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

Minutes of Meeting
April 21, 2014

3:30 p.m. — 5:00 p.m. CAI Arroyo Room

Present: Co-Chair Pat Flood, Steve Brown, Patricia Chow, Sarah Master, Tigran Mkrtchyan, Niki Milani, Nick Minassian, Monica Moreno, Riye Park, Deborah Paulsen, Said Pazirandeh, Monte Perez, D'Art Phares, Mark Pursley, Patricia Rodriguez, Steve Ruys, Jolie R. Scheib, Dennis Schroeder, Jan Silver, Sandy Thomsen, Louis Zandalasini, Marie Zaiens

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

2. PLO Assessment Retreat

Pat reminded everyone of the PLO Assessment Retreat on May 2, 2014, 8:30 a.m. – 12:00 p.m. This will be a hands-on workshop. Disciplines and departments will work in teams to discuss what they have learned about their programs from their SLO assessments using the roll-up method and will work to get PLO assessments entered into the online SLO system.

3. Updates in the SLO Online System

Nick Minassian demonstrated the latest updates to the online system. When first signing-in, if an SLO has been previously assessed, a follow-up textbox will appear for notes about the results of the implementation of changes and improvements. Also, when creating a new assessment, checkboxes identifying the previously selected ILOs will appear; if the assessment meets the ILO(s), and the appropriate box is checked, the assessment will count toward the assessment of the ILO. This also will enable Nick to generate a separate report of this information.

Pat Flood reviewed the latest SLO statistics. 95.5% of all active courses have had a least one SLO assessed and 66.3% of programs have had at least one PLO assessed. All SLOs and PLOs need to be assessed and entered into the system and the focus this semester is on assessing those SLOs and PLOs that have not yet been assessed.

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

Pat mentioned that the main reason for the joint LOAC/PROC meeting is to discuss how to more fully integrate the results of learning outcomes assessments with planning and resource allocation. Two SLO/PLO questions and textboxes were added...
add a check box to Program Review that an objective/funding request was based on an SLO/PLO/SAO assessment.

Sarah stated that the PROC will provide a report to College Council that emphasizes and summarizes broader themes identified by the Vice Presidents of each division (from their review of their units' program reviews). It is also important to measure if/how the cycle of Program Review resulted in improvements campus wide. Sarah talked about the student success metrics, which include graduation, retention, success, persistence and transfer. The SLOs, PLOs, ILOs, and SAOs support student achievement. Thus we can measure our performance on the student learning and achievement outcomes and compare our performance relative to the standards to measure the effectiveness of our planning and resource allocation decisions. We can look for areas of improvement and areas still needing improvement and have important discussions about continuous quality improvement.

It was mentioned that there need to be plans in place for improvement and honest efforts made towards those plans. Riye Park mentioned that there is a new crop of students every year with different backgrounds and variables. It is also important to consider the qualitative data and collect information considering their background demographics, personal information and educational goals. Sarah Master mentioned that the ACCJC wants the data disaggregated and examined, and they want to be sure we are addressing students' different learning styles and needs.

The issue of the different types of learners from semester to semester was discussed. Faculty may need to adjust their teaching styles to match the students. Jan mentioned that some faculty gather information from their students during the first weeks of class, either informally through discussion or more formally through a class survey to consider learning styles.

The comment was made that good pedagogy means that faculty are responsive to the students in their classes and it is important to invite them to share what styles and methods work for them and what their barriers are. It helps to hear from the students what they think helps and hinders their progress. Students appreciate that faculty really care about their success. Students may have special needs and faculty can ask if they have an IEP (Individualized Educational Plan) or work with DSP&S (Disabled Student Program and Services). Sometimes it is a problem if the college does not have the funds to give the support needed, including administering a special assessment.

Marie Zaiens, Riye Park, Jan Silver, Monica Moreno, and Pat Flood will meet to investigate this topic more closely and suggest some questions for an in-class questionnaire and/or conversation starters that can be used to better assess student learning styles, backgrounds, obstacles, and needs at the beginning of the term.

5. Curriculum Addendum for Updating SLOs