The findings from this past year’s semester reports indicate considerable reflective thought about what has been learned and what changes need to be made to ensure that more students achieve the desired learning outcomes. Some of the key findings that emerged are

- Faculty are more often preparing and distributing rubrics and examples in advance of the evaluation of assignments to make expectations clearer.
- Areas of weakness are being focused on more in presentations of the course material, practice sheets are being distributed, and assignments are being revised.
- Supplemental resources have been added and faculty are more often using Etudes as an online platform to distribute information and to keep students better informed as to how they are doing in the course.
- Increased use of peer reviews for assignments before submitting them for grading and additional use discussions, video clips, and online resources have further strengthened understanding of concepts being assessed.
- Support services at the college are being used more widely, especially tutoring centers such as the Learning Resource Center, Math Center, Student Success Center, and the Child Development Resource Center.
- Courses are being modified due to changes in industry demand.
- New classes are being added and Child Development and other disciplines have begun offering hybrid classes.
- How-to-video tutorials and PowerPoint are being used more often in classroom instruction and have also been added to department websites which students may download to improve their learning; for example, the Life Science Web Department Web page.
- Student tutors have been hired to help with understanding and application of principles (Accounting, AJ, Law, CAOT, Math, and Child Development).
- Changes in course content and emphasis have resulted from the assessments; for example, in accounting, financial statements have been emphasized as a critical competency for completing the course.
- More authentic assessments have been developed to replace traditional means of assessment to obtain more meaningful results; for example, Administration of Justice developed a crime lab where they can set up mock crime scenes for students; Personal Development has developed an educational plan project.
- Additional critical thinking and ethics content has been embedded in a number of courses; for example, law, history, and philosophy.
- Assessment workshops for all full-time and adjunct faculty to discuss SLOs, align assessments, and review progress to date have been added resulting in increased faculty collaboration.
- Developmental Communications faculty are implementing strategies such as referring students to the various services that are available on campus. They have also emphasized structure and accountability as a result of their assessments.
- Staff members are collaborating with Learning Center staff to create online interactive tutorials as well as workshops targeted at specific courses.
Several disciplines have rewritten their course-level SLOs to more appropriately reflect the program and the course outlines; for example, ESL, Life Sciences, Culinary, Political Science, and Psychology.

Physical Education has altered their testing to incorporate additional cardiovascular assessments for classes that have cardiovascular endurance as an integral part of the course, such as in basketball.

Prerequisites are being added; for example, since all SLO assessments indicated that writing and researching anthropology papers need to be improved, English 28/ESL 8 is being added as a prerequisite for all anthropology courses.

Exams are being revised to include clearer formatting and more explicit instructions to minimize the chance of errors due to misinterpretation of the questions.

Lab manual exercises are being modified; for example, in biology a new laboratory exercise addressing how to read a primary research article is being added.

New texts have been selected based on assessment results.

More essay exams (rather than multiple choice/TF exams), group discussions, video presentations, and in-class group exercises are being used.

Increased emphasis is being placed on service learning for students by placing them in internships in non-profit agencies; for example, sociology and administration of justice.

The Math Department has a sequence of corrective actions in place depending on how far below the average rubric score is compared to the established course or program benchmark:

Under the 70% benchmark, the SLO must be reassessed based on the recommendation criteria below during the following semester:

1. If between 55-69% (Moderate): The SLO question will be reviewed and modified if needed. Additionally, the course coordinator may provide more homework questions and additional online resources related to the topic assessed and communicate any changes to all faculty.

2. If between 40-54% (Poor): In addition to action described in (1), the course evaluation committee will review the course outline including the topics and timeline and make appropriate changes. The textbook and courseware may also be reviewed and appropriate changes made.

3. If below 40% (Critical): In addition to actions described in (10 and (2), the department will review curriculum for the course as well as that of prerequisite courses. Changes may be made in these courses to insure the continuity of the curriculum and learning expectations. Meetings with faculty may be scheduled to advise them of any changes and provide training as necessary.

In summary, faculty at LAMC have been actively involved with assessing their course SLOs; some work has been done on the Program outcome assessment level but more focus needs to be placed on these. All Program Outcomes are listed on the online SLO system along with the courses that support them. The next step is to have the department chairs’ course SLO-to-PLO alignment matrices (2.24. sample matrix) transferred to the online system so that it is clear which courses support each PLO. This is in the process of being implemented and is intended to be in place for the spring assessments. A more detailed mapping will enable faculty to use a roll-up method to assess both the Program and Institutional Learning Outcomes to augment assessments that have already been done.