

**ASSESSMENT RETREAT**  
**February 2, 2012**

**#1 - INSTITUTIONAL LEARNING OUTCOMES WORKSHEET**  
**10:00 a.m. – 11:00 a.m.**

- 1. What have you learned from our Student Survey about how well we are achieving our Institutional Learning Outcomes? Where are the gaps?**

There wasn't enough participation. We need to raise the math and reasoning response proficiency. The main gap was that the dislikes were not shown. We only saw one category.

Our students and faculty appear not to be doing well with our goals toward teaching the students what we hope they will learn. We are at 50% or average. Maybe LA Mission College competency achieves a "C" ranking?

Two weak areas:

- 36.3% Math Competency: Lowest, may be related to student reluctance to taking math classes.
- 39.7% Appreciate arts: We need to infuse aesthetic appreciation into campus life.

We are not sure if the questions addressed the ILO goals and whether the students answered the questions that we meant to ask. The group felt that "quantitative reasoning" is too broad and the students don't have an understanding of the meaning of the question.

What about integrating art, literature, music into History, Chicano studies? The survey response says that the questions should be reworded.

Where are the gaps? Gaps we found from last year's assessment is that we did not have enough participants because we began too late in the year. Issues with variables because some students felt compelled to be positive in their responses yet verbalized some challenges.

Answers: Where are the gaps? How do we get better participation in the survey and how do we tweak the survey questions?

Population sample was technology literate  
Poor sampling, not random, small sampling size  
30 units in research that include analytical thinking of subject and more than google research. Self assessment does not indicate competency.  
How accurate are self assessments?

## **2. What ideas do you have for improvement?**

Low student response rate. Motivate students to participate. Offer incentives. Implement the survey as part of the curriculum.

Why is this sample so low? How might we get more response from students? This sample represents a full-time first-year student (30 units) response.

Try an institutional incentive.  
Offer \$5 off your fees if answered.  
Offer 10% off at bookstore.  
Give early Registration privileges.

The sample should state which concentration most of their 30 units were taken.

- Would like more information about when students are taking English and math.
- Compare student success rates in terms of English and math courses taken.
- Use course SLO assessments to gauge ILO attainment.

A better sample and better phrased (more direct and accessible questions and based on specific ILO goals). More questions that are specific should be asked. There should also be a time reference to when the courses were taken.

Someone needs to tell students what Aesthetic responsiveness is. Can it be required that students must take Arts Classes? More pictures of art with explanations or better explanations. Connecting outcomes with things on campus. Create a video to be shown on campus by the bookstore that explains each outcome, post on web-site and show in class.

Maybe this year we give an incentive to complete a survey. Pay more attention to the part of the unsatisfactory portion of the survey to make changes.

Common Pre survey and Post survey for all classes

Final exam survey connected to final to measure what they thought they learned to what they actually learned

Common assignment across disciplines

Post ILOs in classrooms

**3. How have your course assessments supported achievement of our Institutional Learning Outcomes? Please identify at least two examples.**

All students must submit an oral and written report which aligns to ILO 1. All students must present research from outside sources. Aligns to ILO 2.

Problem Solving: We set up the problems to be learned and skills to be learned followed by assessment.

Theater class for example designs props, lights, sets design, etc. They present a model or costume plot. They present this orally. Teacher assesses the individual's work in the group, as well as the group graded.

Child Development, for example, does peer evaluation for group work output. This may need to have an individual insight, because now it relies on group leader and peer evaluation. A rubric point system is set up for the group. Were they harmonious? Was visual presentation of a high quality? Was there a learning plan for the curriculum of the preschool presented?

Augustinian approach to learning: Learn to do by doing.

Individual projects are missing in these two evaluations of problem solving. For Theater this is because the real world is a collaborative project.

Child Development learns best from other's expertise. Scaffolding is the term for this, to encourage a whole level to move higher.

In Art, studio classes a critique session is collaborative, but all other projects are individually assessed.

- Dev Com 36 B: Addresses research and documentation, evaluating sources, and written communication.
- Dev Com classes; Writing and oral communication as well as organization and information competency.
- ESL: Written and oral communication
- Business: Written and oral communication, problem solving
- Microbiology: Written and oral, information competency, problem solving

It has been an ongoing effort.

- a) We have rewritten the SLOs to align them better with the ILOS during fall 11.
- b) And we have assessed all the SLOs for all courses. Courses with poor SLO outcomes have been selected and improvement plans have been proposed.

Art, Music and Humanities classes do assessments every day; but other classes do not. Student may exit our college and not take any of these classes.

In student services we have aligned the SSAO to the ILOs. We going to have further discussion regarding our survey that will focus on the ILOs.

Research paper English 28 and 101 assessment common throughout discipline.

Non major biology courses: group project (group needs to determine what information is needed to solve problem for example what is in a test tube. rubric to determine whether students use proper equipment...)

- a) Example one: multicultural perspectives on habits, cultural taboos, etc. in Business. Successful business practices require that you must know how to respect but also how to apply knowledge of these differences in order to establish productive mercantile relationships.
- b) Example two: ESL, etc. Not factual knowledge regarding etiquette, etc. Person must have willingness to be empathetic and to encourage reciprocity of same. This is a skill that all persons must develop.

#### **4. What changes/improvements have been made as a result of assessments?**

Grading practices are looked at with regard to the rubric.

Assessments are a work in progress. It formalizes the process more. It provides guidelines and details to ensure competencies.

Rubrics need to be clear and aligned with student learning outcomes. Child Development.

In studio classes, I list on the board at the beginning of the class, what will be covered and progress points they will get for accomplishing what specific items in the course.

Students do much better when they know what they are to reach for rather than ambiguous learning.

Music has a lot of smaller, shorter quizzes, some cumulative, rather than big exams.

Geography has at least weekly quizzes to assess information. Agrees with music more short term assessments per term helps students learn and to study for the assessments.

- Dev Com 36B: Implementation of a rubric for grading a research project.
- Dev Com 1: Coordinating with LRC to provide additional resources for students: computer based, web based resources and tutoring.
- ESL: Have a plan for Spring 2012 to modify and/or write course level SLOs to align them with updated course outlines and current work with LACCD ESL Committee.
- Microbiology: Changed assessment tool and SLOs. Developed rubrics to share with student and help them prepare for assignments.

All the recommendations for the SLO outcomes have been discussed and will be implemented this semester. Courses that did not meet the department's expectation will be reassessed in Spring 2012.

All departments continually assess their SSAOs and determine improvements.

- a. ILO #7 Aesthetic Appreciation: Though few at the table assessed this outcome, we realized we just assessed the fact that across disciplines though multicultural issues are often part of courses, the approach is not structured nor is the outcome assessed according to the definition of #7.
  - b. All agree that this outcome must be consciously addressed as an outcome in the class, with assessment.
  - c. Professors accumulate qualitative data through interactions in class. It is their job to quantify it for the campus focus.
- 5. How could we improve the assessment of our Institutional Learning Outcomes at LAMC? Timeline?**
- 1) Change the name of SLO to something sexier.
  - 2) If the students put disagree, please list reason why.
  - 3) Exit survey prior to getting grades.
  - 4) Entry survey as well.

- Increase awareness of ILOs: Put a poster of ILOs in every classroom.
- We need to get better participation in the survey.
- We want to know more about the respondents (i.e. have they taken English and math?)
- Student perceptions are not accurate.
- Missing ILOs???
- Ability to utilize Student support services and other student resources.
- One ILO for vocational programs.

Survey questions addressing math competency will be given to math 115 classes.

Only 12 percent responded; instructors could get involved in encouraging students to respond. Offer an incentive to answer survey. Do a random sample of classes that all students that must take. Improve the questions. Ask more specific questions. Test survey for consistency. Revise questions. Give examples such as: it okay to download movies for Ethics and Values? Give survey at the beginning of the semester.

We are going to continue discussion, collaboration and inclusion.

Side Note: It would be helpful if SLOs for each course be public so that directors, counselors and other coordinators of student services are able to assist students to understand how an SLO is connected to their learning. [SLOs are posted on the SOCO system and on the SLO Webpage in addition to the online SLO system; however, more information about how to access these should be disseminated.]

Change sampling method

Refine questions on general survey

Stronger survey samples

**Establish cross disciplinary Information Competency Rubric**

Final exam survey connected to final to measure what they thought they learned to what they actually learned

**6. How could we improve the assessment of our Institutional Learning Outcomes at LAMC? Timeline?**

ASO involvement. Make it more of a higher profile and encourage students' participation.

Make Institutional Learning Outcomes a new focus of departmental and campus conversations. Currently most discussions are on course and departmental level SLO's and assessments