Student learning outcomes are the most important part of the learning experience at West.

What should I include in my syllabus?

1. List course SLOs in your syllabus.
   At the very minimum all faculty will need to include the CSLOs (Course Student Learning Outcomes) in the syllabus for the course(s) you’re teaching. Faculty may include the ISLOs (Institutional Student Learning Outcomes) and the PSLOs (Program Student Learning Outcomes).

If you are going to be including all levels of outcomes in your syllabus, it is best practice to also speak to all three levels of outcomes to students when reviewing the syllabus in class during the first week. Listing the SLOs on your syllabus is now part of your evaluation. See appendix C of the AFT contract.

2. Include the assessment method.
   In your syllabus, be sure to include the assessment method (for example exam, quiz, paper, project) for the SLO(s) you will be assessing in your class.

Where can I find SLOs for the course I am teaching?

SLOs are located on the West Los Angeles College SLO website. Please visit http://www.wlac.edu/slo/course_slos.html and be sure to bookmark it for future reference.

Follow the link on the page to the course SLO listing. Locate your Division on the tabs at the bottom of the window. Click on the tab and locate your course. Click on the arrow buttons on the right to see additional divisions.

Things to Remember:

1. List course SLOs in your syllabus. See the information in the yellow bar on the left.
2. Submit your completed assessment from last semester if it has not been turned in.
3. Attend your Division SLO workshop. Your Chair will provide the date.
5. Create new course SLOs if necessary.
6. Discuss findings from assessment and new insights from this process with your division.

Course SLO Assessment and Revision Cycle

The SLO Cycle includes assessing all course SLOs in all courses offered within 4 years (Fall 2013-Spring 2017). Assessment occurs in a 4-semester cycle illustrated below. SLO calendars are key to organize this cycle.

As part of the SLO Cycle, a course SLO is assessed, reviewed, then taught with course changes, and finally reassessed to “close the loop” in typical 4-year assessment cycle. See the full version at http://www.wlac.edu/slo/resources/documents/SLOs-Cycle-Diagram-revSP13.pdf.

SLO Course Assessment and Revision Cycle

The SLO course assessment and revision process is an ongoing cycle that continuously improves course content and delivery methodologies and is a part of the larger accreditation cycle that the college is engaged in. Each phase is one semester.

PHASE 1: Teach & Assess
PHASE 2: Dialogue & Revision
PHASE 3: Implement Changes & Assess
PHASE 4: Reassessment Dialogue

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While a logical order of the assessment cycle would begin the process during the fall with implementation occurring the following fall, the four-semester cycle has flexibility. For example, some courses are only offered in the spring, for those courses, the cycle would begin there with midsemester revisions occurring the following spring.

This sustained improvement process ensures that course content, delivery mechanisms and exams yield the most up-to-date information and achieve the greatest degree of student success.
What are Student Learning Outcomes and why assess them?

Student learning outcomes (SLOs) are the overarching, observable or measurable results students are expected to achieve. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process.

At West, there are three levels of SLOs: Institutional SLOs, Program SLOs, and Course SLOs. In addition, Service Level Outcomes have been established in Student Services, and Service Area Outcomes (SAOs) are defined in Administrative Services.

The SLO cycle lends us the opportunity to modify instruction, enhance learning, facilitate evaluation, communicate with others, and produce new insights, which lead to increased student success in the classroom.

It’s important for all faculty members and classified staff to understand the connection of outcomes and the college planning cycle. As a result of assessment, goals and action plans are identified and resource requests are made in the Program Review process in service and instructional areas.

How do I discuss Student Learning Outcomes in class?

This is an ongoing conversation that can begin on the first day of class when you’re reviewing your syllabus. Discuss the reasoning behind the outcome’s creation and its real world application so that they connect the dots regarding SLOs. You can also direct students to the Student Guide to SLOs at [http://www.wlac.edu/slo/resources/studentguide.html](http://www.wlac.edu/slo/resources/studentguide.html).

Here are some questions for generating student awareness of SLOs throughout the semester:

1. **Semester start (1st few days of class)**: Do you know what an outcome is (course SLO)? Let’s review the syllabus and the course outcomes (SLOs)? What are your goals?
2. **2 to 4 weeks into the semester**: Do the course SLOs for this course fit with your educational goals? Do you know why we have developed outcomes for you at West? Do you know that we have Course, Program and Institutional Outcomes?
3. **5 to 10 weeks into the semester**: Do you notice a connection between the outcome(s) listed in the syllabus and the current assignment/project you are engaged in? Does the rubric I have given you help to achieve your goal of achieving the outcome? Do you see/notice other outcomes that are not listed in the syllabus for this course?
4. **11 to 14 weeks into the semester**: Do any of you remember a specific course outcome (CSLO)? Do any of you remember a specific program outcome (PSLO)? Do any of you remember a specific institutional outcome (ISLO)? Administer a survey to see if the SLO dialogue has made an impact on your students.