ACCJC 2014 Annual Report
Student Learning Outcomes and Assessment Section

1. a. Describe your activities to analyze and implement alignment in the planning of curriculum and delivery of instruction.

To accommodate the different learning styles for students and assure consistency in delivery pace and content for instructors, the math department created master courses using online courseware for all developmental math courses. The math department updated the Math 115 and 125 curriculum to include the requirement that homework must be graded either by the online courseware or by hand to encourage instructors to learn how to use the courseware efficiently. Workshops on how to use the courseware have been offered a few times before and during the regular semesters for the past two years. For each course, the department assigned at least one full-time faculty as a course coordinator to provide faculty support and oversee the contents and activities in the course. If the SLO results were a small percentage below the expected 70%, the course coordinator will adjust the master course assignment contents such as online homework and practice tests to bridge the deficiency.

The courseware provides PowerPoint, Video Lectures with closed captioning, Animation, and immediate tutorial feedback per HW question to allow students to choose the online presentation that meets their learning style. Face-to-face tutorial services between students and well-trained tutors is provided by the STEM center which is open Monday to Saturday.

After two years of technology training for faculty, almost 80% of the math faculty members know how to incorporate technology in their teaching and assignments. The math department has been tracking the SLO data, course completion data, and progression data (success rate for students who progressed to the next semester’s subsequent math course). The data was used to decide whether the department needs to revise a course curriculum and delivery of instruction. The creation of master courses and the scheduling of having the same instructor with the same time slot for sequential courses were based on the SLO and progression rate analysis.

b. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified.

The faculty training for courseware, common syllabi with expected delivery pace, and the selection of exercises per online assignment, were geared to higher SLO results with better course success rate and progression rate. Having some faculty changing their delivery of instruction to include the use of technology was a bigger challenge than teaching students how to utilize all the tools provided by the courseware. The math department expected the SLO scores might fluctuate slightly due to the implementation of the new delivery of instruction as indicated by the below SLO results comparison with the exception of the significant improvement for Math 125 SLO assessment. The true effectiveness of the master courses will require one to two years adjustment time for both the instructors and students.
improving the layout of the courses, and the common final exam. The significant improvement for Math 125 SLO is the payoff for a dedicated faculty.

The math department has been tracking the success rate of students who progressed from Math 115 to Math 125 from Fall 2009 to present. Math 125 is the minimum math graduation requirement for the AA and AS degree. Before creating the master courses, the average success rate of students who progressed from Math 115 to Math 125 was below 30% as indicated by table shown below. After using the master courses with online courseware, the average success rate of students who progressed from Math 115 to Math 125 jumped to 45% which is a significant improvement within a year period.

Success Rate for students who continued from Math 115 to Math 125 on the next semester.

<table>
<thead>
<tr>
<th></th>
<th>No Master Course</th>
<th>Master Course (common syllabus, common HW/resources)</th>
</tr>
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<tbody>
<tr>
<td>From Spring 2010 to Fall 2012 (3 years average)</td>
<td>28.80%</td>
<td>N/A</td>
</tr>
<tr>
<td>From Spring 2013 to Fall 2013 (1 year average)</td>
<td>N/A</td>
<td>44.67%</td>
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</tbody>
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2. a. Describe the various communication strategies your department uses to share SLO assessment results for usage by internal and external audiences.

The math department formed a SLO sub-committee last May that meets on a regular basis to discuss SLO assessment results, SLO question pools, rubrics, benchmarks, strategies, implementation, and indicator of effectiveness. The math department shared their SLO assessment methods, results, and data tracking with the college SLO committee, SLO retreats, and AtD (Achieving the Dream) committee.

b. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement.

The progression rate was a positive impact for the master courses using online courseware. The math department scheduled the same instructor with the same time slot for sequential courses for allowing students to form a study group and be familiar with the same instruction format. Students often cannot register for the class of the same instructor due to their low priority registration. The math department requested administrators to allow priority registration be given to students who want to take the subsequent math course with the same instructor. The math department hopes the request will be granted in the near future to support student success.
support for all levels of mathematics. The STEM tutorial service support is currently funded by STEM grant which will end in two years. The STEM Director is working with the administrators to institutionalize the funding for tutorial service.

3) Revising the priority registration based on continuation of the next semester's subsequent courses has to be done from the top administration or district level.

Curriculum development is provided by faculty. Poor SLO assessment results can be an indication for curriculum revision. Program review is provided by the Department Chair who oversees all levels of the department instructions, changes in practice or teaching, changes in articulation and workforce, grants, and tutorial services. The Department Chair works with faculty and staff for resources enquiry to achieve the goals and objectives of the department including improvement on SLO assessment. If the department can provide proven data for their request, institutional planning should support the request by providing policies, personnel, facilities, and resources. If all units work together to support the Mission statements, institutional effectiveness is accomplished.

4. Please share one success story about the impact of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success.

Story 1:
A student came to USA in 2009 and worked at a minimum wage job. She decided to quit her job and attended LAMC to get a college education. She started at the lowest math level, Math 105, and Dev Com 1 in Fall 2010. She thought she was going to be an accountant major but after taking a personal development course that widened her career choices, she changed her major to Aerospace. She is a visual learner so she liked taking math courses with a user friendly online courseware that provides video explanations. Master courses with online courseware were the results of SLO assessment. All math courses she took (Math 105, 112, 115, 125, 240, 265, 266, & 267) in LAMC provided challenging questions that intrigued her curiosity. She said each math course set a good foundation for her subsequent math course and that was how she aced every math course at LAMC without obstacles. Math SLO assessment ensures the college level curriculum is implemented and all topics are covered. She started college in Fall 2010 and she is now ready to transfer by the end of this semester. She is looking forward to taking her major classes at Cal State Northridge.

Education is the key to transform a person's life from poverty to a high paid job with many opportunities for growth.

Story 2:
After reviewing the SLO assessment analysis along with course success rate the math department observed that students who did not pass Math 115 and Math 125 in high school have low motivation and incentive of learning the same materials again. They kept failing or dropping Math 115 or Math 125. The math department addressed this group of students by creating a Pre-Statistics course called Math 137 which is our pilot course for this year. Two sections of Math 137 will be offered next semester. The math department predicts at least 6 sections of Math 137 will be offered in 2 to 3 years. Professor Bamdad, who is an excellent instructor and student oriented faculty, developed this Math 137 course. He attended many workshops and visited COC (College of the Canyon), which offers a similar course in