

Findings

Table 5 shows the overall data for this ILO during this assessment cycle.

Table 5: ILO 6 Scientific Literacy: Summer 2012-Fall 2015

	Exceeds/Meets Standards	Below Standards
Totals	13216	3164
Percentage	80.68%	19.32%

Table 5 indicated that 80.68% met the established benchmark (70%) for scientific literacy within the study period of summer 2012 to fall 2015.

Conclusions

The eLumen data indicated that 80.68% of data points met the established benchmark. Compared to the 2012 evidence study report of 79% met or exceeded the standards, it is apparent that the college and discipline faculty continue to meet the established benchmark of 70%.

There were challenges regarding the use of the scientific literacy rubric. When gathering responses from discipline faculty, responses were limited. Faculty responses to inquiries regarding scientific literacy ILO ranged from timely to no communication. There were instances when discipline faculty did not respond in spite of repeated follow-up emails and phone calls. The use of the new ILO rubric was unlikely because of the timing in relation to the evidence study. The new rubric was created and sent to discipline faculty at the beginning of the semester when assessment measures were already created. However, there was no data regarding the faculty use of the previous scientific literacy rubric as a method of evaluating assessment measures. Thus, the use of eLumen CSLO data mapped to the scientific literacy ILO assumed that the specific CSLO assessment measures aligned with the previous scientific literacy ILO rubric or a similar evaluation tool.

The faculty wish list for disaggregating student demographic data aligned with the CCCCO Student Equity Guidelines that included gender for (a) current or former foster youth; (b) students with disabilities; (c) low income students; (d) veterans, and (e) various ethnic and racial categories (American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, some other race, or more than one race) (CCCO, 2014-15). Current eLumen settings warranted further set-up and testing to be able to generate disaggregated data.

Recommendations and Subsequent Steps

Beyond continued attainment of established benchmark of 70% for scientific literacy, the evidence team made these recommendations.

1. The faculty should thoroughly align the course assessment measures with ILO rubrics as well as determine appropriateness of the alignment of course SLO with the scientific literacy ILO.
2. The next evidence team should follow-up on the use of scientific literacy rubric in creating and evaluating assessment measures.
3. The efforts to enable eLumen to disaggregate student demographics should be completed and applied as soon as possible. Disaggregated data can help drive efforts to close the gaps in access and success in underrepresented student groups.
4. The college should continue efforts (including provide incentives) to engage the faculty in utilizing student learning outcomes to improve courses and programs.