LAMC LEARNING OUTCOMES ASSESSMENT COMMITTEE (LOAC) 
AND PROGRAM REVIEW OVERSIGHT COMMITTEE (PROC) JOINT 
MEETING

April 21, 2014

3:30 p.m. – 5:00, CAI Arroyo Room

AGENDA

1. Approval of LOAC Minutes of March 26, 2014 Meeting

2. Assessment Retreat Date

3. Updates in the SLO Online System – Nick Minassian

4. SLO/SAO Summaries of Assessments and Recommendations for 
   Integration of Assessment Results with Planning

5. Curriculum Addendum for Updating SLOs

6. PLO, SAO, ILO Master Schedule of Assessments

7. Assessment of the Information Competency ILO Update – Sandy Thomsen

8. Next Joint LOAC and PROC Meeting – Date and Time
Course Name and Number: 

Course Description: 

**Course SLO**
One sentence that describes a major piece of knowledge, skill, or ability that students can demonstrate by the end of the course. Use higher order Bloom's taxonomy verbs: http://ecd.laccd.edu/blooms_taxonomy.htm.

**Assessment Method**
List the major assignment, project, or test used to demonstrate or apply outcome assessment.

**Benchmark**
Reflects satisfactory performance on the SLO.

Complete the statement: At end of the course, the successful student will be able to... 

Answer the question: How many students need to achieve what level on this course SLO?

Example: At least 70% of students achieve this course SLO with a 70% success rate.

Mapping to Program SLO and Institutional SLOs
Please indicate with an “X” in the appropriate boxes below, the Course SLO mapping to the corresponding Program (PLOs) and Institutional ILO(s).

<table>
<thead>
<tr>
<th>Course SLO</th>
<th>Program SLO</th>
<th>Institutional SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>#1</td>
<td>X X</td>
<td>X X</td>
</tr>
<tr>
<td>#2</td>
<td>X X</td>
<td>X X</td>
</tr>
</tbody>
</table>

Department Chair: ___________________________ Date ______________

SLO Coordinator: ___________________________ Date ______________
SUMMARY OF DEPARTMENT CHAIRS' ASSESSMENT REPORTS - 2013

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.
1. Describe the status of the SLO Assessment in this discipline.
SLO's for physics and astronomy have been assessed and changes implemented to improve instruction.
All physics and astronomy courses taught as of Spring 2012 were assessed.

2. Summarize the changes that have been implemented based on SLO and PLO assessments from the past year.

3. Have the outcomes been re-evaluated since the implemented changes, and if so, has there been an improvement in student learning? Are any further changes scheduled?
1) Provide a summary statement concerning the success of the unit in meeting the objectives identified in the previous year's program review. If budgetary recommendations were made by the Budget & Planning Committee, please include in your summary whether those recommendations have been implemented.

2) Summarize significant results/outcomes or improvements that have been implemented of any projects or improvement plans identified in the previous year's program review, and discuss if you are going to continue these improvements or change them based on the results/outcomes. You may also discuss projects/plans/accomplishments from your unit over the past year, even if they were not mentioned in your previous program review.

3) Describe the unit's status regarding professional accreditation (if applicable)

Respondent(s)
STUDENT SERVICE AREA OUTCOMES

11) A new question on the contribution of SAOs to student learning has been added to the SAOs screen.
Follow-up Textbox from online S20 System
<table>
<thead>
<tr>
<th>DIVISION</th>
<th>SAO</th>
<th>Date of Last Assessment</th>
<th>Date of Next Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookstore</td>
<td>In support of student learning we will continue to keep up with the trends to include up-to-date software and technology in general and not compromise customer service. Though our staffing is limited we systematically re-invent our methods to deliver on time service so that students are always prepared for their studies.</td>
<td>FALL 2013</td>
<td>FALL 2015</td>
</tr>
<tr>
<td>Bookstore</td>
<td>All patrons will be able to locate and purchase all necessary items needed for a successful college experience.</td>
<td>FALL 2013</td>
<td>FALL 2015</td>
</tr>
<tr>
<td>Budget Office</td>
<td>Quarterly and annual budgets are available for review</td>
<td>FALL 2013</td>
<td>FALL 2015</td>
</tr>
<tr>
<td>Budget Office</td>
<td>1.1 Creating an annual college operating budget that aligns with enrollment planning, staffing, technology, and facility maintenance. 1.2 Regularly monitoring and assessing the College budget status. 1.3 Producing a balanced budget for the academic and fiscal year. Students benefit from financial resources adequate to support student learning programs and services. Students benefit from improvement in institutional effectiveness achieved through better linkage between college wide planning, unit assessments, and financial resource allocation.</td>
<td>FALL 2013</td>
<td>FALL 2015</td>
</tr>
<tr>
<td>Business Office</td>
<td>Increase in on-line payments for mandatory fees such as enrollment fees, tuition, parking, representation fees. Increase in Associated Student Organization membership fees</td>
<td>FALL 2013</td>
<td>FALL 2015</td>
</tr>
<tr>
<td>Business Office</td>
<td>Identify areas for service improvement</td>
<td>FALL 2013</td>
<td>FALL 2015</td>
</tr>
<tr>
<td>Business Office</td>
<td>Reduce service wait time at the counter</td>
<td>FALL 2013</td>
<td>FALL 2015</td>
</tr>
<tr>
<td>Business Office</td>
<td>All students will be able to identify all fees related to enrollment or other district fees</td>
<td>FALL 2013</td>
<td>FALL 2015</td>
</tr>
<tr>
<td>Business Office</td>
<td>Express satisfaction with the type of services offered.</td>
<td>FALL 2013</td>
<td>FALL 2015</td>
</tr>
<tr>
<td>Business Office</td>
<td>Schedule &quot;One Stop&quot; visits to the Business Office. Students are requesting 2 or more services per visit.</td>
<td>FALL 2013</td>
<td>FALL 2015</td>
</tr>
<tr>
<td>Business Office</td>
<td>Demonstrate competency in using alternative methods of payment other than the traditional in-person method.</td>
<td>FALL 2013</td>
<td>FALL 2015</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Developing technology objectives and performance measures to support LAMC strategic goals (recommendation from Accreditation visit on March 2013).</td>
<td>FALL 2013</td>
<td>FALL 2015</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Students will be able to demonstrate the use of Schedule of Classes Online (SOCO) of the Mission college web pages to find their courses.</td>
<td>FALL 2013</td>
<td>FALL 2015</td>
</tr>
<tr>
<td>Unit</td>
<td>Core Competency</td>
<td>SAO</td>
<td>Assessment Method</td>
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<tr>
<td>Admissions &amp; Records</td>
<td>Information Competency</td>
<td>PROGRAM REVIEW 2012-2013: Admissions did one workshop for Student Services Day in the Spring 2010 semester. Staff explained how to use the LACCD Student Information system. We also explained Admissions deadlines and procedures.</td>
<td>Admissions will continue to do workshops for students once per semester.</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Information Competency</td>
<td>PROGRAM REVIEW 2012-2013: It is an ongoing goal for Admissions to inform students both in person and on the phone on how to use the online system for applying and to add/drop classes. Students are also given written instructions on how to access the system.</td>
<td>Our training and instructions are working. The results of the last audit confirmed this fact.</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Problem Solving</td>
<td>Students will understand the importance of the college process of filing a graduation petition.</td>
<td>Potential graduates will be identified in the Fall and Spring semesters using the LACCD Webfocus system. Admissions will work with the Counseling department to send out email messages to explain the need to file a graduation petition. Both departments will work together to promote student success.</td>
</tr>
<tr>
<td>Admissions &amp; Records</td>
<td>Information Competency</td>
<td>Admissions will assist faculty to increase knowledge of LACCD attendance accounting requirements. This year TBA rosters will be addressed in detail. TBA rosters are part of yearly audits mandated by the State of California.</td>
<td>TBA roster instructions will be made available by email and by posting on the LAMC website. At least one email per semester will be sent to all faculty with TBA rosters, and to their respective department chairs. A deadline will be given and monitored by the Senior Supervisor. The Vice-President of Academic Affairs will be included at each step. Academic Affairs and Admissions will</td>
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