



## **Instructional Programs Student Learning Outcomes (SLOs) Development and Assessment Plan**

West Los Angeles College views transformational student achievement as central to its mission and has institutionalized a systematic process for identifying, measuring and assessing student learning outcomes (SLOs) as the primary instrument by which to achieve that mission through continuous monitoring and regular assessment of instructional quality, rigor and effectiveness.

All of West's programs and majors have SLOs, as do the college's certificates of achievement. West Los Angeles College employs active leadership and broad-based involvement in the development, review, assessment and revision of SLOs and the process is completely faculty driven.

The college has developed three levels of SLOs: institutional, program and course. All degrees, certificates, programs and courses have SLOs that are linked to nine institutional learning outcomes or ILOs. Program Learning Outcomes or PLOs are derived from ILOs to be made more specific for each program. SLOs are then derived from PLOs, based on the specific course objectives defined in the course. Programs are a deliberate, sequential grouping of courses. Individual courses in a program may not contain every PLO, but those courses, combined, will include the infusion of all PLOs.

On the SLO website, faculty can download and use course, program and certificate forms to document their assessment work. In addition, numerous resources are available such as SLO process diagrams and a step-by-step, online video tutorials site aimed towards faculty to provide guidance and clarity in completing the SLO assessment process. The website also lists all SLO-related workshops.

Faculty attend SLO workshops that are scheduled 3-5 times per semester. These hour-long sessions help attendees understand the assessment cycle, aid in the writing of outcomes and the creation of rubrics etc. The SLO Coordinator also meets with faculty one-on-one, in small groups, and at Division Meetings throughout the academic year.

The SLO course assessment and revision process is an ongoing cycle that continuously improves course content and delivery methodologies.

- SEMESTER 1: Courses are administered and assessed.
- SEMESTER 2: Dialogue and course revision.
- SEMESTER 3: Implementation of changes.

The continuous improvement cycle is repeated as new courses are always awaiting assessment. When a program has successfully assessed all of its active courses,

faculty members can then assess the program itself for outcome alignment and validity. 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.

The SLO Coordinator works with Division Chairs to map out assessment calendars for all courses and programs for the next four years. The calendars are a visual timeline for course and program assessment cycles and they help to drive more of the robust collaboration between faculty that West encourages. During Division Meetings, Chairs refer to these calendars to guide the discussion about the status of courses undergoing assessment in the 3-semester cycle.

Institutional Learning Outcomes assessment is a two-tiered approach. First, ILOs have been purposefully embedded in all programs and courses. When course and program assessment takes place, ILOs are simultaneously being assessed. Secondly, ILOs are assessed through common ILO-specific rubrics. Rubrics for each ILO are developed and disseminated campus-wide to faculty and staff in disciplines, divisions, programs and service areas. A representative sample of student work is measured against ILO-specific rubrics. Faculty and staff review evidence for insights about pedagogy, instructional delivery, class structure, environment, service, and learning supports. In addition, the data captured through the program and course assessment process is quantified and analyzed and is used as another mechanism of the ILO assessment. By using this two-tiered approach, the ILO assessment is further validated as a reliable methodology.

The SLO Coordinator and the SLO Committee work to support faculty and deliver a clear message on this SLO assessment process. They bring their ideas to the Curriculum Committee for review and the Academic Senate for approval. The SLO Committee meets regularly during fall and spring semesters to encourage and ensure that college-wide SLO dialogue is ongoing and at the forefront of faculty and division meetings.