LAMC LEARNING OUTCOMES ASSESSMENT COMMITTEE (LOAC)

March 12, 2014
1:30 p.m. – 3:00 p.m., CSB 110

AGENDA

1. Review and approval of minutes of February 26, 2014 meeting

2. Summary of LAMC’s SLO and PLO Assessment Progress as of 2-27-14

3. ACCJC Annual Report – SLO Section due March 31, 2014

4. Assessment of the Information Competency ILO

5. Next meeting – Date and Time: **Wednesday, March 26, 1:30 to 3:00**
Present: Co-Chair Pat Flood, Patricia Chow, Sarah Master, Tigran Mkrtchyan, Par Mohammadian, Riye Park, Deborah Paulsen, Mark Pursley, Patricia Rodriguez, Dennis Schroeder, Sandy Thomsen, Marie Zaiens

Agenda Continued from February 19, 2014

1. Assessment of Information Competency and other ILOs

Sandy Thomsen talked about the Information Competency definition presented in the meeting packet that is based on national standards. LAMC adopted the standards in 2002 as a guide, but did not re-set them for a two-year community college. Library staff have developed questions that they thought would assess the standards.

It was mentioned that it would be helpful to have the disciplines that support the Information Competency ILO be involved in doing the assessment. It was agreed that even though surveys are not considered authentic assessments, they can yield interesting results with useful information to help improvement.

It was suggested that on the curriculum forms there should be a link to what the ILOs are and more detailed information on Information Competency should be included. If we had the SLOs as a separate addendum, then we could link more information. When we complete an assessment, we could have a button to click and link to the supported ILO where it can be explained how the assessment is related.

Deborah stated that the Aesthetic Responsiveness ILO was approved by the Senate and needs to be updated on the SLO website. It has been submitted for next year’s catalog update.

To help us evaluate the Information Competency ILO, it was suggested that existing assessment rubrics posted on the online system could be used. Even though the entire rubric might not relate, one criterion may. The idea of having a standard rubric for assessing each ILO was discussed. A writing rubric, an oral communication rubric, an aesthetic responsiveness rubric, and others were developed in 2011 when we started assessing the ILOs.
Sandy mentioned that English and Health have been doing a lot with information competency. The library also does surveys and give students exercises, including a pre-test and post-test; however, they would like see the training put to use in the classroom on actual assignments and have some means of assessing the improvements that have been made as a result. It was also suggested that based on the ILO mapping previously done, we can pull out samples and analyze the results and then look at the number of students who achieved the benchmark or acceptable level. From this data, we can derive helpful information about the percent of the students who have met the ILO.

Other ways of assessing ILOs were suggested such as focus groups and surveys with some open-ended questions regarding suggestions for improvement.

Sandy mentioned that when on-line library workshops are offered, students do not seem to get all of the information and are not as successful in applying the material. The results from the face-to-face workshops have been much better, and library staff are therefore encouraging students to take those. Hopefully, in the next year we will see improvement due to more face-to-face classes.

Sandy Thomsen said she will bring the questions they developed related to information competency and that she would meet with the other librarians to discuss how to best assess the Information Competency ILO.

All members were encouraged to invite faculty in their areas to future LOAC meetings to have a broader discussion.

2. Updates in the SLO System

The SLO system has been modified in order to more directly relate each SLO to each PLO. Chairs are entering the relationships and this will enable us to do assessments based on the SLO assessments that support the PLOs and ILOs.

Pat announced that on Friday, May 2, the College will have an assessment retreat to assist with completing more PLO assessments.

Areas such as ESL in which disciplines do not have a degree program, but in which students do complete a sequence of courses to achieve an outcome were discussed. It was suggested that these areas could still have program outcomes. Pat said she will ask Nick about how program outcomes for these areas that do not offer degrees could be added to the online system.

Mark Pursley mentioned that in philosophy it can be difficult to identify students that are in the major. Deborah suggested considering using Blackboard Connect to send out information or questionnaires to students to more easily identify students in a major. Pat mentioned that Nick Minassian can help with this.
3. Winter Intercession Student Survey on the SLOs/PLOs/ILOs

The results of the Winter Intersession survey were discussed. There was an excellent response. Thirty-eight out of forty classes, almost 900 students, returned the survey.

Of the 11 questions asked, almost all responses were very positive. Ninety-five percent of the students said that the SLOs were clearly identified on the course syllabus and 93 percent indicated that the SLOs were discussed at least once at the beginning of the course. Students were less confident about the PLOs and ILOs with 75 percent of the respondents indicating that they understand the PLOs either very well or well and 71 percent saying they understand the ILOs either very well or well. Ideas for increasing awareness of PLOs and ILOs were discussed including highlighting them during student orientations, especially the college wide orientation for new students. Other ways suggested to promote PLOs included posting them on discipline websites as the Life Sciences Department does. It was also suggested that faculty and staff promote ILOs through campus activities and link them to real-life situations and/or careers. The committee also discussed use of capstone courses for outcome assessments. It was mentioned that the students enjoy the ILO bookmarks and that we should order more of these for them.

Patty Rodriguez said that Child development holds an annual spring conference with about 100 openings for students to take special workshops with teachers. This year’s conference is planned for April 19. The Focus on Careers Day offered through CTE also is a good venue to highlight PLOs. Professional development activities and opportunities to get students involved were discussed, and it was mentioned that the ASO is trying to do something that connects to ILOs. There are also plans to link ILOs more directly with program reviews.

**Next Meeting:** March 12, 1:30-3:00

**Adjourn:** 3:05pm

**Recorder:** Deborah Paulsen
SUMMARY OF LAMC’S PROGRESS TO DATE IN SLO AND PLO ASSESSMENTS DOCUMENTED IN THE ONLINE SYSTEM  
February 27, 2014

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>SLO Assessments</th>
<th>PLO Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2010</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Fall 2010</td>
<td>146</td>
<td>1</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>140</td>
<td>0</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>290</td>
<td>15</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>170</td>
<td>18</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>160</td>
<td>35</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>277</td>
<td>10</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>279</td>
<td>29</td>
</tr>
</tbody>
</table>

These data demonstrate that LAMC, after the brief reduction in progress associated with work on the College’s self-study, has accelerated the pace of its assessments.
**Some other interesting stats as of 2-27-14:**

Total number of programs = 95
Number of programs that have had at least one PLO assessed (as recorded on the online system) = 62 (65%); (last year we were at 40%)

**Total number of PLOs = 293**
Number of PLOs that have at least one assessment = 89 (30%).
I think this lower number is in part because we only recently (one year ago) added the PLO section to the online system. The roll-up assessments that we will work on this spring will greatly help improve this number. The scheduling of the Assessment Retreat for May 2 I hope will help to demonstrate our commitment to improve in this area.

**Total number of SLOs = 1,259**
Number of SLOs that have at least one assessment = 676 plus 85 additional uploaded assessments (old hard copy format) = 761 (60%).

Nick could not readily give me the total number of courses we have. The other number we need once we know the total number of courses is how many have had at least had one SLO assessed.
35. Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).

36. Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called “mapping”), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students’ programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

37. Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. 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 (1,250 character limit, approximately 250 words).
38. Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

39. Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).