

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

INSTRUCTIONS

Colleges are asked to use this report form in completing their *College Status Report on Student Learning Outcomes Implementation*. Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. **Narrative responses for each section of the template should not exceed 250 words.**

This report form offers examples of quantitative and qualitative evidence which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

- a. Submit the report form by email to the ACCJC (accjc@accjc.org); **and**
- b. Submit the full report *with attached evidence* on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report: 2/25/2013

Institution's Name: West Los Angeles College

Name and Title of Individual Completing Report: Todd Matosic, WLAC SLO Coordinator

Telephone Number and E-mail Address: 310-287-4200 x4213, matosit@wla.edu

Certification by Chief Executive Officer: *The information included in this report is certified as a complete and accurate representation of the reporting institution.*

Name of CEO:

Signature: _____
(e-signature permitted)

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact Program Review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE

QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOs DEFINED AND ASSESSED

1. Courses

- a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 598
- b. Number of college courses with defined Student Learning Outcomes: 555
Percentage of total: 93%
- c. Number of college courses with ongoing assessment of learning outcomes: 543
Percentage of total: 91%

2. Programs

- a. Total number of college programs (all certificates and degrees, and other programs defined by college): 47
- b. Number of college programs with defined Student Learning Outcomes: 47
Percentage of total: 100%
- c. Number of college programs with ongoing assessment of learning outcomes: 47
Percentage of total: 100%

3. Student Learning and Support Activities

- a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 21
- b. Number of student learning and support activities with defined Student Learning Outcomes: 21
Percentage of total: 100%
- c. Number of student learning and support activities with ongoing assessment of learning outcomes: 21 Percentage of total: 100%

4. Institutional Learning Outcomes

- a. Total number of institutional Student Learning Outcomes defined: 9
- b. Number of institutional learning outcomes with ongoing assessment: 9

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

West Los Angeles City College (West) has quantitative and qualitative systems in place for evaluating student learning outcomes (SLOs) for its courses, programs, and support services. The SLO Coordinator tracks and reports progress on assessment of SLOs at the course, program and institutional level and has expanded the scope of SLO development, review and revision to include Student Services and Administrative Services (1). Faculty members develop SLOs as well as assessment methods including criterion levels to see that student learning is taking place and that courses are being improved over time. As part of a faculty driven process, SLOs are developed to ensure that students know, think, or can perform as a result of a given learning experience. Assessment findings generate broad campus-wide dialogue and direct continuous activities that improve pedagogy, programs, and services.

West assesses all courses on a three-semester cycle (2). West has nine Institutional Student Learning Outcomes that define the knowledge, skills, and perspectives acquired by students (3). Faculty members communicate learning outcomes to students through the syllabus, in class lectures as the outcomes make themselves apparent, other yearly student events like the Poster Project Showcase, and through the campus SLO webpage (4).

Academic and Service divisions report annually on outcomes assessment through the College's Program Review process. This review includes examples of changes being made to courses, pedagogy, services, and programs to improve student learning. Significant dialogue regarding assessment and the resulting implications occur at the division and institutional levels. The SLO Coordinator developed and the Academic Senate approved assessment tools for faculty to use to more easily assess outcomes for courses and programs and to document alignment with program and institutional outcomes.

PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE

Broad dialogue on outcomes assessment results occurs most often at division meetings, but it is also the focus of campus SLO workshops, training sessions and other meetings designed to encourage the self-reflective process. The SLO Coordinator participates on the District SLO Advisory Committee and brings the dialogue back to West and the SLO Committee for critical review.

For example, at the August 2012 Flex Day, faculty discussed ways to engage in dialogue at division meetings, Divisional Council, interdisciplinary workshops and retreats; and participants developed a rubric. The first edition of *SLO News*, the monthly SLO Newsletter (5) that includes information on SLO progress, SLO tips, and upcoming workshops and events was delivered to faculty. The SLO

Newsletter continues to be published and distributed monthly. The annual Leadership Retreat is another engaging event where faculty discuss outcomes assessment during interdisciplinary breakout sessions. As part of the annual Program Review process, departments discuss findings, evaluate student achievement, and measure progress towards goals as part of the improvement process.

SLO development and assessment workshops highlight dialogue about outcomes that seek to identify gaps in knowledge so that pedagogy or course improvements can be implemented. Faculty are encouraged to assess together whenever possible for more robust data and discussion on teaching and learning.

Student Services and Administrative Services provide opportunities for their unit managers to engage in regular dialogue about assessment to identify improvements to services based on assessment work.

SLO reports are shared twice a month at Academic Senate and faculty discuss SLO work taking place at Divisional Council meetings. This past year faculty have focused on both the development and assessment of course SLOs along with a broader level of dialogue campus wide. Course SLOs that include authentic assessment methods, qualitative and quantitative data and criterion levels that benchmark achievement has increased value for and commitment to ongoing outcomes assessment at West.

PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with Program Review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

Decision-making directed at supporting and improving student learning is at the forefront of our efforts on campus. In March of 2012, the SLO Coordinator produced the “Changes As a Result of Assessment” report (6) that comprehensively documented work of faculty in the area for both courses and programs. Decision-making at the division level occurs as the result of dialogue on the results of assessment and decisions are made by faculty to revise/delete or update course delivery methods. Faculty make decisions about program and course structure changes to improve student learning, and these curricular changes are reviewed through the Curriculum Committee and the Academic Senate.

Assessment of programs is documented on the Program SLO Assessment Tool and in the Program Review process (7). Program Review questions include “What are the SLO assessment plans for the programs of the Discipline/Program/Service?” and detailed questions related to “Describe the program SLO assessment, methods, outcomes, actions taken and planned, and if those actions require a resource request. In addition, course SLOs are mapped to Program SLOs and this mapping is included on each SLO Addendum (8). Comprehensive mapping of Program SLOs to Institutional SLOs will be completed by March 2013, so comprehensive assessments can be rolled up from course-level SLO

assessment data.

Resources connected with outcomes assessment are reported through the annual Program Review process and is used for prioritizing requests based on a rubric. Likewise, Student Services and Administrative Services assess outcomes to determine effectiveness and needs for services. The results of assessment are used to make decisions about continuation or modification of those services.

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE

The SLO Coordinator is hired as an ongoing resource to faculty and has a 0.5 assignment. West has recently assigned three SLO leaders to work across disciplines on campus to foster more discussion and understanding of the SLO development and assessment and the continuous improvement process.

The Curriculum Committee and the Academic Senate have recently institutionalized the Student Poster Project Showcase as an annual campus event where SLOs and student participation and understanding of SLOs will come together. Resources will be allocated to make this day informative for students, faculty and the community at large.

SLO Bulletins and Newsletters are distributed to all faculty (9). These periodicals offer resources and helpful links for to use in the assessment process and allow faculty to become aware of all recent SLO developments. Two SLO handbooks (10) have been developed for faculty to further assist them in the process, a third will be published at the end of February. Ongoing workshops on SLO development and refinement, dialogue, assessment and the SLO Cycle offer continuous educational opportunities for new and senior faculty. In Fall 2012 and Winter 2013, 79 focused one-on-one SLO sessions were held with faculty to review the SLO handbooks and to discuss the SLO cycle.

The Dean of Teaching and Learning makes recommendations through the Program Review process to request resources to support outcomes assessment and the SLO cycle.

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE

SLO assessment reports (11) provide numbers and the percentage of outcomes for degrees and courses and examples of these are posted on the SLO webpage for faculty to view. Comprehensive outcomes assessment results are posted as well which allows area deans and department chairs to review progress being made and to aid discussions with faculty at meetings and retreats.

SLO Addendums to the course outlines of record (12) give faculty another way to clearly see the SLO(s) for a course as well as the assessment method that will be used and the criterion level to achieve. These addendums will be revised over time as faculty adjust changes brought on by assessment findings. The SLO Assessment Tool (13) is the electronic form that has been developed for faculty to document these findings and to share with colleagues at divisional meetings.

Departments update their progress on an ongoing basis and they use an SLO assessment calendar (14) to schedule all courses needing assessment currently and in the future. All departments and service areas conduct annual Program Reviews (15) and division chairs and managers are asked to evaluate the Program Review process. The Planning and Institutional Effectiveness Committee uses these evaluations to guide its re-examination of the process and makes changes as needed.

Both Student Services and Administrative Services systematically assess the needs of students served and operational effectiveness. Outcomes assessments are reported in Program Review and the assessment tools that document findings, assessment methods, criterion levels and proposed changes based on assessment are stored electronically. This documentation (hard copies) is also kept in binders in the office of Academic Affairs for any faculty member to review. The data collected from the Program Reviews (16) is gathered and a report detailing all “changes based on assessment” (17) is distributed campus-wide.

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE

Like the way that course objectives align with course SLOs, program outcomes align with stated course outcomes. All courses required for the completion of a degree or certificate contribute to the mastery of the program’s learning goals, and course outcomes will likewise have symmetry with these outcomes. Courses have established objectives, which are closely linked to the SLOs necessary for program completion.

At West, every program has identified Program Student Learning Outcomes (16) that faculty determine are required for satisfactory completion of that program. In addition, course SLOs are mapped to

Program SLOs and this mapping is included on each SLO Addendum. Comprehensive mapping of Program SLOs to Institutional SLOs will be completed by March 2013, so comprehensive assessments can be rolled up from course-level SLO assessment data. Tools are stored electronically and are also kept in binders as a hard copy in the office of Academic Affairs.

As part of the SLO development process, area deans review course SLOs to make sure that there is alignment with the Institutional and Program Student Learning Outcomes for each course SLO developed. The Checklist on page 13 of the SLO Handbook – *Back to the Basics: Course SLO Development* served as a guide in reviewing course SLOs (17).

In some of the Career and Technical Education (CTE) degrees and certificates awarded at the college, there exists industry agency accreditations that take place. In those programs, SLOs are created to align with those standardized requirements.

PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE

Faculty members are required to include course SLOs on their course syllabi and all course SLOs are available to faculty on the SLO webpage (18).

The Office of Instruction collects faculty syllabi for all courses taught each semester. In fall of 2012, the Vice President of Academic Affairs oversaw a review of each syllabus for the inclusion of SLOs. Staff trained by the SLO Coordinator assisted in the process to collect and review syllabi for SLO inclusion. The Office of Instruction contacted faculty who did not have SLOs listed. A Fall 2012 SLO Bulletin was also developed and shared with faculty for specific information about SLOs and where to find them for inclusion on syllabi. The same process is scheduled for Spring 2013, and a Spring 2013 SLO Bulletin was created and distributed on February 1, 2013, with updated information for faculty.

Faculty members are encouraged to discuss SLOs with students at all phases of the semester and to have them focus on the real world application of the outcomes that are expected to achieve. Institutional Student Learning Outcomes are clearly posted in the college catalog (19).

The SLO Committee partnered with the annual West Student Poster Project Showcase to involve students in the assessment of our Institutional SLOs. The event took place on May 15, 2012 (20). Rubrics were applied to student capstone poster work to measure effectiveness of all nine institutional SLOs. Eleven faculty rated 83 posters with the Institutional SLO rubric. In addition, indirect assessment was conducted through questions related to institutional SLO achievement in the annual 2012 Graduate Survey. Students self-reported on how their abilities with respect to each of the institutional SLOs have changed based on their coursework and experiences at West (21).

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:

YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE

The College believes it has met the ACCJC SLO Proficiency level. Outcomes assessment is a continuous improvement process that is faculty driven with leadership from the V.P. of Academic Affairs, Dean of Teaching and Learning, and SLO Coordinator with support from administration as well as researchers. The Academic Senate supports the SLO process and the Senate President is an active participant at SLO Committee meetings.

There are numerous places across campus where outcomes discussions take place including reoccurring department meetings, division meetings, special retreats and numerous workshops. The college realizes the importance of widespread robust dialogue and authentic assessment methods that deliver information that is useful qualitatively and quantitatively to improve our course and student learning.

This culture of continuous assessment has taken hold at West as is evidenced by the ability and willingness of the entire campus to respond to recent recommendations regarding SLOs. The college is focused on improving its institutional, program and course assessment work and alignment of resource requests with outcomes assessment is evident in Program Review.

West is always looking at ways to improve on its work currently being done. The continuous quality improvements that are currently under discussion are more opportunities for faculty dialogue, and student awareness of Institutional, Program and Course SLOs. Currently, the SLO Committee is working with the ASO Office to design a student-friendly webpage specifically for SLOs. We will be committing time and effort to locate gaps that have been identified through outcomes assessment and to supporting future resources for SLO related activities including a campus database to house the SLO assessments.

TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

- (1) SLO Website, Forms and Reports, <http://www.wlac.edu/slo/forms/index.html>
- (2) SLO Course Assessment Process, http://www.wlac.edu/slo/documents/SLO_Course_Assmnt_Cycle.pdf
- (3) Institutional Student Learning Outcomes, http://www.wlac.edu/slo/documents/ILO_list.pdf
- (4) West Student Learning Outcomes website, <http://www.wlac.edu/slo/index.html>
- (5) SLO Newsletter, http://www.wlac.edu/slo/documents/slo_news/SLONews-Sept2012.pdf
- (6) Changes As A Result of Assessment, March 2012, http://www.wlac.edu/slo/forms/documents/ChangesResultfromAssmnt_Mar2012.pdf
- (7) Program Review Questions for Academic Divisions, page 2 http://www.wlac.edu/orp/planning/program_review/PRQuestionsAD2012-13.pdf
Program Review Table Questions, 10a and 10b,

- http://www.wlac.edu/orp/planning/program_review/PRTTableQuestionsAD2012-13.pdf
- (8) SLO Addendum, www.wlac.edu/slo/forms/documents/SLOAddendum-Blank.doc
- (9) SLO Bulletin, Fall 2012,
http://www.wlac.edu/slo/documents/slo_bulletin/SLOBulletinFA12.pdf
SLO Bulletin, Spring 2013,
http://www.wlac.edu/slo/documents/slo_bulletin/SLOBulletinSP13.pdf
SLO Newsletter, August 2012, http://www.wlac.edu/slo/documents/slo_news/SLONews-Aug2012.pdf
SLO Newsletter, September 2012,
http://www.wlac.edu/slo/documents/slo_news/SLONews-Sept2012.pdf
SLO Newsletter, October 2012, http://www.wlac.edu/slo/documents/slo_news/SLONews-Oct2012.pdf
SLO Newsletter, November 2012,
http://www.wlac.edu/slo/documents/slo_news/SLONews-Nov2012.pdf
SLO Newsletter, February 2013, http://www.wlac.edu/slo/documents/slo_news/SLONews-Feb2013.pdf
- (10) SLO Handbook: Back to the Basics: Course SLO Development,
<http://www.wlac.edu/slo/resources/documents/Back%20to%20Basics-Course%20SLOsv3.pdf>
SLO Handbook: Back to the Basics: Course SLO Assessment,
<http://www.wlac.edu/slo/resources/documents/BacktoBasics-CourseSLOAssessmentv4.pdf>
- (11) SLO Assessment Reports, <http://www.wlac.edu/slo/forms/index.html>
- (12) SLO Addendum, www.wlac.edu/slo/forms/documents/SLOAddendum-Blank.doc
- (13) SLO Assessment Tool <http://www.wlac.edu/slo/forms/documents/SLOCourseAssessTool-Dec2012.doc>
- (14) Sample Course Assessment Calendar, Computer Science,
http://www.wlac.edu/slo/forms/documents/SLOAssmntCalendar-CS_Sample.pdf
- (15) Program Review website, http://www.wlac.edu/orp/planning/program_review.html
- (16) Program Student Learning Outcomes, http://www.wlac.edu/slo/program_slos.html
- (17) Back to the Basics: Course SLO Development, page 13, Course SLO Checklist,
<http://www.wlac.edu/slo/resources/documents/Back%20to%20Basics-Course%20SLOsv3.pdf>
- (18) Course SLOs, http://www.wlac.edu/slo/course_slos.html
- (19) College Catalogue 2012-2014, page 6, http://www.wlac.edu/academics/pdf/WLAC_12-14Catalog_FRONT.pdf
- (20) SLO Monthly Report, May 2012,
http://www.wlac.edu/slo/forms/documents/SLO_Report_May2012.pdf
- (21) Spring 2012 Graduate Survey, Institutional SLO Responses,
<http://www.wlac.edu/slo/forms/documents/SP12GradSurveySummary1.pdf>

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