincorporate in future.

diversity training for counselors and other student service professionals, and leveraging social media to promote student activities.

Beginning in 2020, in response to the college's transition to a fully remote environment during the COVID-19 pandemic, student service departments prioritized developing online opportunities for student engagement and collaboration through virtual platforms and events. Upon the return to campus, efforts were directed towards supporting student engagement through outreach initiatives, creating inclusive and welcoming spaces on campus, and organizing events such as Unity Day to introduce the extensive number of student clubs. Additionally, new initiatives on campus included the establishment of the Ram Food Market and Food Shelves—a weekly food distribution pantry—and the utilization of various communication channels such as the CCSF app and social media platforms to enhance student outreach. The SSO Workgroup emphasizes an ongoing commitment to equity and enhancing student services to meet the needs of diverse student populations, which will positively impact students' ability to achieve ILO 3 outcomes.

Further, the 2020 assessment reported on college-wide faculty discussions focusing on ILO 3b—evaluating the impact of civic, social, and/or environmental choices. Faculty identified themes related to strengths and areas for continued improvement efforts. Strengths included ongoing dialogue among faculty on teaching methods, including social and environmental subjects, and ethical decision-making, both at the course and program levels. Recommendations emphasized course and program outlines inclusion of up-to-date curriculum and resources addressing the impact of civic, social, and/or environmental choices. Additionally, fostering student engagement and equity-minded teaching were called out as strengths as well as areas needing continuous collegewide improvement efforts, particularly through specialized events and community action initiatives. Equity-minded support initiatives were and still are grounded in the Student Equity Plan and RiSE, coupled with ongoing professional development opportunities centered on diversity.

Lastly, the report highlighted the need for ongoing efforts to enhance the college environment and spaces to support learning. In response to the increased emphasis on virtual spaces since 2020, improvements were made across instructional spaces in platforms such as Canvas and Zoom, online teaching practices, and within student service areas to enhance the overall student experience. With the return to campus, efforts focused on physical campus enhancements, evident in facilities upgrades and the construction of the new Student Success Center, STEAM building, and plans for the new Performing Arts Center on the Ocean campus.

ILO 3: Mapping

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

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

Figure 1: Curriculum Mapping at CCSF – example



Changes over Time in the Mapping of ILO 3

In fall 2023 (data run on August 17, 2023), 173 unique⁴ programs at CCSF mapped to ILO 3, from a total of 43 departments. In 2020, that number was 136. For reference, in recent reports on other ILOs, 275 programs mapped to ILO 2; 368 programs mapped to ILO 1; and 111 programs mapped to ILO 4. Since many programs map more than one PSLO to the ILO, the total number of mappings exceeds the number of programs mapped.

Table 2: Number of Valid Program-to-ILO Mappings, 2020-2023

ILO 3: Cultural, Social, and Environmental Awareness	2020:	2023:
3A: Explain the history and/or values of diverse cultures.	128	173
3B: Evaluate the impact of civic, social, and/or environmental choices.	98	162
3C: Engage effectively with others in diverse social and/or cultural settings.	49	113
ILO 3 TOTALS	265	448

Given the increase in the number of certificates and degrees offered at CCSF, some increase in the total number of ILO 3 mappings is anticipated, although the size of the increase suggests that, in addition, more program outcomes are mapped than in prior years.

As in the prior report, for this ILO, sub-element 3A is the most commonly mapped and sub-element 3C is the least.

Analysis and Observations Based on Mapped Outcome Data

The quantitative data in CurriQūnet, gathered at the section level (CRNs) and mapped up through programs to ILOs, was calculated in a report run on October 6, 2023. This report included semesters from Spring 2020 through Summer 2023.

- **The data indicate that a high percentage (84%-85%) of outcomes are being met -- higher than in the 2020 ILO 3 assessment, when the range was 79%-80%.**
- Of those not meeting the outcome, most were found to be “developing the SLO” (roughly 10%), while around 5% were in the “no evidence of SLO” category.

⁴Note, many departments offer programs that overlap, such as offering a certificate, an Associate's degree, and an Associate's for Transfer degree in the same discipline, yet each program is distinct and therefore unique, for research purposes.

- A total of 197,880 assessments are reflected in these outcome data. For comparison, this number is about half the number of assessments in the 2020 ILO 3 report (403,676). This may reflect decreased enrollment at the college, as well as a dip in reporting in the first semester of the covid pandemic.
- Approximately 8% of students were noted as enrolled but not assessed (17,144) (enrolled in classes whose SLOs map to PSLOs that map to ILO 3). This percentage is similar or lower, compared to past ILO assessments.

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

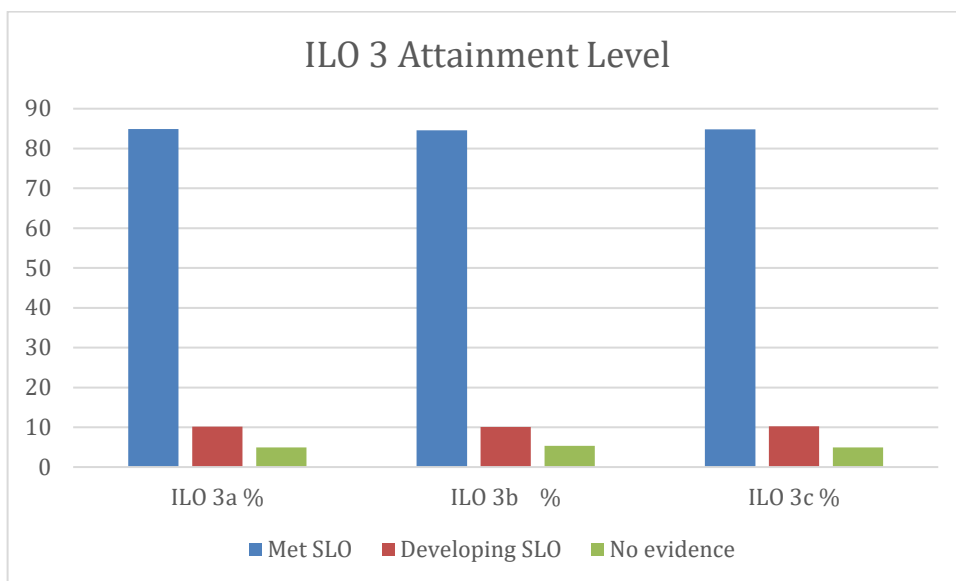
Table 3: ILO 3 Mapped Data - levels of attainment (in percentage, %) and number of assessments (#)

Attainment Level	ILO 3a %	ILO 3a #	ILO 3b %	ILO 3b #	ILO 3c %	ILO 3c #
Met SLO	84.9	64,767	84.6	55,465	84.8	47,485
Developing SLO	10.2	7,760	10.1	6,603	10.2	5,726
No evidence	5.0	3,790	5.4	3,511	5.0	2,773

Figure 2: SLO Attainment for ILO 3 by sub-element

In the following modified pie figure, ILO 3a is the innermost circle, ILO 3b in the middle, and ILO 3c outermost.

As evident in the figure below, the results for all three sub-elements are quite similar, with 84-45% of students meeting the SLO.



These data point to a highly satisfactory level of attainment of ILO 3 as measured in individual classrooms. Compared with past ILO 3 reports, they point to increasing attainment over time, which matches the pattern seen in recent ILO and GELO reports for other outcomes.

Flex Day Discussion

To complement the quantitative data from CurrIQūnet, in each ILO Assessment report, qualitative data is collected, to learn more about teaching and learning in relation to the ILO. For this report, qualitative data was gathered during a Fall flex day workshop.

Set up

On October 9, 2023, a Flex Day workshop ([slides](#)) was held to share initial findings of the ILO 3 report⁵ and to ask those in attendance (mostly faculty, but also some staff and administrators, and at least one student) about their experiences with teaching and assessing the competencies associated with ILO 3. Small groups discussed the following questions, sharing their reflections through Jamboard notes and oral report backs:

1. Educating: What assignments, activities, approaches do you use to help students gain social, cultural, civic, environmental awareness?

⁵ Some of the preliminary data shown in the Flex Day slides were later updated for this report; in case of discrepancies, the information in this report should be considered definitive.

2. Results: How do you know students have gained this awareness? Signs? Assessment of it? Stories of successes & challenges with this?
3. Equity: What is the importance of these types of awareness to student equity? Assignments or approaches that are especially important for students from equity populations?

Themes

Notes from these discussions, along with the workshop recording, were reviewed in detail and discussed among the SLO coordinators and during the November SLO Committee meeting. In all the groups, value was seen in working in an interdisciplinary way on this ILO, through collaborations among departments and with co-instructional activities.

A number of key themes emerged, either as reports of how CCSF currently grapples with this ILO or as suggestions and questions for future directions.

Teaching

- Faculty saw value in students' engagement with ILO 3 competencies through different angles and at different moments in their education, with a cumulative impact greater than any one exposure. For example, concepts like the environment may be explored in different ways in different courses or programs, with the potential to give students a nuanced or complex understanding over time; and advocacy is a skill that can be taught with a variety of applications, in different disciplines.
- The small group discussion generated examples of teaching approaches for ILO 3. The following examples give a flavor of this, though they are far from comprehensive.
 - Teaching about culture
 - Many courses and programs focus on cultural awareness, directly or indirectly.
 - Events on campus like the ESL International Day Fair and Women's History Month events promote ILO 3 competencies.
 - Nursing Department emphasizes a holistic approach to care where different socio-cultural aspects are heavily considered when interacting with clients & peers.
 - Developing intercultural communication skills is emphasized.
 - Student services support those students whose life experience or cultural background may be marginalized in some way, as do peer support groups (for example, EOPS, DSPS, Former foster youth, Single parent students, formerly incarcerated, Student Health, etc.).

- Teaching civic engagement
 - Students learn about labor rights and often attend labor events in Labor & Community Studies classes.
 - Students in ESL courses learn about civics and citizenship, as well as labor rights.
 - Students in the Community Health Worker program learn to apply the socioecological model to their work as advocates/educators.
- Teaching about the environment
 - Subjects taught include evolution, climate change, and the intersections among different environmental topics.
 - Environmental racism and environmental justice are explored in many classes.
 - Journalism students engaged in environmental reporting.
 - In some disciplines, entire courses or programs focus on the environment.
- Further opportunities to expand teaching related to ILO 3:
 - More service-learning
 - Establish a community garden on campus or make stronger connections with the existing gardens in Horticulture.
 - More campus activities, for example, Earth Day
 - Create an interdisciplinary certificate on the climate crisis.
 - More student opportunities to advocate for their interests on campus, for example, at Board of Trustees meetings.
 - Currently, more emphasis seems to be placed on cultural and social issues, not as much on civic or environmental responsibility.
 - We should emphasize not only awareness, but also taking responsibility and preparing for action.

Assessing

- Real-life assessments could be interesting to look at. For example, the state of the college's recycling bins might suggest we lack environmental awareness; the diversity of events offered on campus might suggest a high level of cultural awareness.
- Some faculty noted, as indicators, changes in students' vocabulary and the frequency with which they raise concerns related to social, cultural, environmental awareness.
- For the students' culminating skills assessment, the Community Health Worker program in Health Education bring in community, former students, and employer partners to be part of the assessment – as an authentic assessment that looks at social, cultural, and civic engagement skills.

- Some faculty mentioned looking at student's ability to be an active listener, to ask open ended questions, and to discuss needs with a person-centered language, as indicators of integrating ILO 3.

Equity

- Faculty highlighted the importance of communicating to students our commitment to equity, in words (like an equity statement in the syllabus) and in actions that foster inclusivity, such as spending time creating a welcoming classroom, with safety and a context for the work together.
- At both the departmental and the institutional level, faculty noted efforts to ensure diversity in course outlines and class materials.
- Several faculty have found that flexibility in policies can promote equity (e.g., late policies, choice in assignments, grading policies).
- Integrating social and cultural awareness, some faculty center assignments around equity groups (for example, using a data set that reflects gender diversity in an activity or assignment).
- At least one person noted that equity involves recognizing power systems that create barriers to equity and empowering students to challenge systems.
- Faculty discussed the possibility of a committee creating ILO-related umbrella concepts, activities and assignments that align with the meta-majors (Academic & Career Communities or ACC). This could help ensure the ILO is addressed and/or assess the ILO more comprehensively, so each teacher doesn't have to reinvent the wheel.
- Questions for further exploration:
 - How is AI affecting equity, specifically?
 - Do assignments that explicitly engage with social, cultural, civic and environmental awareness or action have a positive effect on student equity?

About ILO 3 itself

- Is "awareness" a strong enough goal for ILO 3 at this time? Should we think about a greater commitment to action, instead? How would we engage with the college community in an exploration of this? How *do* we respond to the urgent social, cultural and environmental issues of our time?
- The ILO references cultural, social, and environmental awareness, and also civic engagement (in a sub-element). Does it make sense to lump together these distinct areas of awareness or action? Or would there be benefits in breaking them out?
- It is difficult to measure the ILOs for a number of reasons: the blurring of focus that can happen as outcomes are mapped from courses to programs to ILOs; the lofty and

abstract nature of the ILOs themselves; the lack of a system for capturing direct evidence of ILO attainment.

On the whole, the ILO 3 Flex Day discussion generated more awareness of the ILOs, interdisciplinary discussion of how these competencies are taught and assessed in different programs, and enthusiasm for finding more ways to promote, teach, and assess this outcome.

ILO 3 Input from the Associated Students Council

On March 15, 2024, the SLO coordinators met with the Associated Students Council, Executive Committee, to gather student input on their experiences of learning about or developing their social, cultural, and environmental awareness at CCSF ([slides](#) attached). This conversation does not reflect the full range of student experiences with ILO 3, of course, yet it provides examples of how CCSF is supporting students in developing the capacities aligned to ILO 3 and possible routes to improvement.

The following bullet points are direct quotes or paraphrasing of individual student comments recorded during the meeting with the ASC Executive Committee.

Ways that CCSF students are attaining the ILO 3 outcomes now

- CCSF does a lot of different things to help students develop social, cultural and environmental awareness. We are learning with lots of different types of people, and we realize how diverse we are, plus the intersectionality with different identities, disabilities, immigration, local populations, etc. It has had an impact on me.
- While working in the Link Center – a center that supports Community Health Worker, Addiction and Recovery, and Community Mental Health certificate students, in particular -- I have met a different group of students than I knew before, and it has opened my view of how different groups at the college have different needs. Comparing those things, it shows me greater understanding and awareness of everything around me. Experiences like this at CCSF show me things I never saw before.
- Associated Students of Ocean Campus is doing an event for campus improvements – for cleaning up but also to plant some things and fix things. It shows students how important environmental awareness is here for our campus, our environment here. It's not to replace the work that Facilities Dept. does – they do a lot, and they may be

overwhelmed at times – but to show that things will keep getting better over time here, little by little, with all of us taking action.

- As of now I have seen many clubs highlighting different cultures. There was a club day with different booths with information about different clubs. The booths were meant to invite students into the different clubs on campus.
- Students who get involved with anything at the college have a rich experience of interacting with different cultures, but those who don't get involved may miss that.

Additional ways that CCSF students could be supported in attaining the ILO 3 outcomes in future

- We have a lot of barriers after the pandemic. It would be helpful to host lots of different events. See how events can help to make students feel like they are welcome, that they have lots of services and places to get involved here on campus. People are starting to come back and operate in person.
- CCSF could offer more workshops on campus to develop social, cultural, environmental awareness, and more workshops to promote different opportunities.
- We could learn more about diverse cultures, in classes and outside of classes. More sharing and more translation, so that students who speak different languages or come from different cultures can share experiences.
- If there were more highlights on the website about what's going on, or going out by email, more students could interact with the social events happening on campus.
- Emphasis on sense of belonging and community, interacting with different populations – this is helpful when it happens and there could be more of this.
- The campus could be more welcoming to older adults, to make it emotionally easier to access. There's so much that focuses on the younger students, and we need extra help for older adults too, like technology help. Like opening a Senior Student Center, like we have Family Resource Center for student parents, to offer support and a place for belonging for older students.

It's notable that some of the student comments echo those voiced by faculty and staff during the Flex Day workshop. Both conversations emphasized that the student body itself is a huge resource for social and cultural awareness, and the importance of communicating about the opportunities that exist, as well as expanding opportunities for student engagement on social, cultural and environmental concerns. Both conversations highlighted campus events as a route to environmental awareness – the proposal of an Earth Day event and the planned ASOC campus clean-up day.

ILO 3 Input from the Student Learning Outcomes Committee

Discussion with Student Learning Outcome Committee

At several meetings in the 2023-24 academic year, the ILO 3 assessment results were discussed. Comments from SLO Committee members include the following:

- Attainment percentages are similar across the sub-elements for ILO 3 in this period. It's notable that students "met SLO" in the 85% range, while in the previous ILO 3 assessment, they "met SLO" in the 80% range. Possible considerations to account for higher SLO attainment since the last report – though we don't have any concrete evidence to support one or another explanation -- include:
 - Improvements in mapping resulting in improved assessment results.
 - Changes in the student body at the college, leading to a more-prepared group of students enrolling in courses and programs.
 - So-called "grade inflation" and/or changes in assessment practices
 - Actual improvements in teaching and learning that result in improved learning outcomes.
- The committee discussed whether there may be some overlap between ILO 3c (Engage effectively with others in diverse social and/or cultural settings) and ILO 2b (Demonstrate respectful interpersonal and intercultural communication). After some discussion of the meaning of each sub-element and a review of the actual program-to-ILO mappings for them, the committee found that they were sufficiently distinct in their meaning and application.
- As noted in prior discussions of ILO and GELO data, the committee recommended developing, together with Curriculum Committee, a more detailed description or guidance for the ILOs and GELOs to make consistent mapping easier. This is a suggestion that could be taken up after the big revision of outcomes and curriculum in response to new Title 5 and CalGETC guidelines is complete.
- The committee noted with appreciation the variety of programs mapped to ILO 3 – while ILO 3 is mapped to fewer programs than ILO 1 or ILO 2, it still reflects a broad institutional commitment to the outcome, as it should, with credit and noncredit programs, CTE and academic programs, amply mapped.
- One of the important college functions that supports ILO 3 is that of internship or work experience. CCSF offers a rich array of work experience courses, many of which provide an opportunity to practice social, cultural, and/or environmental awareness in ways specific to a given profession. Here is a [list of the work experience courses](#) at CCSF.
- The committee appreciated the added nuance and examples that the Flex Day workshop added to the quantitative data from CurrIQnet. Discussion with the college

community about how ILOs are addressed in courses, programs and services is probably one of the best benefits of the ILO assessment process. The Flex Day notes show the varied ways that the college values the ILO 3 outcomes.

- Finding more ways to involve students in discussion of the ILOs would be valuable – the SLO coordination team has attended an Associated Students Council meeting, but other venues (Flex Days? Unity Day? Interclub Council?) would also be worth exploring, for this ILO 3 report and/or future reports. The meeting with Associated Students Council Executive Committee also underlined students’ desire to promote social, cultural, and environmental awareness through workshops and campus events.
- While some past ILO reports have included more sources of data and more campus dialogue, given the reduced staffing of the SLO coordination team and other work priorities (like the revision of GE outcomes), the committee found this report’s data sufficient at this time.
- Changes to the ILO wording were discussed. While it was decided *not* to recommend any changes to ILO 3 wording at this time, given the value of consistency of mapping and the fact that a deeper change would require broader campus discussion than seems feasible at this time, the committee did want to capture the following considerations for future revisions:
 - Given what is happening in the world (climate crisis, questions of social and racial equity, etc.), do the ILO 3 outcomes reflect the urgency of action?
 - Does it make sense to cluster social, cultural, and environmental awareness, plus civic engagement, into a single ILO? Or are there ways to place a more distinct emphasis on each of these dimensions?
 - Given that the committee agreed that the goal is action on these issues, not just knowledge or awareness, would it make sense to integrate wording about action into the ILO in future? Or would that be too limiting given the program outcomes that currently exist? Are there other ways for the college to promote social, cultural, and environmental action (e.g., promoting more service learning and/or civic engagement across the college)?
 - A greater orientation toward action is not necessarily driven by the wording of an ILO, but the discussion of the ILO can be a forum for exploring individual and college-wide actions in this direction.

Conclusion

Key Findings

- **Proficiency numbers:** The data indicate that a high percentage (around 85%) of outcomes are being met. This is a higher percentage than in the 2020 report, and slightly higher than seen in the recent ILO 2 and ILO 1 reports.
- **Mapping numbers:** Nearly 200,000 CRN-level assessments are reflected in these outcome data (a total of 197,880 assessments), from 173 programs at the college mapped to ILO 3.
- **Flex Day Workshop:** The flex day workshop in October 2023 generated rich discussion of teaching approaches and assignments, assessments, and student equity in relation to ILO 3.
- **SLO Committee comments:** The committee endorsed this report, discussed its content at some length, and emphasized the importance of developing student awareness and action around environmental, social, cultural, and civic concerns.
- **Associated Students Council comments:** Students value the opportunities at CCSF to engage with people of diverse cultures, languages, and experiences in life. They would like to see more opportunities for students to develop their social, cultural, and environmental awareness (and better communications about the opportunities that currently exist) through campus events and workshops.

Possible areas of growth

As discussed above, the strongest impetus toward growth that arose from this ILO 3 assessment process was the sense of urgency around action (not just awareness) on environmental, social, cultural, and civic concerns of local, national, and global importance.

For future ILO reports, given the emphasis in the new ACCJC standards on showing that assessment data is used for continuous improvement, it may be helpful to organize the report more directly around areas of improvement (achieved or planned). More consultation with the college community about improvements desired and improvements observed could be a part of that.

Limitations

As with any research, there are some limits to the data collected and analyzed in this report.

- The mapped data reported through CurriQūnet is gathered at the individual section level, closest to the student, which is a plus. However, instructors may vary in their standards for proficiency (work that “meets the SLO”). While no evidence of a systemic bias in this regard was found, it may create some inconsistency in the data.
- The mapping process itself is not precise, with the most concrete student outcomes at the course level, more abstract at the program level, and highly abstract at the ILO level.
- The input from the Flex Day workshop provides examples of perspectives from the faculty, staff, administrators, and one student leader in attendance, but are not designed to be a representative sample of the institution as a whole.

ILO 3 Revisions

No revisions at this time.

Appendices

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

Appendix B: [Mapping of programs to ILO 3](#)

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

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

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

The data and ideas included in this report are also under consideration in many other areas of the college. To support this ongoing dialogue, this **ILO 3** report has been or soon will be presented to the following groups at the college:

- Academic Senate
- Curriculum Committee
- Planning Committee
- Specific initiatives at the college as relevant (SESC, PD committee, etc.)

Full list of presentations and resolutions

This appendix is a dynamic document where the resolutions, presentations, and approvals of this **ILO 3** Report are recorded.

- SLO Committee: Report approved on March 1, 2024 (minutes)
- Executive Committee of the Academic Senate: April 3, 2024, [Resolution 2024.04.03.7C ILO-3 Assessment Report](#)
- Planning committee of the Participatory Governance Council (PGC): May 6, 2024

Appendix B: Mapping of programs to ILO 3

The following spreadsheet shows the program SLOs (or PSLOs) mapping to ILO 3 in Fall 2023.

[Spreadsheet of mappings from instructional programs \(degrees and certificates\) to ILO 3](#)

Downloaded August 17, 2023

Appendix C: Mapped Data for Each of the ILO 3 Sub-elements

ILO 3 Data drawn from CurriQūnet on November 24, 2023

The number of assessments for each ILO 3 sub-element and their distribution by level of attainment are reflected below.

Table C1: ILO 3a -- Explain the history and/or values of diverse cultures

Number of assessments	Level of Attainment	Percents
70606	Meets SLO	84.83 %
8639	Developing SLO	10.38 %
3988	No evidence of SLO	4.79 %
6875	Enrolled, but not assessed	--
8363	No longer enrolled	--

Table C2: ILO 3b -- Evaluate the impact of civic, social, and/or environmental choices

Number of assessments	Level of Attainment	Percents
60211	Meets SLO	84.61 %
7206	Developing SLO	10.13 %
3750	No evidence of SLO	5.27 %
5966	Enrolled, but not assessed	--
7283	No longer enrolled	--

Table C3: ILO 3c -- Engage effectively with others in diverse social and/or cultural settings

Number of assessments	Level of Attainment	Percents
51498	Meets SLO	84.76 %
6259	Developing SLO	10.30 %
3003	No evidence of SLO	4.94 %
5565	Enrolled, but not assessed	--
6190	No longer enrolled	--