Recommendation # 2: The college should identify student learning outcomes at the **course and program levels**, and refine them at the institutional level, while adhering to the **defined timeline** and monitoring **timely development within each department**. These student learning outcomes should be **systematically assessed** and the **results used for the improvement of student learning and institutional effectiveness**. (as of 10/24/2008 by Dr. Lloyd Thomas.)

The beginning history of West’s SLOs is detailed in “West's SLO Story 2002-2007” and “West’s SLO Story....continued” – two documents which are located on the left hand margin of the Curriculum Committee webpage (http://www.wlac.edu/wportal/Committee/CurriculumCommittee/tabid/58/Default.aspx).

As those documents indicate, West began working on Institutional Student Learning Outcomes (SLOs) on November 13, 2002. However, West didn’t seriously focus on program SLOs until June 10, 2005, when the Title V grant director asked the US Department of Education for permission to add an “SLO” objective to Years 2-5 of its grant. This enabled the college to invite consultants to train the faculty and provide modest stipends to faculty who took the lead in developing and assessing SLOs. Since that time, West has hosted six 2-day SLO workshops where faculty designed SLOs, aligned them with specific courses, and began planning for the systematic assessment of them. West has also hosted several SLO Portfolio workshops (see below) each semester to train faculty to post student samples showing achievement of appropriate program SLOs.

Here is a brief timeline of West’s SLO planning and implementation process since the 2006 Accreditation Report:

- **2006** – In Spring 13 faculty attend SLO workshop for English faculty; In Fall, 8 faculty attend SLO workshops. Company of Experts provides 2 days of training for campus leaders in “Student Learning Outcomes Workshop” helping faculty design lessons which appeal to a variety of learning; Two afternoon workshops devoted to “Using Classroom Assessment Techniques” using Angelo and Cross’s book. 6 lead faculty attend 5-day Instructional Skills Workshop. West’s SLO chair Lloyd Thomas leads additional faculty workshops focusing on assessment.

- **2007**— In Spring, 16 staff from Student Services division attend 2-day SLO workshop. In Fall, 10 faculty attend Fall SLO workshops with Don Prickel; West’s SLO chair Lloyd Thomas leads additional faculty workshops to create portfolios of student work.

- **2008** – In Spring, 8 faculty attend SLO workshops with Don Prickel; In Summer, 15 English faculty work on organizing SLO portfolios of student work. In Fall, SLO workshops focus on 10 program majors which have not developed SLOs. West’s SLO chair leads faculty workshops to create portfolios of student work.
Math already has common exams—aligned with SLOs—which count for 1/3 of a student’s grade in pre-algebra (Math 115/118) and intermediate algebra (Math 125/128). In 2009-2010, Math will begin monitoring Math 227 “Statistics,” which enrolls 1/3 of all 200-level students to see that students meet appropriate program SLOs in that class.

Based on work over the past three years, we have made the following progress:

<table>
<thead>
<tr>
<th>Full-time faculty trained in West’s seven 2-day SLO workshops</th>
<th>47</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly faculty trained</td>
<td>11</td>
</tr>
<tr>
<td>Program SLOs developed</td>
<td>30</td>
</tr>
<tr>
<td>Total faculty attendance at all SLO-related workshops—2005 to the present (some faculty attend twice)</td>
<td>127</td>
</tr>
<tr>
<td>Course SLOs developed</td>
<td>313 (out of 630 courses offered in the past two years)</td>
</tr>
<tr>
<td>Institutional SLOs developed</td>
<td>9 (11/8/2005) approved by Academic Senate</td>
</tr>
<tr>
<td>Student Services SLOs developed</td>
<td>11 areas</td>
</tr>
<tr>
<td>Single course SLO assessments (with rating scales and student samples) posted by full-time faculty</td>
<td>43</td>
</tr>
<tr>
<td>Broad level course assessments</td>
<td>Math 115, Math 125, Math 227</td>
</tr>
<tr>
<td>Company of Experts Workshops on Classroom Assessment Techniques (CATs), Learning Styles and Assessing SLOs, Instructional Skills Workshops</td>
<td>CATs= 6 hours; ISW=30 hours; Learning Styles = 6 hours</td>
</tr>
</tbody>
</table>
| SLO Portfolio workshops led by Dr. Thomas. Dr. Thomas also meets one-on-one with faculty to assist them in developing their SLO assessments. | 2006-07 = 4  
2007-08 = 7  
2008-2009 = 2 |

**Programs with SLOs developed:**

1. Accounting  
2. Administration of Justice  
3. Anthropology  
4. Art  
5. Aviation  
6. Biology  
7. Business  
8. Business Administration  
9. Chemistry  
10. Child Development  
11. Computer Science  
12. Dance  
13. Dental Hygiene  
14. Drug/Alcohol  
15. English  
16. French  
17. Health  
18. History
19. Humanities
20. Management
21. Marketing
22. Math
23. Music
24. Paralegal
25. Philosophy

26. Physical Education
27. Political Science
28. Psychology
29. Spanish
30. Speech

Programs with No SLOs developed:

1. Geography
2. Geology

3. Sociology

Skill Certificates with Program SLOs Developed

1. CEMA SLOs not a major
2. Counseling SLOs not a major
3. ESL SLOs not a major
4. Jewish Studies SLOs not a major
5. Library Science SLOs not a major

Courses with SLO Assessment Completed
http://drlloydthomas.50webs.net/rating_scale_2/

1. Anatomy 1
2. Anthropology 101
3. Art 708 -- Ceramics
4. Aviation AMT 8
5. Aviation 11 and 12
6. Biology 6
7. Economics 1
8. Nutrition—Family and Consumer Studies 21
9. Computer Science 901
10. Dance 814
11. Dental Hygiene 101 A B
12. Dental Radiology (Intro. to) DH 102/103
13. English 21
14. English 28—several classes
15. English 101—several classes
16. English 102
17. English 102
18. English 103
19. English 103—several classes
20. ESL 5 A
21. ESL 8—several classes
22. ESL 5 A -- several classes
23. French 1—partially complete
24. History 11
25. History 42
26. Humanities 30
27. Learning Skills 73
28. Library Science 101
29. Library Science 101
30. Library Science 103
31. Math 112
32. Math 117
33. Math 115 and 118 exam
34. Math 125
35. Math 127
36. Microbiology 20
37. Music 414 “Advanced Voice”  
38. Music 231 “Elementary Piano 1”  
39. Political Science 1  
40. Psychology 1 

41. Psychology 85  
42. Spanish 101—partially complete  
43. Speech 101 

Student Services SLOs Developed:

1. Student Services -- Athletics  
2. Student Services--Admissions and Records  
3. Student Services--ASO  
4. Student Services--Child Development Center  
5. Student Services--Counseling  
6. Student Services--DSP&S  
7. Student Services--EOPS and CARE  
8. Student Services--Financial Aid  
9. Student Services--International Students  
10. Student Services--Matriculation  
11. Student Services--Transfer Center  

Future plans include developing program SLOs for the 3 majors which still have not done so, and encouraging the 68 full-time faculty who have not posted their SLO portfolios to complete the process.

Each time a course is revised in the 6 year cycle, appropriate course, program, and institutional SLOs are added. So far out of 631 courses offered in the past 3 years, 311 have been updated to include SLOs. Each course update is examined by the Technical Review Committee and then sent for approval to the Curriculum Committee and the Senate. Furthermore, the district has designed an Electronic Curriculum Development website—similar to CurricUNET—which should make the course update/revision process much more efficient. This should speed up the inclusion of SLOs in all remaining course outlines.

Senate faculty leadership has thoroughly embraced the SLO concept—the President (political science), Vice President (dental hygiene), Secretary (music) and Treasurer (psychology) all have posted SLO portfolios of student work.

The Student Services Division (during October 2008) designed a series of on-line surveys to assess achievement of its SLOs. Based on the responses to these surveys, they will fine-tune organizational structures to support student learning.
Furthermore, we will use the AACJC recommended “Rubric for Assessment of Progress towards Implementing an SLO Framework” to monitor our progress towards completed Accreditation Recommendation #2.

In order to assist faculty in establishing a systematic assessment by of student work demonstrating achievement of SLOs, we are developing the following grid to formalize the process and establish timelines for assessing SLOs. For the next two years, we will work on assessing key courses for each program major according to the following schedule.

<table>
<thead>
<tr>
<th>Draft Grid for Assessing SLOs</th>
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<tbody>
<tr>
<td><strong>Division</strong></td>
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<tr>
<td>Allied Health/Dental Hygiene</td>
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<tr>
<td></td>
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<tr>
<td>Aviation Hospitality Travel</td>
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<tr>
<td>Business</td>
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<tr>
<td>CEMA</td>
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<td>COMSCI</td>
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<td>COUNSELING</td>
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<td>DHPE</td>
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<td>HFA</td>
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<td>---------------------------</td>
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<tr>
<td><strong>Lang Arts</strong></td>
</tr>
<tr>
<td><strong>Library and Learning Resources</strong></td>
</tr>
<tr>
<td><strong>Math</strong></td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
</tbody>
</table>

