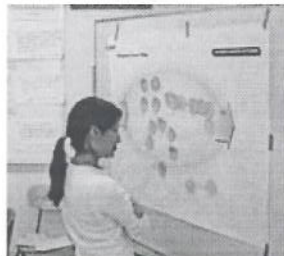


WEST LOS ANGELES COLLEGE SLO Portfolio Project



Each year, 25% of the full-time faculty will attend workshops that prepare them to create lessons which focus on a specific program SLO, develop a rating scale to grade the assignments students produce as a result of these lessons, and actually post model student essays which illustrate A, B, C, D, and F grades in relation to the SLO. The faculty will also post a self-evaluation stating what they learned during the process and what they might change next time. In this way, we will be calibrating class-room grades with SLO achievement and showing how faculty evaluate student achievement and possible modify instruction

as a result of this process in order to help more students achieve their SLOs. This should produce a reliable cycle of-- design, develop, pilot-test, evaluate, modify--if necessary--test again--as we move forward with our SLO process. Faculty will follow the template below:



SLO Template

- o Teacher Name
- o Class Name & Number – for example: English 101, Psychology 1, etc.
- o College SLO and/or Program SLO
- o Assessment Instrument/Assignment/Exam Question—designed to determine how well students achieve the SLO
- o Rating Scale – descriptions of scores highest through lowest
- o 6 Sample papers, projects, or written exams to illustrate grades of A through F—one of each.
- o Faculty member's reflection on the process—What did I learn? What do I want to change? (How might I modify this class so more students succeed?)

Library Science 101

Chow, Judy