

PROGRAM	Date last assessed in prior cycle	2021-2022: Analyze and reflect on your ILO/PLO data, including disaggregated data by demographics and modality. What actions will you take to improve student learning? Did prior actions improve student learning?	2022-2023	2023-2024	2024-2025	2025-2026
ILO-General Studies-IGETC-CSUGE	2018	<p>On 3/8/2022, the SLO Committee reviewed ILO data overall, by modality, and by ethnicity. Overall, most ILOs performed above 85%. However, the committee identified that the two ILOs related to quantitative competence performed at 83%. In response to these results, the committee decided to contact the chairs with courses that map to these ILOs to make them aware of this relatively lower performance so they can take it under consideration as they complete their own CLO analyses. Reviewing data by modality found some gaps for certain ILOs, with some ILOs having higher performance for face to face than online, and other ILOs having higher performance for online compared to on ground. However, the committee believed that COVID related scheduling may have skewed the data as most courses in the past few semesters have been online. Data were also reviewed by demographics, and equity gaps were identified that mirrored the gaps found in course success rates such as white students out performing Hispanic students. Because all the ILOs exhibited these gaps, the committee felt that the work of the SEA committee, including implementation of the equity plan, as well as the gap analysis work conducted by individual programs through program planning and PLO analyses would be the appropriate venues to implement initiatives to close these gaps. The underlying assumption is that closure of equity gaps in course success rates and PLOs will lead to closure of gaps in ILOs.</p>	Planned	Planned	Planned	Planned