LAMC LEARNING OUTCOMES ASSESSMENT COMMITTEE (LOAC)

January 28, 2014

12:00 p.m. – 1:30 p.m., CC #4

AGENDA

1. Review of minutes of December 3, 2013 meeting
2. Approval of LOAC Charter
3. Student Survey on SLOs
4. Summary of LAMC’s First Annual SLO Summit
5. Summary and Discussion of Chairs’ Fall Semester Reports
6. Next meeting – Date and Time: Tuesday, February 4, 1:30 to 3:00, CC 4
LAMC LEARNING OUTCOMES ASSESSMENT COMMITTEE (LOAC)
Minutes of Meeting December 3, 2013
3:00 p.m. – 4:30 p.m., CC #4

Present: Co-Chair, Pat Flood; Sarah Master, Sheila MacDowell, Par Mohammadian, Monica Moreno, Deborah Paulsen, Riye Park, Mark Pursley, Patricia Rodriguez, Dennis Schroeder Daniel Waktlooa, Tara Ward

1. Review of minutes of November 26, 2013 meeting

2. Student Survey on SLOs
   A student survey has been created using Class Climate to assess students awareness of SLOs, PLOs, and ILOs. It is planned to be distributed either at the end of the fall semester or during the Winter Intersession.

3. Approval of LOAC Charter
   Additional revisions were made to the LOAC charter. Pat will revise the charter for final approval at the next meeting.

4. Approval process for SLOs at LAMC and the process for updating and revising SLOs.
   a. Pat distributed a handout on the present process for approving and updating SLOs and PLOs. At present SLO/PLO updates are submitted to the SLO Coordinator for approval before they are incorporated into course syllabi. Pat works with departments on SLOs before the final approval of a COR because major issues may get the curriculum approval tabled. It is the chairs' responsibility to update the online SLO system with the revised SLOs/PLOs. These updates are then immediately available to all students through the SLO website which lists all course outcomes. Since SLOs and PLOs are part of the official Course Outline of Record (COR), if the SLOs/PLOs are changed, they should also be attached to the official COR. A separate addendum which can be attached to the COR will be developed to document changes in SLOs/PLOs so that the entire COR does not have to be reviewed again, only the revised SLOs/PLOs.

   b. Pat talked about the role of Advisories for CTE in SLOs/PLOs. It is recommended to have the advisory members be involved in approving course and program outcomes. At the CAOT/Business advisory meeting in November, for example, they distributed a list of their outcomes to the members. These will be further discussed at the follow-up spring advisory meeting.
5. Questions for discussion regarding benchmarks and the process for ensuring quality assessments.

a. Pat distributed a list of questions she had distributed for discussion at the last District Student Learning Outcomes Advisory Committee (SLOAC) regarding the processes at other schools for establishing benchmarks and ensuring quality. These processes vary widely from school to school. She mentioned that the District is considering inviting Marcy Allen-Craig to a District wide SLO Symposium during the spring semester to assist us with answering some of our questions and to provide a forum for discussion of some of the issues regarding ensuring quality assessment. Benchmarks for student success for course SLOs and PLOs at LAMC are set at a standard of 70% and can be adjusted as determined by the department. Committee members agreed that this was reasonable and that the same standard could be applied for the Institutional Learning Outcomes.

b. Pat reminded the committee that the fall SLO assessments are due January 15 and the fall semester departmental chairs’ summary reports are due a week later, January 21, and she asked the committee members to remind their chairs. Once the course assessments are recorded, chairs and faculty can use them to complete program and institutional assessments using the matrices that have previously been prepared by chairs which map course SLOs to Program and Institutional SLOs.

c. The committee discussed the learning outcome assessment process and cycle. How do we quantify the changes? When follow-up assessments are done, a text box automatically appears on the SLO online system requesting information about whether the previous recommended changes have been implemented and if they have made a difference in student achievement of the SLO. This past fall this information was also requested as part of the online Program Review system. It was stressed that improvement is the most important factor for the purpose of assessment.

d. To assist us with disseminating information about assessments, it was suggested that we could have a newsletter and showcase departments that are innovative.

e. The procedure for ensuring quality assessments was discussed. At present much of the responsibility for ensuring quality assessments falls on the shoulders of the chairs and the SLO Coordinators. When the two academic deans who left over a year ago are replaced, it will be easier to review what has been submitted. The committee again discussed in more detail how SLOs are approved and the need to define a process for submitting them when they are updated outside of the COR six-year cycle.
6. Accreditation and Measures of Quality (selected slides from a presentation to the California Association of Institutional Researchers (CAIR))

a. Pat distributed a copy of selected slides from a PowerPoint presentation by Barbara Beno entitled Accreditation and Measures of Quality which was presented to the California Association of Institutional Researchers. It was stressed that most of the accreditation standards are about good practices that lead to effective institutional performance and they include requirements that institutions engage in self-assessment for purposes of knowing how well the institution is achieving its own mission and goals. Federal and national emphasis is now on producing more college completers, so improvement of institutional outputs is needed.

b. Council of Instruction and the Educational Planning Committee recently looked at Institutional achievement standards and set benchmarks for achievement of them based on statistics compiled over the last five years. It was emphasized that our outcomes need to tie into the Mission Statement.

7. Next meeting – Date and Time: Tuesday, January, 14, 12-1:30

Adjourned 4:30 p.m.

Recorder: Deborah Paulsen
Mission Statement:

The Learning Outcomes and Assessment Committee’s mission is to ensure that the College goes through an ongoing, systematic process that clarifies and improves achievement of Learning Outcomes at every level from institutional, program, and course through certificates and degrees with specific emphasis on student success. The Learning Outcomes and Assessment Committee works with faculty and staff to ensure the methods of assessment of course SLOs (CSLOs), Service Area Outcomes (SAOs), Program and Division Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs) are aligned and consistent across the College.

The Learning Outcomes and Assessment Committee is sanctioned by the College Council and is a subcommittee of the Academic Senate. It works with the Student Support Services Committee and the Administrative Service Units and reports to the Academic Senate.

The Learning Outcomes and Assessment Committee is charged with the following:

- Guide and support faculty and staff in facilitating outcome assessment.
- Assist in establishing a procedure for evaluating outcomes to ensure continuous quality improvement on all levels.
- Assist in establishing and maintaining an assessment schedule for all levels of outcome assessment.
- Work with administration to ensure that outcome assessment assignments are completed on time.
- Provide colleagues with guidance, training, tools, rubrics, models and other resources that will assist them with outcome development and assessment.
- Assist faculty and staff in analyzing the results of assessment to implement changes that improve learning and services.
- Provide qualitative feedback on the learning outcome process.
- Maintain open and frequent communications about outcome development and assessment with various college groups including but not limited to the Department chairs, Academic Division Deans, Curriculum Committee, Academic
Senate, and the Offices of Academic Affairs, Student Services, and Administrative Services.

Committee Membership:

The committee is co-chaired by the Outcome Assessment Coordinator and an administrator. Membership includes 1-2 faculty from each department, representatives from Academic Affairs, the Academic Senate, Curriculum Committee, Professional and Staff Development, Student Services, and Administrative Services, and the Associated Students Organization (ASO) Advisor and/or student representative.

Voting Rights:

Only faculty and staff members are given voting rights. When there is more than one faculty or staff representative per department present, only one vote per department or area is allowed. The faculty co-chair does not have voting rights.

Reporting System:

The LOAC will report and make recommendations to the Academic Senate and work jointly with the Student Support Services Committee and the Administrative Unit areas.

Membership Responsibility and Code of Conduct:

It will be the responsibility of every member of the Learning Outcomes and Assessment Committee to attend each meeting and to adhere to the College Code of Conduct.
1. How many units have you already completed at LAMC?
☐ 1 to 15 units
☐ 16 to 30 units
☐ 46 to 60 units
☐ 31 to 45 units
☐ More than 60 units

2. How many units are you taking this semester at LAMC?
☐ 1 to 11 units
☐ 12 or more units
☐ 31 to 45 units

3. Please mark the choice that best describes your knowledge and understanding of the course student learning outcomes (SLOs) in this class:
☐ I know about them and understand them completely.
☐ I know about them and understand them moderately well.
☐ I know about them but do not understand them.
☐ I don't know about them.

4. Course student learning outcome (SLO)
☐ I never heard of it
☐ I barely understand
☐ I partially understand
☐ I completely understand

5. Program learning outcome (PLO)

6. Institutional learning outcome (ILO)

Please think about the use of course student learning outcomes in this class, and mark your answer to the following questions:
Were course student learning outcomes in this class:

7. Clearly identified in the syllabus?
☐ Yes
☐ No
☐ Don't know

8. Discussed at least once at the beginning of the course?
☐ Yes
☐ No
☐ Don't know

9. Reviewed more than once during the course?
☐ Yes
☐ No
☐ Don't know
10. Some instructors give their students information ahead of time on the specific standards they will use to score assignments or exams. If such information was provided in this class, how much did it help you achieve at least one of the course student learning outcomes in this class?

11. I am confident that I have achieved the student learning outcome(s) for this course.
Overall indicators

Global Index

Please rate the following agenda activities from the Summit:

Please indicate your level of agreement with each of the following statements:

Survey Results

Legend

Relative Frequencies of answers  Std. Dev.  Mean  Median  Quantile

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Please rate the following agenda activities from the Summit:

1. "Best Practices for Encouraging Student and Faculty Dialogue about SLOs and Assessment" Presentation

2. "Authentic Assessment" Presentation

3. Interdisciplinary Assessment Discussion Breakouts

4. Program Learning Outcomes Assessment Activity

5. How would you rate the Summit overall?

Please indicate your level of agreement with each of the following statements:
6. As a result of attending this Summit, I feel better able to facilitate dialogue about learning outcomes and gauge the effectiveness of the discussion.

7. As a result of attending this Summit, I have a better understanding of authentic assessments.

8. As a result of attending this Summit, I feel better able to conduct a program outcome assessment.

9. As a result of attending this Summit, I feel better able to encourage and assist my peers in the outcome assessment process.
SUMMARY OF FIRST ANNUAL SLO AND ASSESSMENT SUMMIT
OCTOBER 11, 2013

To promote dialogue and to further assess how courses, programs, degrees, and certificates have led to improved student learning and the achievement of the College mission, LAMC held its first Annual Student Learning Outcome Summit on Friday, October 11, 2013. The purposes of the Summit were to improve pedagogy, curriculum, and approaches to teaching and learning; to improve the institution’s overall effectiveness; to set the foundation for the additional “Deep Dialogue Discussions” about assessment that would follow. The expected outcomes for the SLO Summit (Ref: SLO Summit Information Packet) were to

- Facilitate faculty and student dialogue about learning outcomes
- Share with other faculty and staff authentic assessments, what has been learned from them, and how the results have been used to improve student learning.
- Analyze course assessment results and assess at least one Program Learning Outcome (PLO).

The LAMC SLO Summit was an outgrowth of the District Academic Summit held two weeks before on September 20, 2013 (Ref: DAS Summit Agenda). The focus of the DAS Summit was on accreditation and student learning outcomes. Eighty-eight faculty, administrators, Student Services and Administrative Services staff attended LAMC’s SLO Summit. All participants were requested to bring a copy of an assessment they had done to share and discuss with others during the breakout roundtable discussion sessions. This Summit provided an venue for all constituent groups to engage in self-reflective dialog about the continuous improvement of student learning and institutional processes.

After the outcomes for the day were introduced, presentations were given about SLO development and assessment best practices (Ref: SLO Summit PowerPoint), promoting SLO and assessment faculty dialogue, SLO awareness in the classroom, best practices for encouraging student and faculty dialogue about SLOs and assessment (Ref: SLO Summit Agenda and PowerPoint). Information was presented about what authentic assessment is, examples of LAMC authentic assessments, and the process for evaluating the results (Ref: SLO Summit Information Packet). These presentations were followed by interdisciplinary assessment discussion breakouts in which administrators, faculty, and staff from Student Services and Administrative Services areas shared authentic assessments they had done in their areas. Based on the post-summit evaluation (Re: Evaluation of SLO Summit) participants found this latter part of the Summit to be the most valuable. As one department chair stated in an e-mail to her faculty: “The best part of the day was the discussion we had within our English group. We were able to

- Examine and refine our Program Learning Outcomes (PLOs) (See attached SLO/PLO map).
- Match our PLOs with our course SLOs and map those matches on our PLO program matrix (See attached SLO Map)
Check our rubrics for each SLO to make sure that there is also assessment of the corresponding PLOs.

- Discuss our SLO assessment calendar.
- Decide where to go from here" (Ref: English Department Outcomes Assessment Summary – e-mail from Louise Barbato, October 14, 2013).

The afternoon session of the SLO Summit consisted of a Program Learning Outcomes Assessment activity in which disciplines and departments worked on reviewing previous assessments that aligned with their PLOs, discussing what had been learned from the assessments, and developing plans of action for improvement based on the assessment results. In addition, plans were made for completing assessment of any other PLOs that had not yet been assessed.

At the end of the Summit, participants were requested to complete an evaluation of the day. Sixty-eight participants completed the evaluation (Ref: SLO Summit Evaluation). The majority of the faculty and staff responded favorably to the Fall SLO Summit Survey Questions with Excellent to Poor, and Strongly Agree to Strongly Disagree ratings. The most positive feedback on the questions was on the Interdisciplinary Breakout Session with 90 percent giving the rating of either excellent or very good with “excellent” being checked twice as often as “very good.” The lowest level of feedback was in response to Question #1 “Best Practices for Encouraging Student and Faculty Dialogue about SLOs and Assessment”; 75 percent of the respondents rated this presentation as either excellent or very good. The Program Learning Outcomes Assessment activity was rated as 88 percent either excellent or very good, and the Authentic Assessment presentation was rated as 85 percent either excellent or very good. Response to the Summit overall was very positive with 45.9% rating it as Excellent and 41% as Very Good (total 87%).

In the second group of questions regarding the Summit, question #6 regarding “facilitating dialogue about learning outcomes and gauging the effectiveness of the discussion” was the most positive with 94 percent either strongly agreeing or agreeing. Question #8 regarding “conducting a program outcome assessment” received the lowest ratings with a total of 80 percent either Strongly Agreeing or Agreeing.

The last questions on the evaluation form asked for participants to respond to several open-ended questions. Of most interest were the responses to the following question: “What aspects of the Summit did you find most interesting, valuable, and/or useful?” Fifty-eight people responded and, except for one individual, all comments were favorable. Some of the most frequently occurring comments emphasized the value of sharing ideas with others both within disciplines and interdisciplinary groups; the value of dialogue with peers was stressed numerous times. Respondents also found the information about authentic assessments and the presentation on how to incorporate ethics and critical thinking in a general education course particularly valuable, as well as the opportunity to work together as a department on program assessments.

In response to the question asking “What other activities would you suggest be included in future SLO Summits?” the following comment summarized well the general tenor of the comments: “More opportunities like this to discuss student learning, engagement and to share what we are all doing in support of student learning outcomes.”
The last question asked, "How else could this Summit be improved in the future?"
Responses to this question varied widely. The most common response was that the faculty
would prefer the Summit to be a half day rather than a full day; however, one individual
wrote “One of the most effective and productive days I have had on this campus to date.”
SUMMARY OF LAMC STUDENT LEARNING OUTCOME ASSESSMENT CHANGES IMPLEMENTED AND PLANNED

Based on Results Reported in the Fall 2013 Program Review and Department Chairs' Fall Semester 2013 SLO/PLO Summary Reports

Based on assessment results, in the Art Discipline a number of course modifications were made. Supplemental resources were added; for example, a book called "A Short Guide to Writing About Art," was added to help guide students with formatting to assist them in preparing their written reports. Requiring mandatory participation in weekly discussion online forums improved not only students' style of writing but also their sentence structure and organization. In addition, using more rubric standardized evaluation made expectations clearer for students. Giving the rubric to students ahead of time and giving more examples that students can relate to and demonstrating how the rubric/assignment may be successfully completed also led to greater student success and achievement of the desired Student Learning Outcomes.

As a result of its program assessments, the Art discipline submitted a Transfer Model Curriculum (TMC) Degree for Studio Art and plan to submit a TMC for Art History soon. They also added new classes; for example, History of Asian Art and Oil Painting, and they plan to add these new courses as requirements for their current degree programs. An Art History instructor was hired this January to improve communication with students and further develop the department. Assessments have resulted in new curriculum and more online classes to meet the needs of the students.

In Multimedia, as a result of assessments, courses are being modified due to changes in industry demand; for example, it was discovered that it is no longer effective to teach Adobe Flash programming as it is being phased out as the industry standard in Web development; consequently, the program was modified to add portfolio building using the same methodology employed by current Web App standards for tablets such as the iPad. Video production faculty have created some how-to-video tutorials to help their students operate camera equipment more efficiently and to assist them with succeeding in passing to the next level of camera operation. Thus the cycle of SLO assessment has strengthened the production courses and the resulting student projects.

As a result of music assessments, more class time is being spent on using the keyboards in the piano room to instill and reinforce the music theory lessons. They have also started doing more singing of folk songs at the beginning of each class to improve sight reading, and they are spending more class time distinguishing between music of different style periods.

Because of SLO and PLO assessments in Business courses, business terminology is being emphasized more so that students are able to better apply terms used in business, and concepts are being reemphasized through the use of case studies. Additional reinforcement resulted in an improvement from 59 percent to 74 percent on the assessment rubric. This 15 percent increase exceeded the established benchmark of 70 percent for student success. Custom made PowerPoint
packages are being added to websites which students may download to improve their learning. In accounting courses, student tutors have been hired to help with understanding and application of accounting principles. Changes in course content and emphasis have resulted from the assessments. Specifically, financial statements have been emphasized as a critical competency for completing the course.

In Administration of Justice as a result of their assessments over the past year, SLOs have been revised and assessments improved to more accurately reflect activities that the students would do on the job; for instance, in the spring of 2014, AJ will be simulating real-world scenarios as part of a capstone project in some of its classes, including Report Writing and Criminal Investigation. They have also developed a crime lab where they can set up mock crime scenes for students to process. In addition, all AJ faculty have been given a book on classroom assessment techniques that they will be using for assessments in Spring 2014.

In Computer Applications and Office Technologies (CAOT) changes that have been implemented based on SLO assessments include funding of student tutors and adding practice sheets in Microsoft Office courses. Rubrics were prepared in all courses and distributed to students before assignments were due and concepts that students did not score well on in evaluation rubrics were stressed more. In addition, students have been encouraged more to use the Learning Resource Center tutoring as well as online videos available to them. Classes were also supplemented with online instruction using the Etudes platform.

In the Paralegal Studies Program, as a result of their SLO/PLO assessments, they have imbedded additional critical thinking and ethics content in each of the 13 classes they offer resulting in an overall 8% improvement in student achievement.

This past year Child Development held an assessment workshop for all full-time and adjunct faculty to discuss SLOs, align assessments, and review progress to date. Faculty collaborated by courses taught as well as assessment tools being used. Examples of modifications include refinement of rubrics (7 courses); inclusion of rubrics with assignment guidelines (8 courses); increased use of the Child Development Student Resource Center (14 courses); workshops provided by tutors on specific assignments (8 courses); revision of assignment requirements (12 courses); revision of the Practicum Portfolio (2 courses); and additional class time devoted to areas of need. Further modifications included offering hybrid course support (1 course), purchasing more bilingual materials (2 courses), and the rewriting of the SLOs (2 courses). Faculty attended the Fall 13 SLO summit and created assessments for the five Program Learning Outcomes developed in the department (aligned with the National Association for the Education of Young Children’s standards for accreditation). Assessments were based on SLO mapping of all courses in the department connected to the AS-T degree. In 2013 two courses were reassessed to determine effectiveness of the modifications. Both have experienced higher degrees of success. Other courses yield improvement as a result of informal evaluations and self-reporting of faculty. Increased use of peer reviews for assignments before submitting them for grading and additional use of lecture time, discussions video clips, and online resources have further strengthened understanding of concepts being assessed. Examples of completed projects have also been used to guide students. Through involvement with the Learning Outcomes and
Assessment Committee (LOAC), recommendations for a more comprehensive approach to assessment, modification, and reassessment have been made to the department.

In Personal Development they are evaluating their assessments to create more authentic assessments to measure learning; for example, an Educational Plan project has been redesigned and was piloted in fall 2013 to better assess the students’ comprehension of the Educational Plan.

English eliminated a Developmental Communications prerequisite from its courses. They also recently changed to Mybasic skills lab for both English 21 and 28 and did a video for students to use when preparing for the English assessment. In addition, they piloted two accelerated combined courses for English 21/28 and 28/101 resulting in improved student success.

As a result of their assessments in Developmental Communications (DC), faculty in the discipline are implementing strategies such as referring students to the various services that are available on campus. They have also emphasized structure and accountability such as the importance of completion of homework and have developed some systems for collection of homework on a much more regular basis. In addition, outreach is being pursued electronically through online CAI, website and e-mail. Moreover, staff members are collaborating with Learning Center staff to create online interactive tutorials as well as workshops targeted at specific DC courses. The need for supplemental support for basic skills students emerged from the analysis of outcome assessment and a resource request as a result for additional trained student tutors who would also function as college mentors.

As a result of their assessments this year, ESL has completely rewritten all of the course-level SLOs to more appropriately reflect the program and the course outlines and the work of the ESL District Discipline Committee’s Standardization Project.

The Health and Physical Fitness Department has become aware that their fitness assessment scores are unique which has prompted them to change some of the fitness assessment tests. Yoga, Pilates and dance, for example, will be utilizing assessment tests to more accurately assess the types of strength and flexibility that are specific to each course. They have also altered their testing to incorporate additional cardio vascular assessments for classes that have cardio vascular endurance as an integral part of the course, such as in basketball. The changes they have implemented so far indicate that the students are reaching the benchmarks established for fitness levels.

As a result of its assessments, the Life Sciences Department has discovered that it would be helpful for their students’ learning to develop a common set of microscope slides or histology tissue photos to use in instruction and to emphasize more histology and the skeletal system on practical exams. Since all SLO assessments indicated that writing and researching anthropology papers need to be improved, course outlines are being revised to include English 28/ESL 8 as a prerequisite to all anthropology courses.

In biology exams are being revised to include clearer formatting and more explicit instructions to minimize the chance of errors due to misinterpretation of the questions. To assist with student learning of graphing skill, a deficiency noted on assessments, the lab manual exercises are being modified to include more graphing exercises and more explicit instructions to better illustrate
how to create a graph. In addition, the lab manual has been revised to include objectives so that students can more clearly identify what is expected of them. In other areas that students were assessed on and on which they did not perform well, instructors are giving greater attention in the classroom and laboratory and revising their assessment process from a group assessment to one that better represents individual student performance, including having a portion of the exam be done individually to get a more accurate assessment of student learning. To better prepare students to critique scientific articles, a new laboratory exercise addressing how to read a primary research article is being written and is planned to be implemented the next time the course is offered. Additional instruction is also scheduled for how to identify a main thesis and arguments to help students better achieve a course benchmark. Guidelines for assignments are being modified to encourage students to proofread their work and include useful illustrations, borders, and color to make more appealing and professional brochures to illustrate what they have learned. Students will also have access to the grading rubric which should have a positive effect on student performance for the assignment.

The Computer Science and Information Technology (CSIT) discipline SLO assessment process has resulted in a reevaluation and modification of the SLOs. The course materials have been changed to include online course/homework.

In the Physical Sciences Department, laboratory instruction in Chemistry is being revised to better evaluate and assess individual student performance. In addition, the lab manual for the course is being revised to allow students more individualized instruction and assessment.

In Philosophy, based on assessment results, a tutor has been hired to assist students with deductive logic and essay writing and new texts have been selected which emphasize ethical theory.

Political Science is rephrasing their SLOs and changing their assessment methods to reflect more real-world problem-solving situations.

Psychology SLOs are also currently being revised. Outcomes have been reevaluated and the changes that have been implemented are the addition of more essay exams, group discussions, video presentations, and in-class group exercises.

Sociology has assessed all its courses. Changes have taken place in all courses with the addition of new assignments, editing of current assignments, and more emphasis on collaboration between students to help their success. An increased number of oral presentations have been added in several classes. Sociology has also incorporated more service learning for their students by placing them in internships in non-profit agencies. In addition, Sociology is considering adding a lab portion to one of its courses to assist students in grasping research methods. Online learning also improved with the new Etudes websites that have been very user friendly and more affordable to our students.