



TEACHING & LEARNING IN AREA H

A GENERAL EDUCATION LEARNING OUTCOME ASSESSMENT REPORT

SPRING, 2021



CCSF SLO COORDINATION TEAM
SLOCOORDINATOR@CCSF.EDU
WWW.CCSF.EDU

INTRODUCTION

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 Coordination Team.

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 CurriQunet 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

Student equity groups included in this dataset:

American Indian or Alaskan Native

Black or African American

Filipinx

Latinx

Native Hawaiian or other Pacific Islander

Foster or former foster youth

Current or former military service members

Students with disabilities

Students experiencing homelessness

Students who identify as transgender or non binary gender identities.

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

In Spring 2018, the CCCCCO added students who identify as LGBT as a student equity group. CCSF does not currently maintain any local data regarding student's sexual orientation. However, there is an incomplete subset of locally available data regarding student's gender identity. All students who have identified themselves as transgender or non binary are included in overall counts as members of a student equity group. Financial aid, disability services, foster youth, homelessness, and military service statuses each include all students who have ever received the services or benefits for that group.

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	426	2,097	3,656	2,330	3,151	16,082
Area H2. Women's Studies	180	*	210	100	42	220	330	0	0	2,041
Area H3. LGBT Studies	205	*	221	283	17	286	227	0	503	3,245
Overall	3,190	*	2,150	1,695	495	2,611	3,221	805	4,503	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 phm

TEACHING & LEARNING IN AREA H

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.

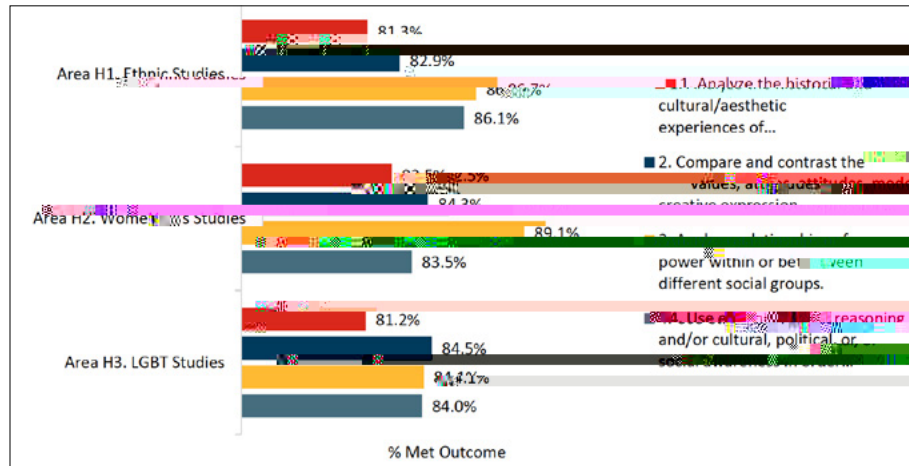
Students frequently become long term volunteers with their host organizations after their initial volunteer experience in WGST 55, completing 40+ hour trainings to become certified DV advocates or rape crisis advocates. Students can now earn academic credit in following semesters if they continue to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

- » 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 D

AGGREGATE LEARNING IN AREA H

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)



CCSF GE Area & Sub Areas	Learning Outcome Sub Element	Count	% Met
CCSF GE Area H1: Ethnic Studies	1. Analyze the historical and cultural/aesthetic experiences of diverse ethnic/racial groups.	5,384	86.3%
	2. Compare and contrast the values, attitudes, modes of creative expression, and/or dynamics of interpersonal interactions of people from diverse ethnic/racial groups.	4,214	82.9%
	3. Analyze relationships of power within or between different social groups.	2,131	86.1%
	4. Use ethical reasoning and/or cultural, political, or social awareness in order to be effective citizens participating in a diverse world.	7,459	86.3%
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 people from diverse ethnic/racial groups.	593	83.5%
	3. Analyze relationships of power within or between different social groups.	1,580	89.1%
	4. Use ethical reasoning and/or cultural, political, or social awareness in order to be effective citizens participating in a diverse world.	703	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.	650	84.5%
	3. Analyze relationships of power within or between different social groups.	231	84.1%
	4. Use ethical reasoning and/or cultural, political, or social awareness in order to be effective citizens participating in a diverse world.	1,367	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 105A	H1. Ethnic Studies	375	95.6%	87.3%
ASIA 11	H1. Ethnic Studies	1,141	94.0%	94.3%
CDEV 93	H1. Ethnic Studies	232	79.9%	91.7%
ECON 30	H1. Ethnic Studies	771	80.3%	58.3%
HIST 18A	H1. Ethnic Studies	770	95.4%	83.1%
HIST 20	H1. Ethnic Studies	344	92.2%	50.3%
HIST 35A	H1. Ethnic Studies	908	85.3%	75.7%
HIST 41A	H1. Ethnic Studies	370	78.1%	56.0%
HIST 41B	H1. Ethnic Studies	491	70.0%	56.7%
HIST 9	H1. Ethnic Studies	707	80.5%	73.9%
HLTH 25	H2. Women's Studies	398	74.4%	79.0%
IDST 80C	H2. Women's Studies	362	86.5%	83.5%
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	250	76.8%	60.4%
LGBT 24	H3. LGBT Studies	462	85.9%	74.0%
Other courses	Area H - any	1,812	84.6%	75.3%
Overall	Area H - any	13,879	83.6%	74.3%

*Sample comprises highly enrolled courses from the dataset.

OTHER DISAGGREGATIONS

TEACHING & LEARNING IN AREA H

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.

- » 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		8,633

In aggregate, Student Equity Groups met outcomes less frequently across

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		
	Not in student equity group	Students in equity group(s)	Percentage	Not in student equity group	Students in equity group(s)	Percentage
Subject Course	% Met	% Met	Point Gap	% Course Success	% Course Success	Point Gap
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%
BLDG 93	77.5%	80.5%	-3.0%	65.0%	57.0%	8.0%
ECON 30	78.3%	80.0%	-1.7%	63.0%	57.0%	6.0%
HIST 18A	100.0%	94.2%	5.8%	97.0%	92.0%	4.8%
HIST 20	100.0%	90.7%	9.3%	97.0%	92.0%	5.0%
HIST 35A	85.0%	70.4%	14.6%	95.6%	96.3%	-0.7%
HIST 41A	90.0%	71.0%	19.0%	94.0%	74.0%	20.0%
HIST 41B	80.0%	65.8%	14.2%	70.8%	51.7%	18.9%
HIST 9	64.0%	51.0%	12.9%	79.8%	64.6%	15.2%
HLTH 25	61.0%	60.0%	1.0%	90.0%	75.0%	15.0%
IDST 80C	90.5%	82.5%	8.0%	89.5%	78.9%	10.6%
IDST 80D	86.0%	81.5%	4.5%	93.5%	89.6%	4.2%
LALS 1	87.0%	71.0%	16.0%	85.0%	65.0%	19.4%
LGBT 15	80.9%	78.2%	2.7%	71.4%	65.5%	5.9%
LGBT 24	90.6%	83.0%	7.6%	96.8%	64.0%	32.8%
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.

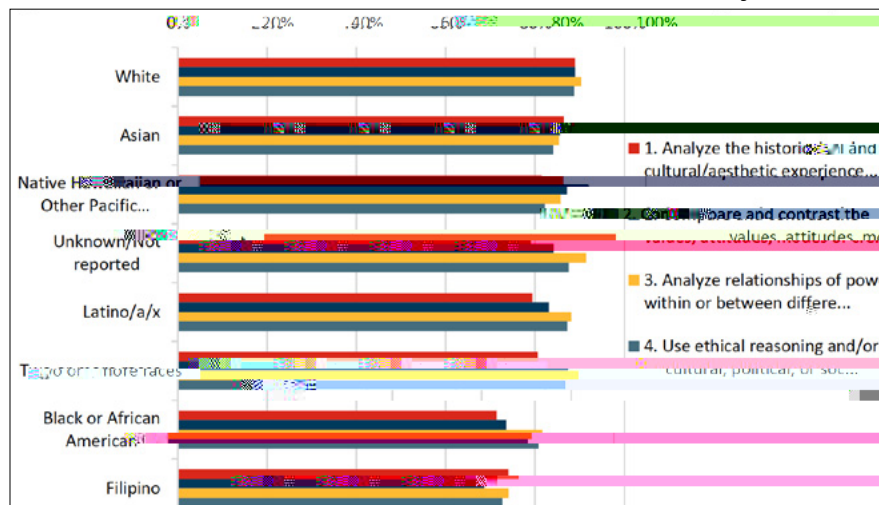
SLO results for GE Area H sub-elements by student race/ethnicity (S16 - F18)

Ethnicity/Race	1. Analyze the historical and cultural/aesthetic experience...	2. Compare and contrast the values, attitudes, mores...	3. Analyze relationships of power within or between different cultural, political, or social...	4. Use ethical reasoning and/or moral frameworks to assess...	Total Count	Overall %
American Indian or Alaska Native*	‡	‡	‡	‡	59	67.3%
Asian	86.5%	85.6%	85.3%	84.1%	4,370	85.6%
Black or African American*	71.4%	73.5%	81.6%	80.8%	1,402	74.7%
Filipino*	74.0%	68.6%	74.0%	72.6%	648	71.9%
Latino/a/x	80.7%	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%	5,219	89.4%
Overall	82.3%	83.3%	86.0%	85.7%	10,079	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 were observed when the data was 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

]

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 - 16 - 1 1, 7	74%	5%	71%	3%	4%	%
Area B Written Composition - 16 - 1 7,740	72%	7 %	77%	7 %	75%	7%
Area D/F Social and Behavioral Sciences & US History & Government - 15 - 17 7,272	71%	1%	76%	76%	67%	7%
Area E Humanities - 15 - 17 46,542	70%	3%	7 %	77%	67%	7%
Area A Comm and Analytical Thinking - 15 - 17 26,423	62%	76%	6 %	67%	6 %	7 %
Area C Natural Sciences - 15 - 16 16,72	54%	6 %	62%	61%	51%	77%
Area G Health Knowledge and Phys Skills - 11 - 15 4,170	67%	3%	74%	74%	62%	6%

TEACHING & LEARNING IN AREA H

AREA H IDENTITY

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 informed 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](#)