



2015 Institutional Learning Outcomes (ILO) Assessment

**Graduation Survey (Spring 2015)
Community College Survey for Student Engagement (Spring 2015)**

Prepared for:
Planning & Budgeting Council

Prepared by:
Assessment Advisory Group

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

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ILO ASSESSMENT FOR 2014-15

Background Explanation

The College's Institutional Learning Outcomes (ILOs) identify the knowledge, skills, abilities and attitudes that will characterize students who successfully complete a program of study. Consequently, the College surveys its prospective graduates requesting them to perform a self-assessment of their achievement of the ILOs. Although these surveys do not directly assess student performance of ILOs, in essence, the self-assessments serve as an indicator of institutional effectiveness. Survey results from students who do not apply for graduation serve as a point of comparison since they are less likely to have completed their program of study.

The College conducted a Graduation Survey December 2013. We emailed to students who applied for graduation for December 2013. There were **11** students who completed the survey.

The College conducted a Student Satisfaction Survey April 2014. We emailed to 6600 students on March 17, 2014, did three follow-up reminders, and closed the survey on April 20, 2014. There were **1131 students who completed** the survey and **the return rate was 17%**. Of the 1131 respondents, there were **244 (22%)** students who reported having applied for **graduation and/or transfer** the spring semester, 62% indicated that they did not apply for graduation and/or transfer, and 16% that did not respond to this question. Therefore, we use these **244 as our Graduate Group** and the other **887 as our Non-Graduate Group**.

The College conducted a Graduation Survey May 2015. We emailed to 917 students who applied for graduation for fall 2014, spring 2015, and summer 2015, as well as those who claimed to transfer to 4-year universities. There were **161** students who completed the survey and the return rate was about 18%.

The College conducted the Community College Survey of Student Engagement (CCSSE) Spring 2015. There were **565** students who completed the survey and the return rate was 45%. Of these 565 students, there were 117 indicated that they had earned 45 or more credits and 407 students had earned less than 45 credits. Therefore, we use these 117 as our Graduate Group and the other 407 as our Non-Graduate Group.

Executive Summary

Overall, students rated their level of achievement from high to low on these 5 ILOs:

- For the Graduate Survey 2015: Critical Thinking, Community, Creativity, Communication, and Quantitative Reasoning.
- For the CCSSE 2015: Community, Critical Thinking, Creativity, Communication, and Quantitative Reasoning.
- For all surveys: graduates are more confident about their successful attainment of the desired institutional learning outcomes than non-graduates.

Of participate note, **the strongest responses** in all ILOs items obtained by the following statements.

For the Graduate Survey 2015,

- I can select, evaluate, and use information to support a conclusion. (ILO 1)
- I can work effectively with diverse groups of people to accomplish a task or solve a problem. (ILO 4)
- I can identify the contributions of people from a different economic, social, racial or ethnic background than my own. (ILO 4)

For the CCSSE 2015,

- I can work effectively with diverse groups of people to accomplish a task or solve a problem. (ILO 4)
- I can identify the contributions of people from a different economic, social, racial or ethnic background than my own. (ILO 4)
- I can select, evaluate, and use information to support a conclusion. (ILO 1)

While this result does not signify true weakness or failure, it does indicate there is opportunity for improvement.

For the Graduate Survey 2015, the weakest responses were obtained by the following statements:

- I can use equations to analyze and solve problems. (ILO 5)
- I can critically analyze whether data, presented in graphs, tables or diagrams, support appropriate conclusions. (ILO 5)
- I can find and evaluate sources of information and cite sources. (ILO 3)

For the CCSSE 2015, the weakest responses were obtained by the following statements:

- I can speak clearly and effectively to convey an idea or set of facts. (ILO 3)
- I can write clearly and effectively to convey an idea or set of facts. (ILO 3)
- I can use equations to analyze and solve problems. (ILO 5)

In terms of disaggregate data,

- (a) Male are more confident about their successful attainment of the desired institutional learning outcomes than female.

- (b) African American students/graduates are more confident about their successful attainment of the desired institutional learning outcomes than other ethnic groups.
- (c) International students/graduates are more confident about their successful attainment of the desired institutional learning outcomes than non-international students/graduates.

ILO 1: Critical Thinking

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

Mean Score

Graduate Survey	Student Satisfaction Survey		Graduate Survey	CCSSE	
Fall 2013 (N=11)	Spring 2014 Graduates (N=244)	Spring 2014 Non- Graduates (N=887)	Spring 2015 (N=162)	Spring 2015 Graduates (N=117)	Spring 2015 Non- Graduates (N=407)
3.57	3.34	3.24	3.52	3.35	3.18

Average of items from Table 1

1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

Table 1. Mean Score

	Graduate Survey	Student Satisfaction Survey		Graduate Survey	CCSSE	
ILO I: Critical Thinking-related questions	Fall 2013	Spring 2014 Graduates	Spring 2014 Non- Graduates	Spring 2015	Spring 2015 Graduates	Spring 2015 Non- Graduates
30. Through my educational experience at Cañada College, I can apply theories or concepts to solving practical problems.	3.53	3.34	3.22	3.50	3.31	3.16
31. Through my educational experience at Cañada College, I can analyze the basic elements of an argument, idea, or theory.	3.56	3.31	3.22	3.51	3.34	3.18
32. Through my educational experience at Cañada College, I can select, evaluate, and use information to support a conclusion.	3.63	3.38	3.29	3.55	3.40	3.19

ILO 2: Creativity

Produce, combine, or synthesize ideas in creative ways within or across disciplines.

Mean Score

Graduate Survey	Student Satisfaction Survey		Graduate Survey	CCSSE	
Fall 2013 (N=11)	Spring 2014 Graduates (N=244)	Spring 2014 Non- Graduates (N=887)	Spring 2015 (N=162)	Spring 2015 Graduates (N=117)	Spring 2015 Non- Graduates (N=407)
3.58	3.33	3.24	3.48	3.29	3.16

Average of items from Table 2

1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

Overall, the ILO 2 score for graduates is higher than the score for non-graduates.

Table 2

	Graduate Survey	Student Satisfaction Survey		Graduate Survey	CCSSE	
ILO 2: Creative Skills-related questions	Fall 2013	Spring 2014 Graduates	Spring 2014 Non- Graduates	Spring 2015	Spring 2015 Graduates	Spring 2015 Non- Graduates
33. Through my educational experience at Cañada College, I can draw from a variety of sources and inspirations to create unique, imaginative or innovative ideas or works.	3.63	3.30	3.20	3.46	3.25	3.15

	Graduate Survey	Student Satisfaction Survey		Graduate Survey	CCSSE	
	Fall 2013	Spring 2014 Graduates	Spring 2014 Non-Graduates	Spring 2015	Spring 2015 Graduates	Spring 2015 Non-Graduates
ILO 2: Creative Skills-related questions						
34. Through my educational experience at Cañada College, I can identify and evaluate multiple approaches to solving problems.	3.63	3.31	3.25	3.46	3.29	3.15
35. Through my educational experience at Cañada College, I can apply the knowledge or skills that I acquired in one discipline to work that I do in another discipline.	3.47	3.39	3.26	3.53	3.35	3.18

ILO 3: Communication

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

Mean Score

Graduate Survey	Student Satisfaction Survey		Graduate Survey	CCSSE	
Fall 2013 (N=11)	Spring 2014 Graduates (N=244)	Spring 2014 Non- Graduates (N=887)	Spring 2015 (N=162)	Spring 2015 Graduates (N=117)	Spring 2015 Non- Graduates (N=407)
3.59	3.37	3.24	3.48	3.26	3.12

Average of items from Table 3

1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

Overall, the ILO 3 score for graduates is higher than the score for non-graduates.

Table 3

	Graduate Survey	Student Satisfaction Survey		Graduate Survey	CCSSE	
ILO 3: Communication-related questions	Fall 2013	Spring 2014 Graduates	Spring 2014 Non- Graduates	Spring 2015	Spring 2015 Graduates	Spring 2015 Non- Graduates
36. Through my educational experience at Cañada College, I can speak clearly and effectively to convey an idea or set of facts.	3.58	3.31	3.22	3.48	3.28	3.08

	Graduate Survey	Student Satisfaction Survey		Graduate Survey	CCSSE	
ILO 3: Communication-related questions	Fall 2013	Spring 2014 Graduates	Spring 2014 Non-Graduates	Spring 2015	Spring 2015 Graduates	Spring 2015 Non-Graduates
37. Through my educational experience at Cañada College, I can write clearly and effectively to convey an idea or set of facts.	3.63	3.35	3.26	3.51	3.22	3.12
38. Through my educational experience at Cañada College, I can find and evaluate sources of information and cite sources appropriately according to institutional and discipline standards.	3.53	3.40	3.24	3.45	3.21	3.13
39. Through my educational experience at Cañada College, I can integrate ideas or information from a variety of sources into a document or report.	3.63	3.41	3.25	3.50	3.33	3.16

ILO 4: Community

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

Mean Score

Graduate Survey	Student Satisfaction Survey		Graduate Survey	CCSSE	
Fall 2013 (N=11)	Spring 2014 Graduates (N=244)	Spring 2014 Non- Graduates (N=887)	Spring 2015 (N=162)	Spring 2015 Graduates (N=117)	Spring 2015 Non- Graduates (N=407)
3.67	3.44	3.31	3.52	3.33	3.22

Average of items from Table 4

1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

Table 4

	Graduate Survey	Student Satisfaction Survey		Graduate Survey	CCSSE	
ILO 4: Community-related questions	Fall 2013	Spring 2014 Graduates	Spring 2014 Non- Graduates	Spring 2015	Spring 2015 Graduates	Spring 2015 Non- Graduates
40. Through my educational experience at Cañada College, I can understand the perspective of people who hold religious beliefs, political opinions, or personal values that substantially differ from my own.	3.63	3.43	3.30	3.47	3.29	3.18

	Graduate Survey	Student Satisfaction Survey		Graduate Survey	CCSSE	
ILO 4: Community-related questions	Fall 2013	Spring 2014 Graduates	Spring 2014 Non-Graduates	Spring 2015	Spring 2015 Graduates	Spring 2015 Non-Graduates
42. Through my educational experience at Cañada College, I can work effectively with diverse groups of people to accomplish a task or solve a problem.	3.84	3.44	3.32	3.54	3.32	3.27
43. Through my educational experience at Cañada College, I can identify the contributions of people from of a different economic, social, racial or ethnic background than my own.	3.53	3.46	3.31	3.54	3.38	3.22

ILO 5: Quantitative Reasoning

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

Mean Score

Graduate Survey	Student Satisfaction Survey		Graduate Survey	CCSSE	
Fall 2013 (N=11)	Spring 2014 Graduates (N=244)	Spring 2014 Non- Graduates (N=887)	Spring 2015 (N=162)	Spring 2015 Graduates (N=117)	Spring 2015 Non- Graduates (N=407)
3.46	3.31	3.18	3.42	3.27	3.11

Average of items from Table 4

1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree

Table 4

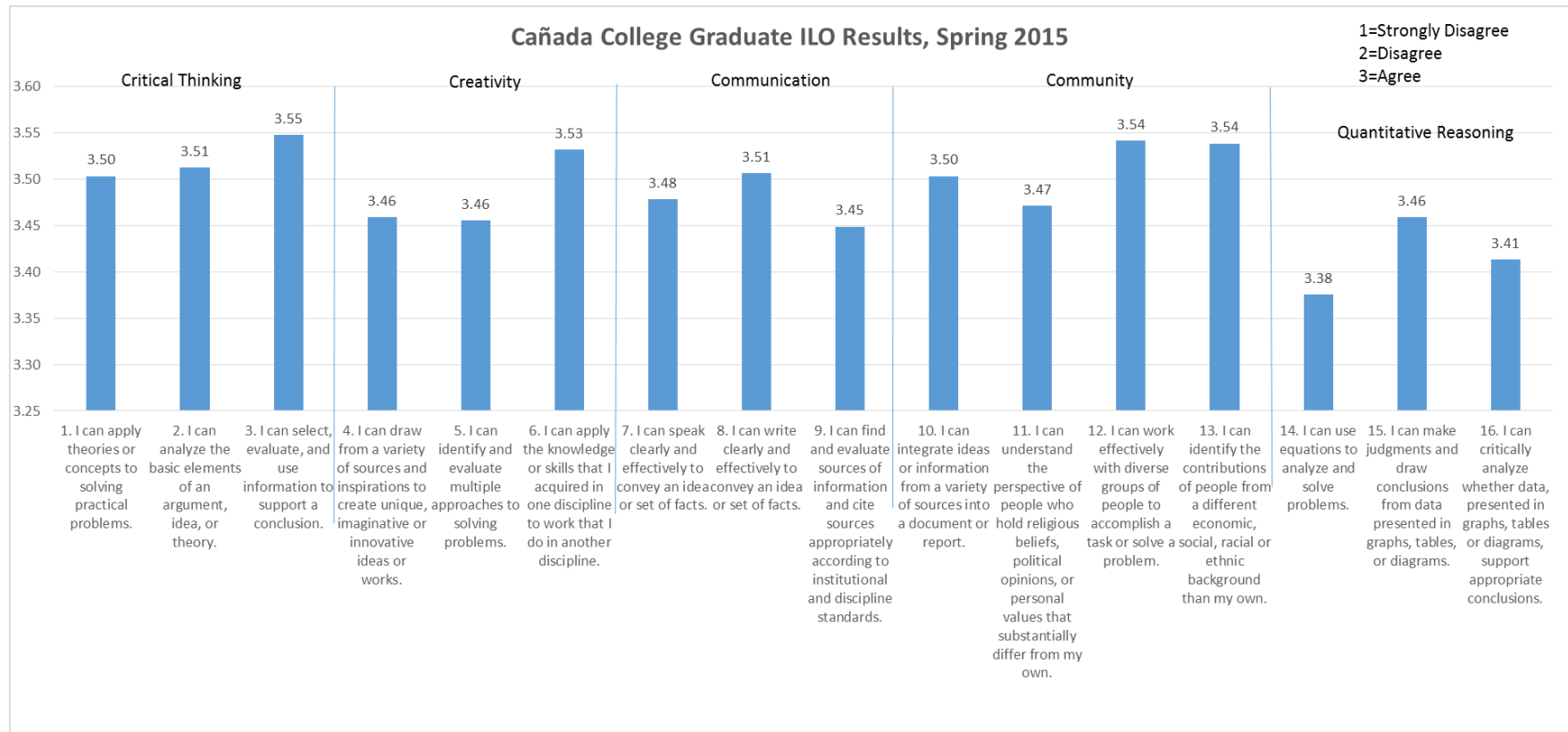
	Graduate Survey	Student Satisfaction Survey	Graduate Survey	CCSSE	Graduate Survey	Student Satisfaction Survey
	Fall 2013	Spring 2014 Graduates	Spring 2014 Non- Graduates	Spring 2015	Fall 2013	Spring 2014 Graduates
44. Through my educational experience at Cañada College, I can use equations to analyze and solve problems.	3.42	3.32	3.16	3.38	3.27	3.10
45. Through my educational experience at Cañada College, I can make judgments and draw conclusions from data presented in graphs, tables, or diagrams.	3.53	3.31	3.20	3.46	3.27	3.12

	Graduate Survey	Student Satisfaction Survey	Graduate Survey	CCSSE	Graduate Survey	Student Satisfaction Survey
	Fall 2013	Spring 2014 Graduates	Spring 2014 Non-Graduates	Spring 2015	Fall 2013	Spring 2014 Graduates
46. Through my educational experience at Cañada College, I can critically analyze whether data, presented in graphs, tables or diagrams, support appropriate conclusions.	3.42	3.29	3.19	3.41	NA	NA

DISAGGREGAT DATA

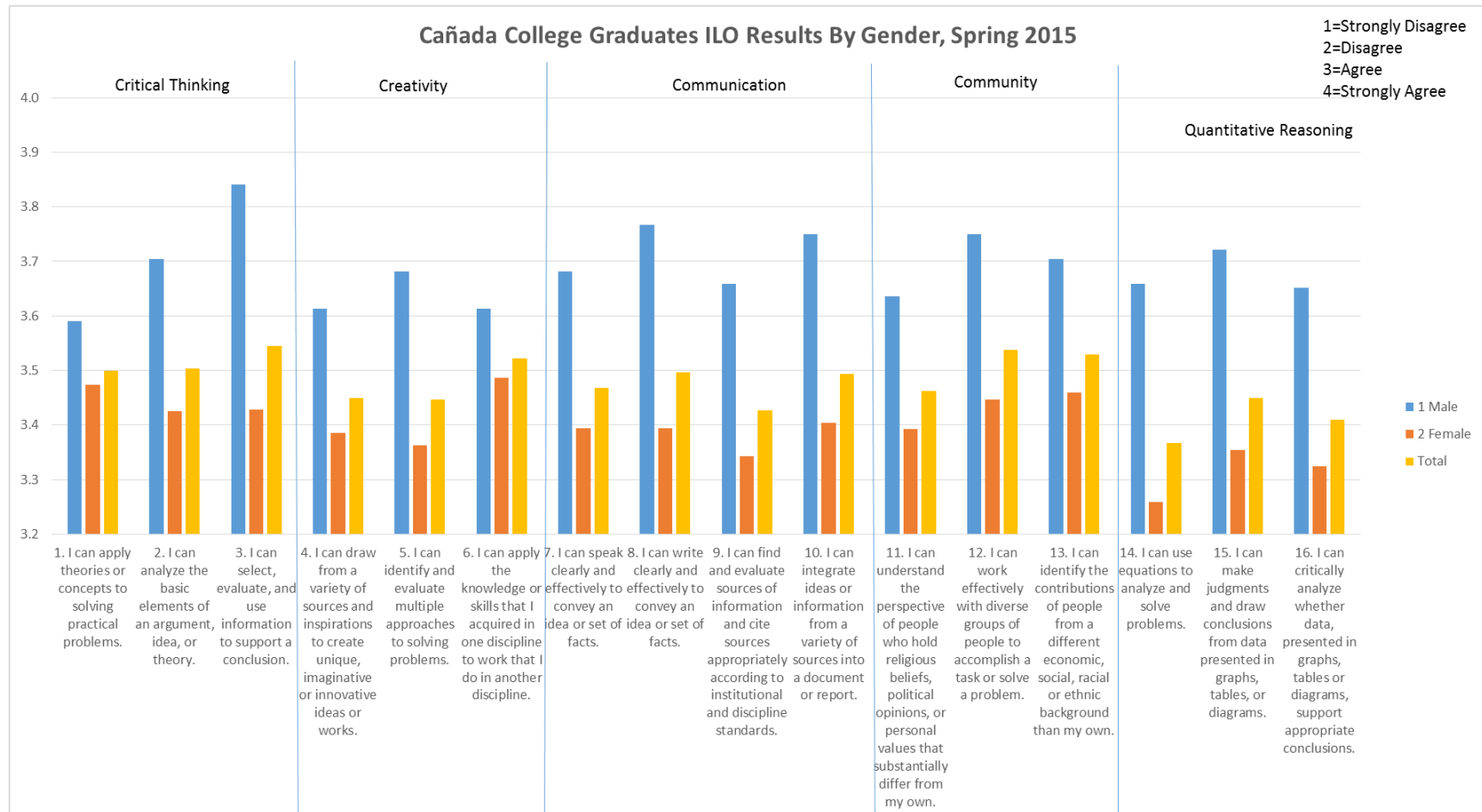
GRADUATION SURVEY SPRING 2015

TOTAL (N=162)



GENDER

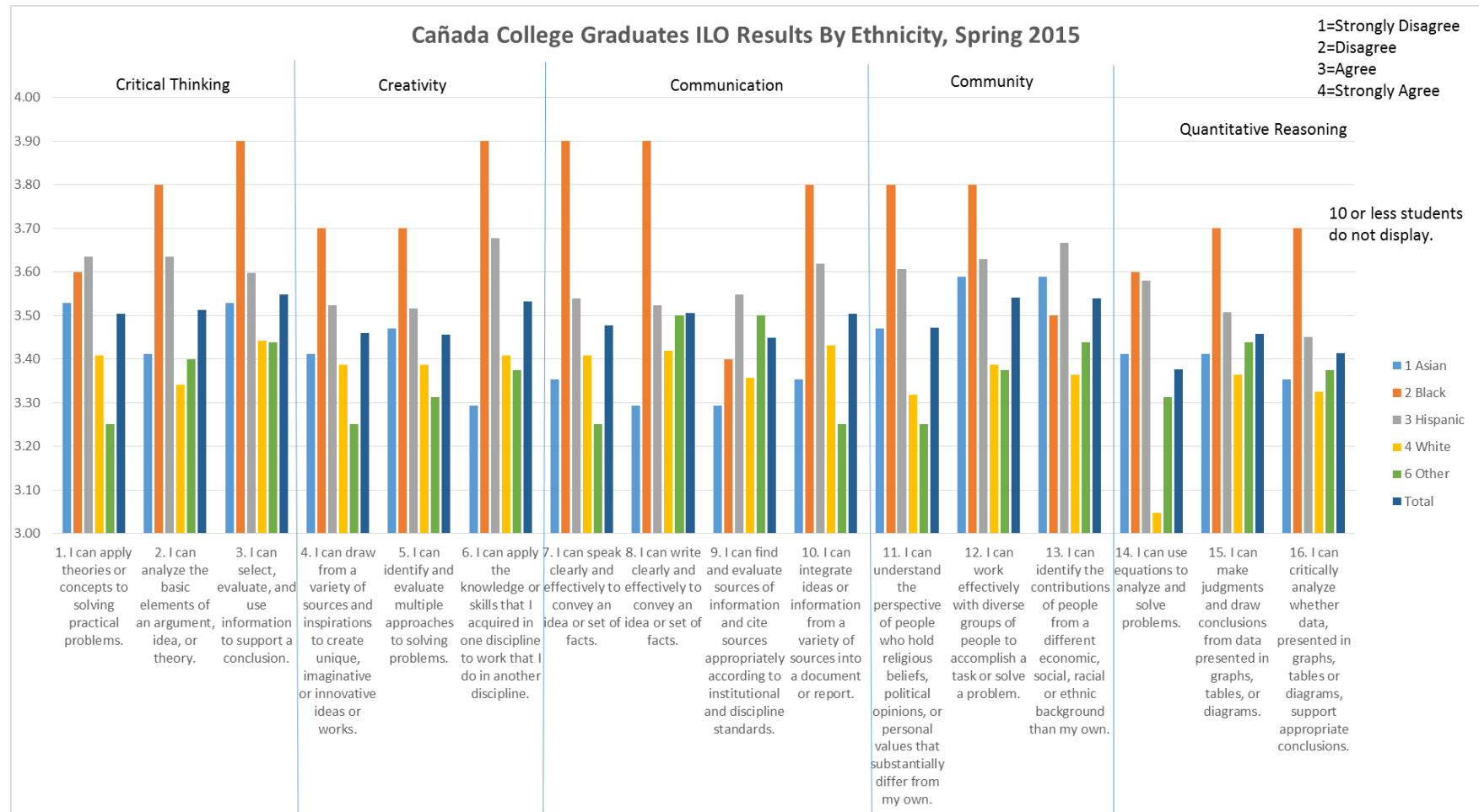
Male=44; Female=114; Total=160



* p<.05: #2, 3, 5, 7, 8, 9, 10, 12, 14, 15, and 16

ETHNICITY

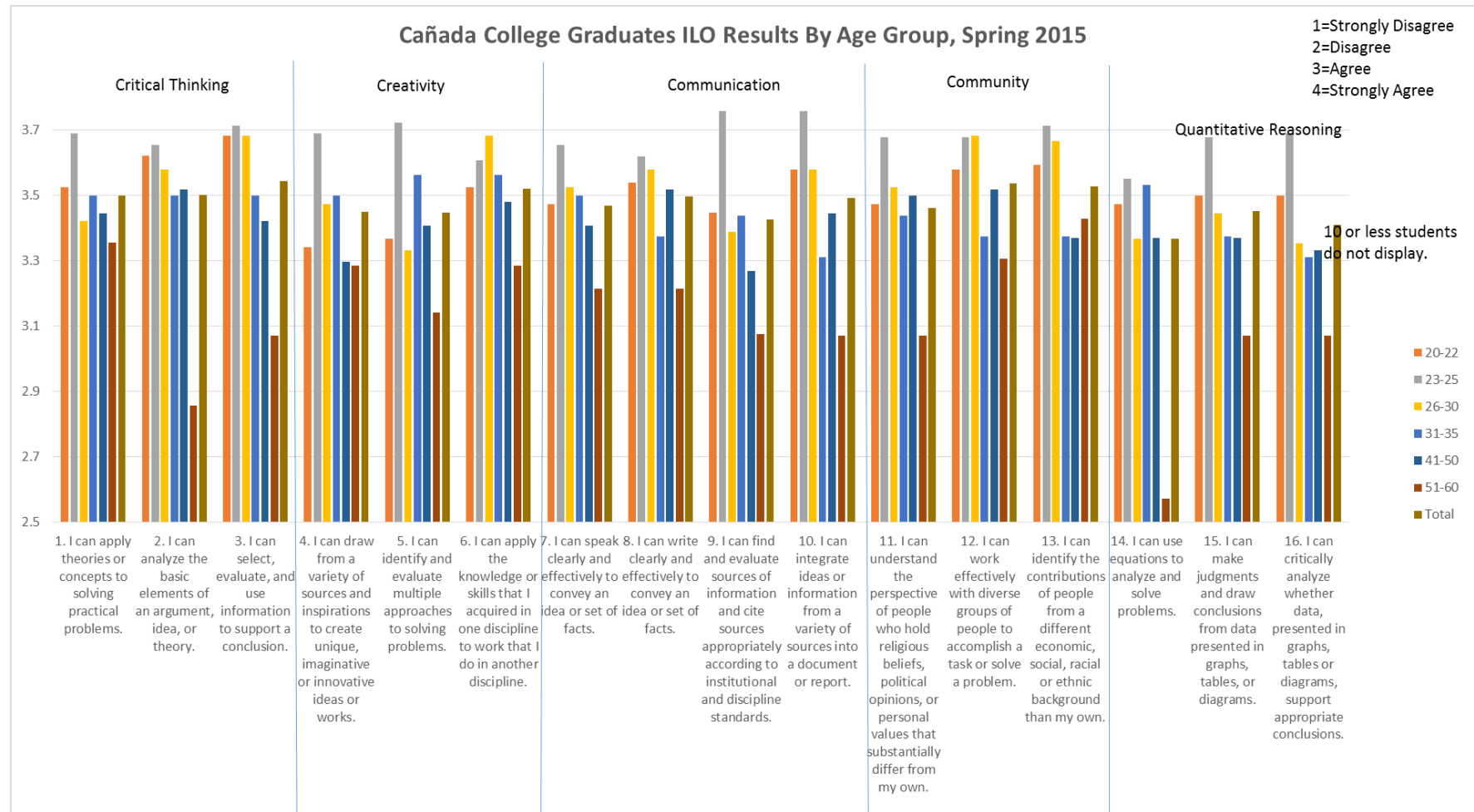
Asian=17; Black=10; Hispanic=63; White=44; Other=16; Total=160



* p<.05: #6, and 14

AGE GROUP

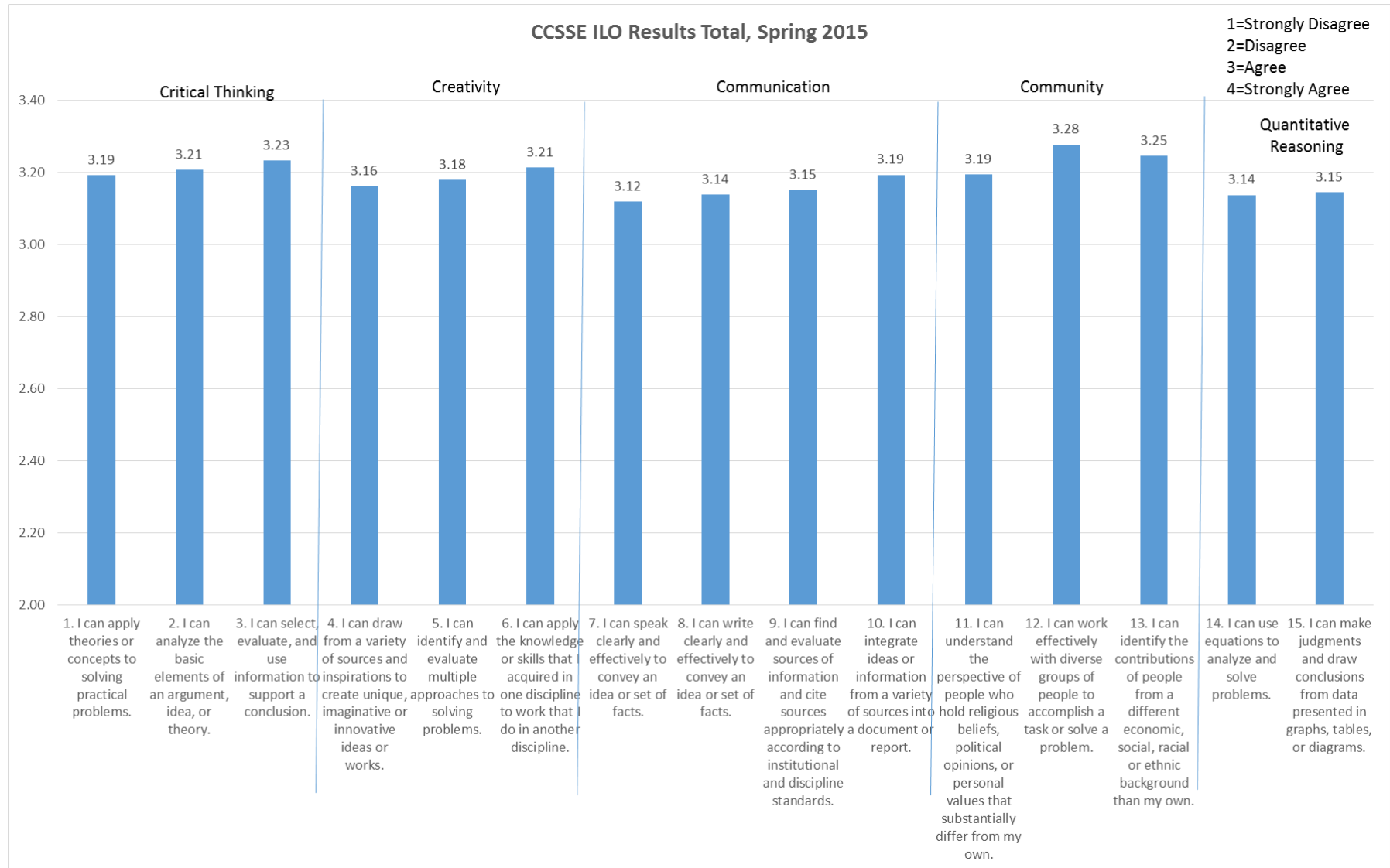
Age 20-22=38; Age 23-25=29; Age 26-30=19; Age 31-35=16; Age 41-50=27; Age 51-60=14; Total=162



* p<.05: #2, 10, and 14

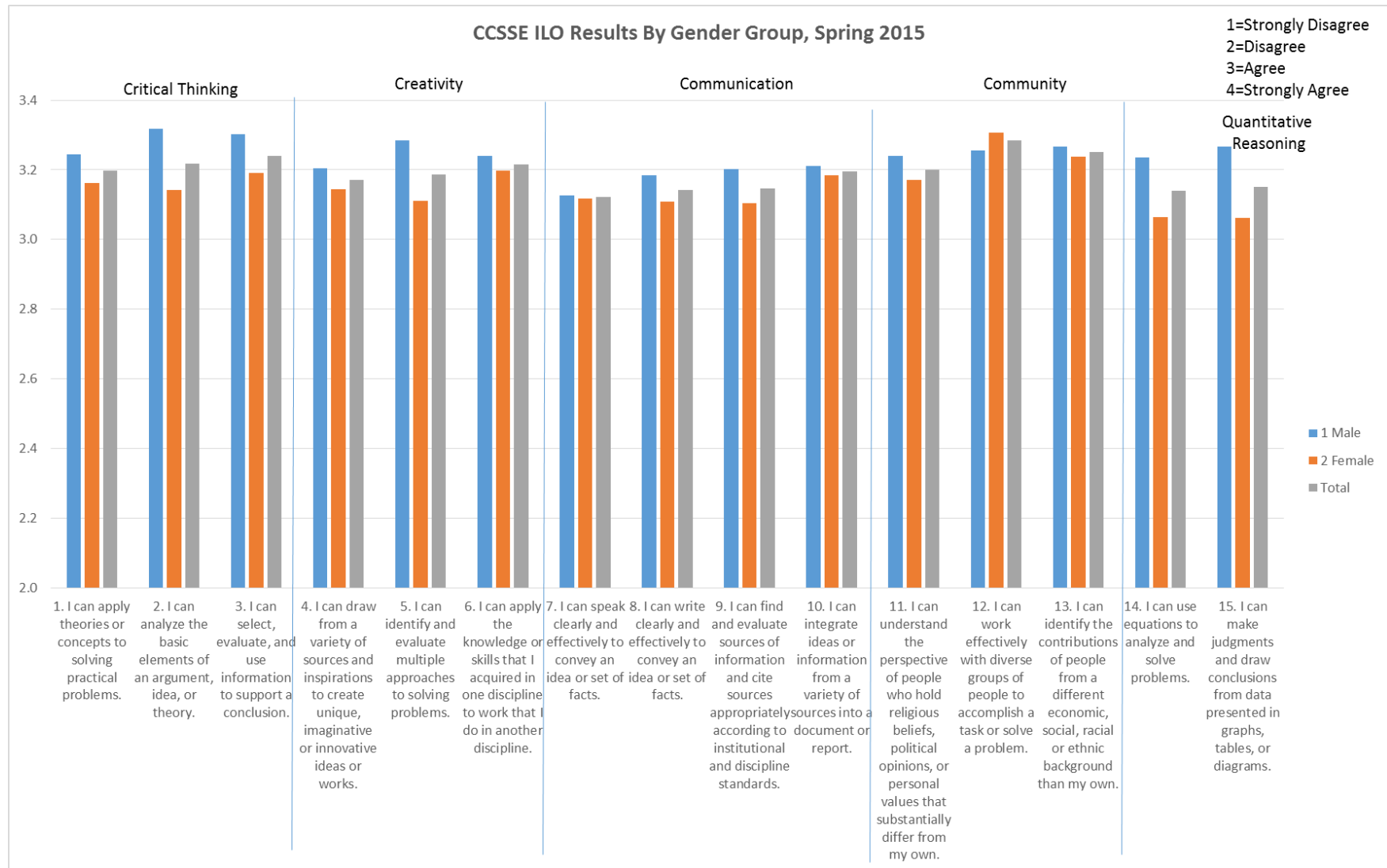
COMMUNITY COLLEGE SURVEY FOR STUDENT ENGAGEMENT (CCSSE) 2015

TOTAL (N=565)



GENDER

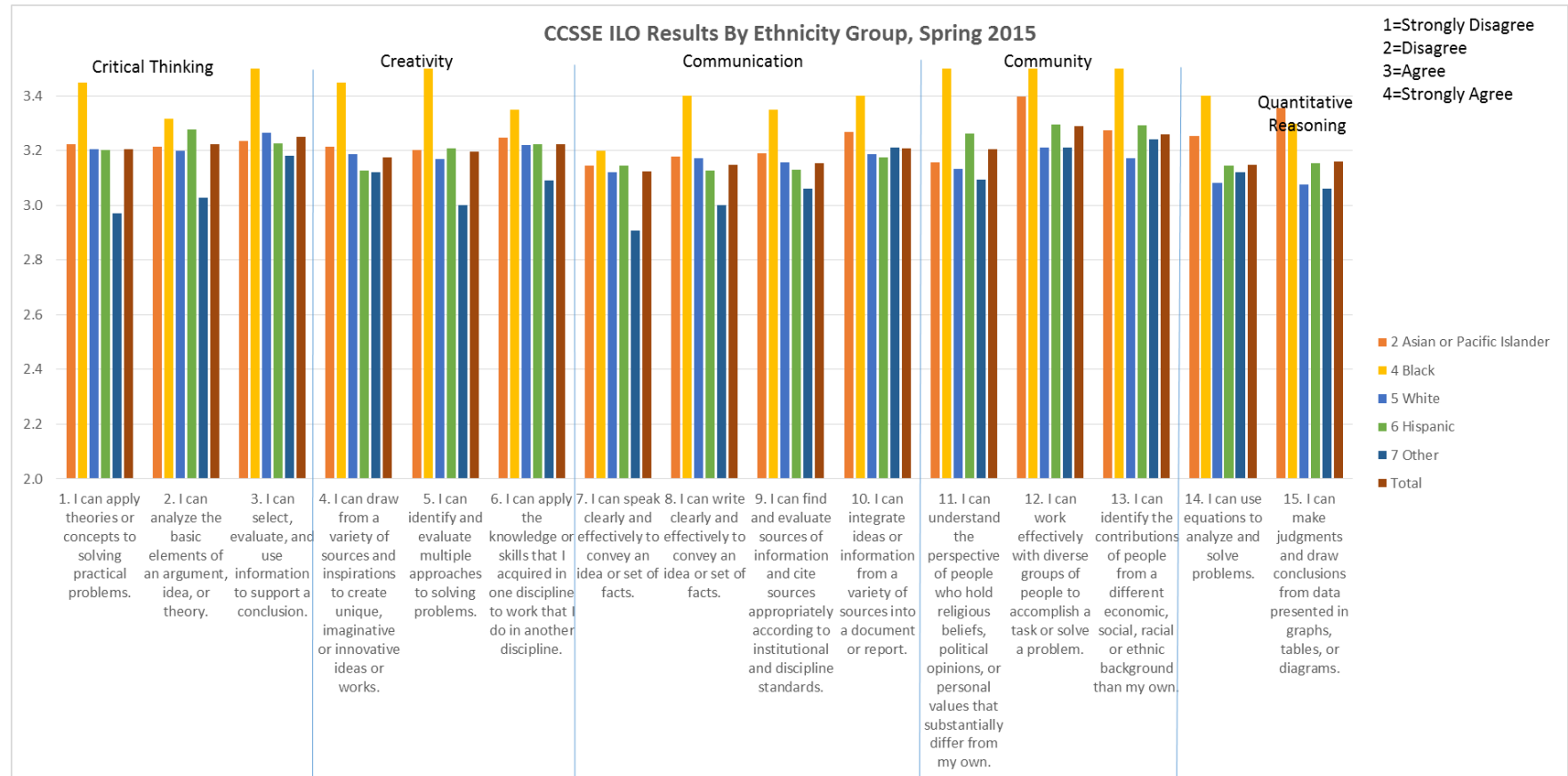
Male=230; Female=298



* p<.05: #2, 3, 5, 14, and 15

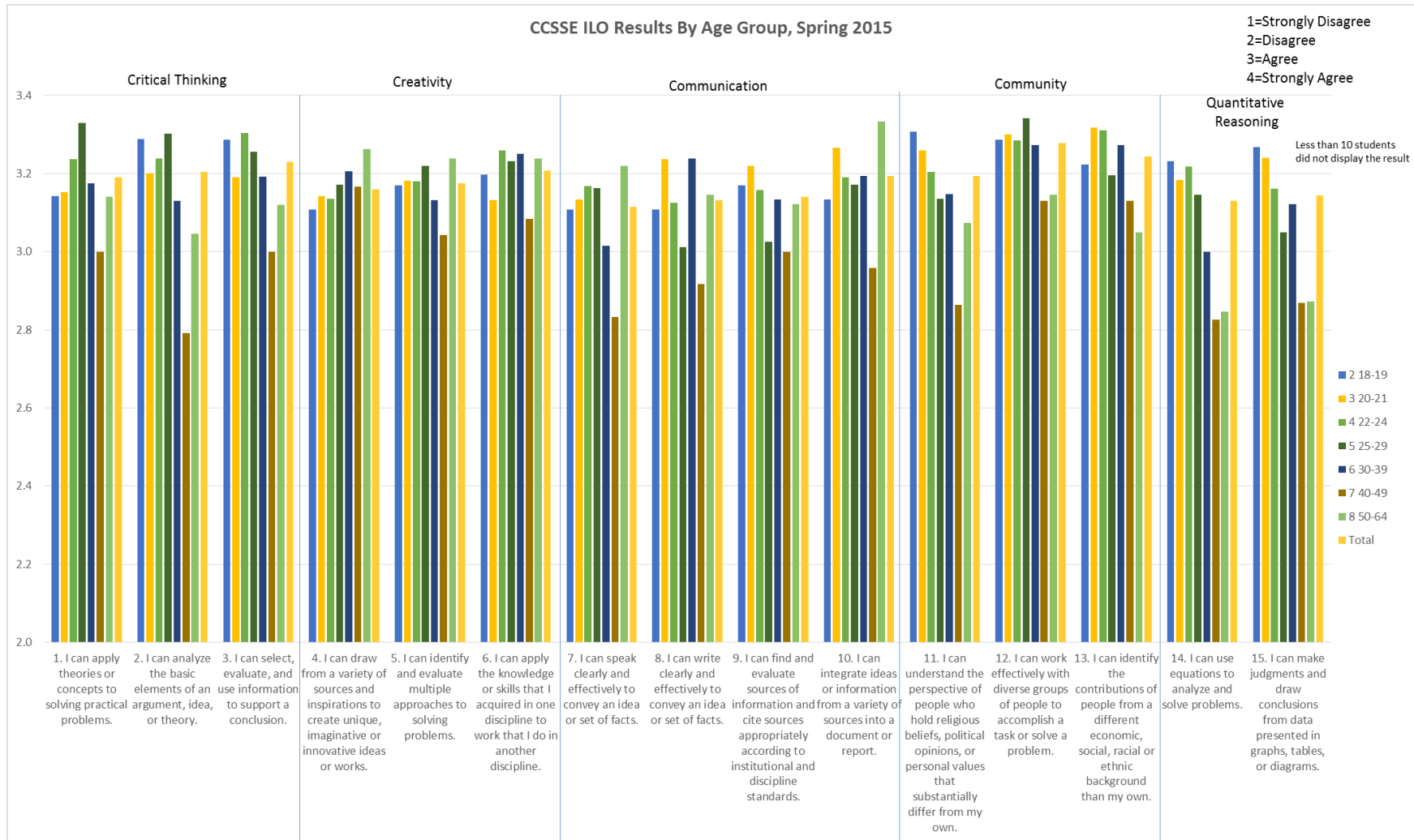
ETHNICITY

Asian or Pacific Islander=89; Black=20; White=161; Hispanic=217; Other=33



AGE GROUP

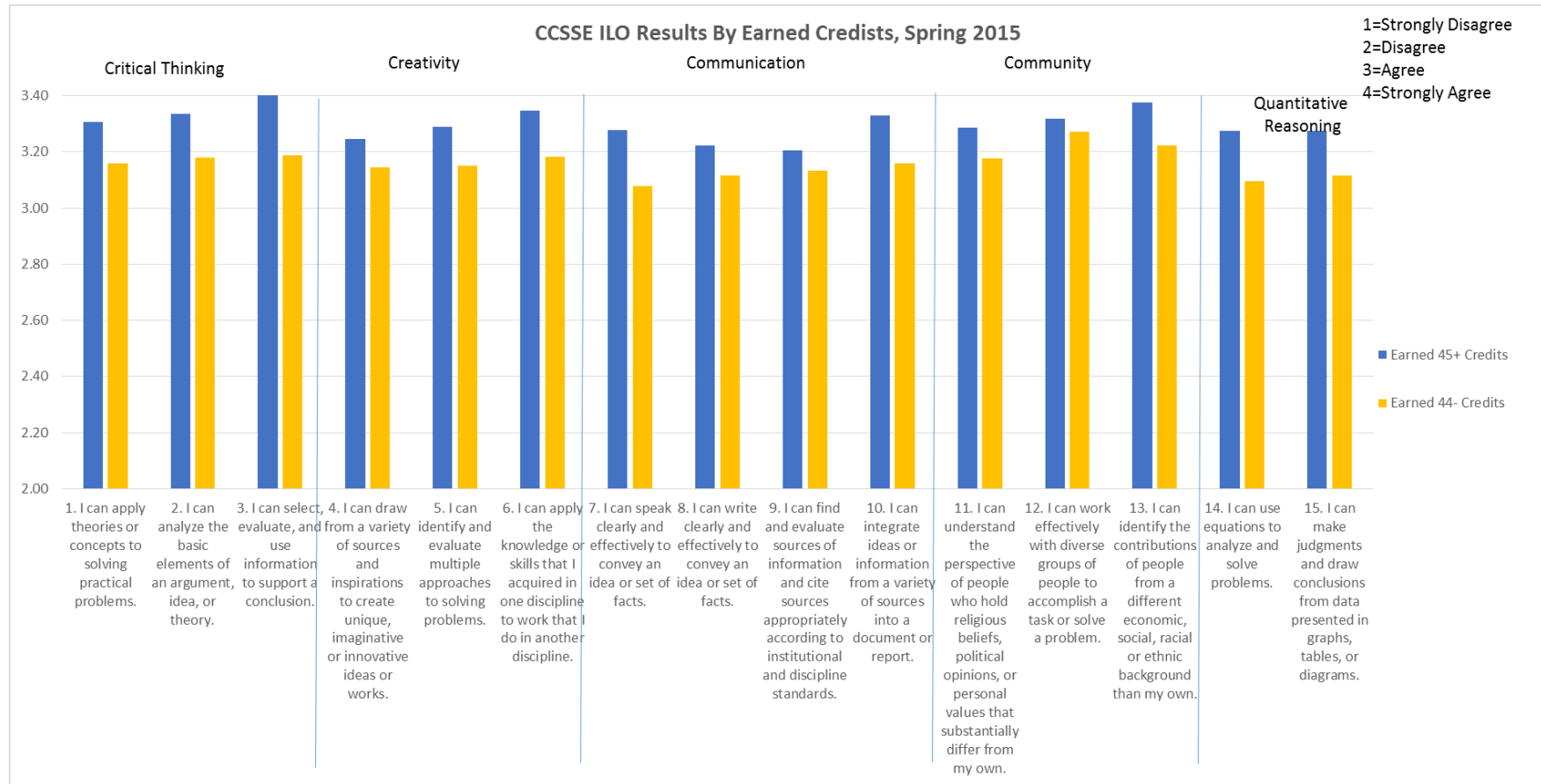
Age 18-19=112; Age 20-21=105; Age 22-24=89; Age 25-29=82; Age 30-39=69; Age 40-49=24; Age 50-64=43



* p<.05: #2, 14, and 15

GRADUATES

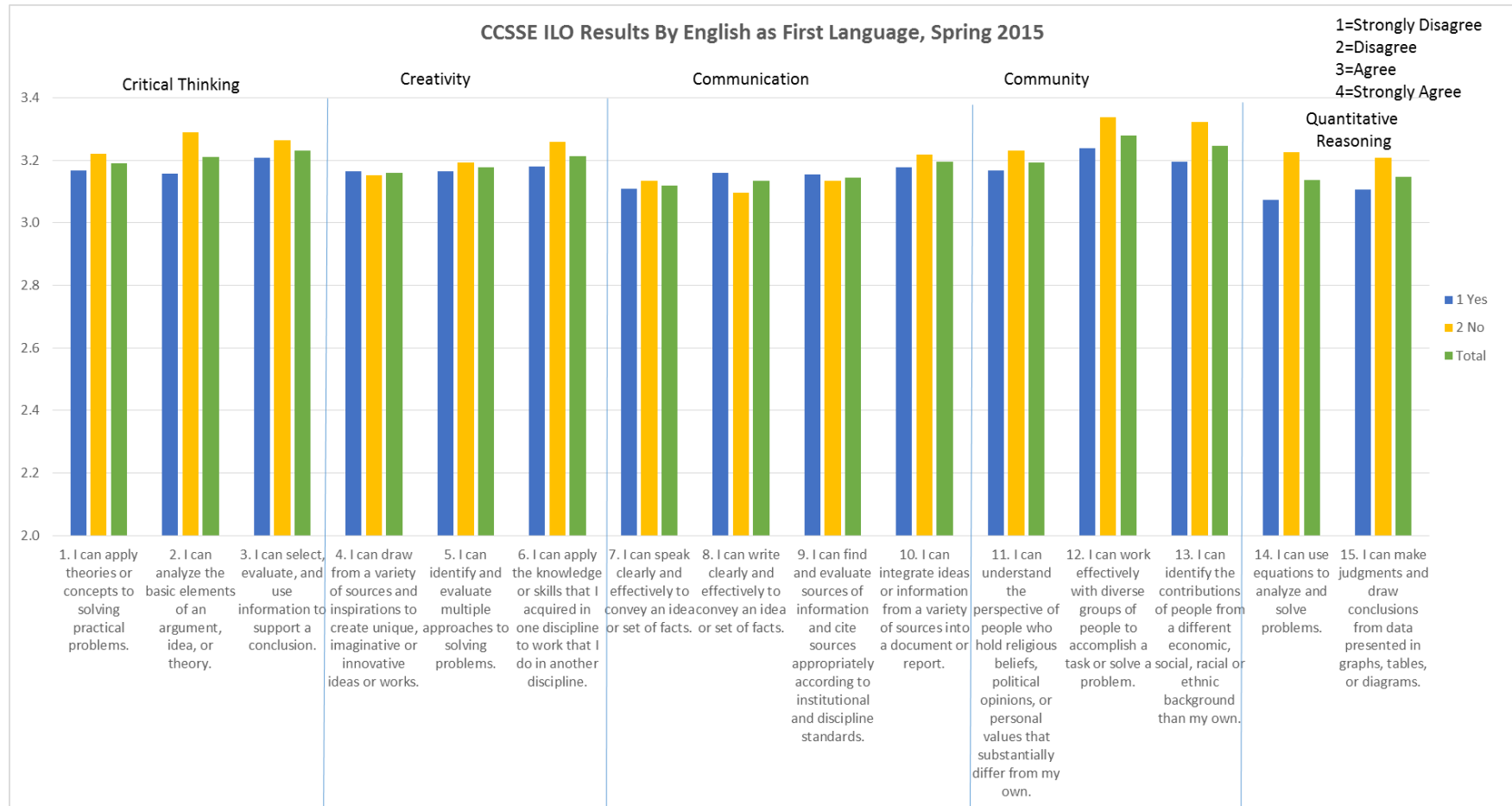
Graduates (Earned 45+ Credits) =117; Non-Graduates (Earned <45 Credits) =407



* p<.05: #1, 2, 3, 6, 7, 10, 13, 14, and 15

ENGLISH AS FIRST LANGUAGE

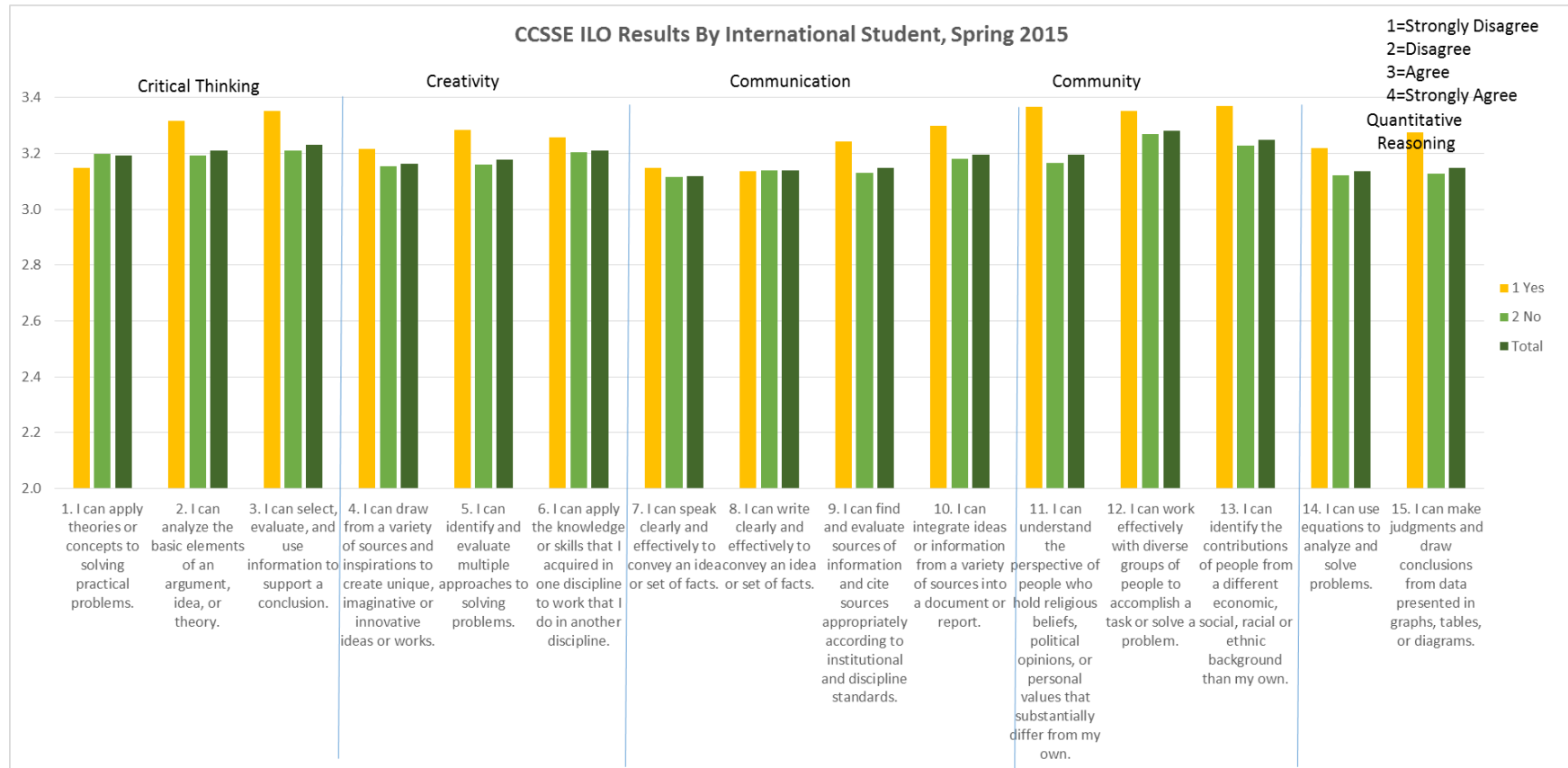
Yes= 310; No=218



* p<.05: #2 and #14

INTERNATIONAL STUDENTS

Yes=74; No=454

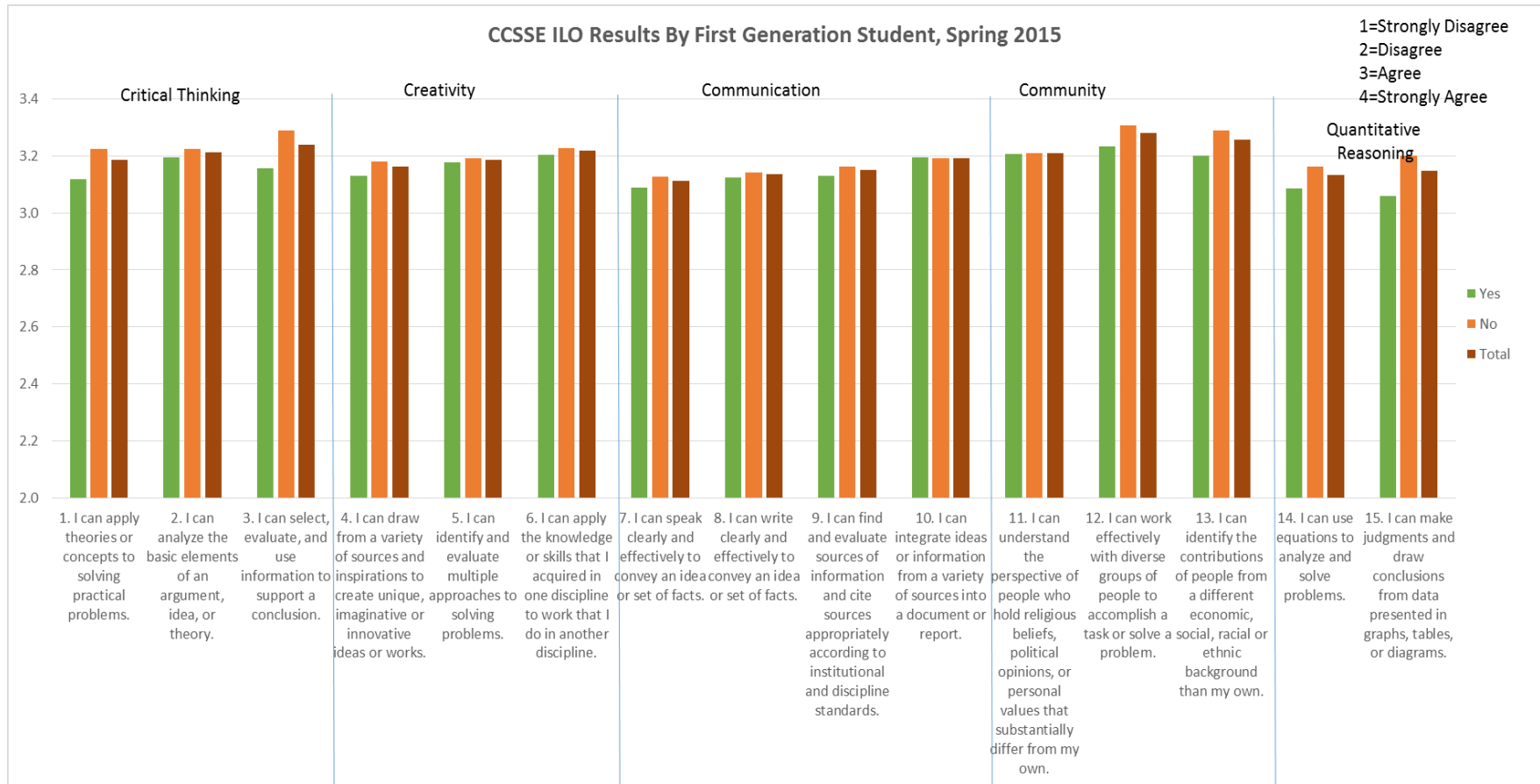


* p<.05: #11

FIRST GENERATION

Yes (First Generation--No Colleges for Both Parents) = 193;

No (Not First Generation – College for One or Both Parents) = 310



* p<.05: #3 and #15

RECOMMENDATIONS

1. Continue using these assessment tools in order to determine if the patterns we are observing persist over time.
2. Ask ACES (Academic Committee for Equity and Success) to provide IPC, SSPC, APC with relevant information to facilitate discussion of the significance of these assessment results from an equity and success perspective.