

Timeline for Draft Response to Recommendations 3 and 4 (Student Learning Outcomes)

	Sept 1 – 15	Sept 16 – 30	Oct 1 – 15	Oct 16 – 31	Nov 1 – 16
Curriculum (A)	<ol style="list-style-type: none"> 1. Work with SLO Consultant Matthew Lee. 2. Develop process for course SLO development. 3. Analyze Course Outlines of record to determine courses with established course SLO. 	<ol style="list-style-type: none"> 4. Conduct train-the-trainer workshop on the course SLO development process. 5. Conduct workshops for faculty on the course SLO development process. 	<ol style="list-style-type: none"> 6. Conduct workshops for faculty on the course SLO development process. 7. Faculty and division chairs meet to formulate and finalize course SLOs. 8. Solicit feedback from deans and division chairs. 	<ol style="list-style-type: none"> 9. Faculty and division chairs meet to formulate and finalize course SLOs. 10. Faculty submit course SLOs to the Curriculum Committee for approval and quality review. 11. Curriculum Committee reviews course SLOs and submits recommendations to Academic Senate. 12. Upon approval of updated course SLOs, faculty conduct course assessments. 	<ol style="list-style-type: none"> 13. Faculty submit course SLOs to the Curriculum Committee for approval and quality review. 14. Curriculum Committee reviews course SLOs and submits recommendations to Academic Senate. 15. Upon approval of updated course SLOs, faculty conduct course assessments.
Services (B)	<ol style="list-style-type: none"> 1. Review and revise Student Services SLOs and identify assessment methods. 	<ol style="list-style-type: none"> 2. Complete work of SLO creation and revision of existing outcomes within the Student Services Division. 3. Review and revise Administrative Services SAOs and identify assessment methods. 	<ol style="list-style-type: none"> 4. Review and revise Administrative Services SAOs and identify assessment methods. 	<ol style="list-style-type: none"> 5. Complete work of SLO creation and revision of existing outcomes within the Administrative Services Division. 	
Report (C)	<ol style="list-style-type: none"> 1. Establish SLO Working Group and Writing Pair. 	<ol style="list-style-type: none"> 2. Develop draft of response to recommendations 3 and 4. 3. Solicit feedback from working group and SLO Committee. 	<ol style="list-style-type: none"> 4. Continue working on draft of response to recommendations 3 and 4. 5. Solicit feedback from working group and SLO Committee. 	<ol style="list-style-type: none"> 6. Continue working on draft of response to recommendations 3 and 4. 7. Solicit feedback from working group and SLO Committee. 	<ol style="list-style-type: none"> 8. Submit draft report for review at the Leadership Retreat.

**West Los Angeles College
Learning Outcomes Management Plan and Timeline
August 2012 – November 2012**

Message from SLO Committee Co-Chairs

West Los Angeles College is a learning-centered organization that is engaged in a continuous sustained improvement process of assessment. To ensure our students receive an outcomes-focused education, West uses the ACCJC Rubric for Evaluating Institutional Effectiveness as a guidepost for all assessment work. The cycle of assessment, reflection, faculty collaboration and course revision is a way of ensuring that student learning is always under scrutiny. With this management plan, the college has another way of ensuring that the robust process of continuous sustained improvement is in place.

Milestones of Student Learning Outcomes at West

- Faculty established nine Institutional Student Learning Outcomes.
- Faculty established Student Learning Outcomes for all programs and state-approved certificates of achievement offered on campus.
- The SLO Committee was established and reports to the Academic Senate through the Curriculum Committee.
- An SLO webpage was created as another resource for faculty – www.wlac.edu/slo.
- Academic Senate approved Assessment Tools to document course and program assessment.
- Faculty has assessed all courses offered in the last two years (2010-2011 and 2011-2012).
- Division Chairs have approved and are in the process of completing all course and program assessment calendars.
- SLO Committee recommended that West Student Poster Showcase be institutionalized as an annual process for the assessment of institutional learning outcomes.
- Moving forward, West envisions a continuation of SLO information and building on its work of the past.

Timeline for August 2012-November 2012

August 2012

1. Review and discuss accreditation recommendations related to SLOs (3 and 4).
2. Contacted SLO consultant Matthew Lee to review SLO processes at West, to identify gaps and to make recommendations for meeting proficiency.
3. Conduct Flex Day Breakout Session on “Linking SLOs and Pedagogy: Rubrics, Assessment and Faculty Dialog”.
4. Conduct Flex Week workshops on “Institutional Learning Outcomes Reflection Session” and “General Education Learning Outcomes Reflection Session”.
5. Work with the Student Services Division to create SLOs and revise of existing outcomes. The revised SLOs will focus more on student learning rather than the current outcomes, which are more focused on process improvement.
6. Create and distribute SLO newsletter to communicate student-learning progress on campus and course improvements related to assessment work and to inform West of upcoming SLO related events.

September 2012

1. Work with SLO Consultant Matthew Lee.
2. Develop instructions and process for course SLO development.
3. Conduct train-the-trainer workshop on the course SLO development process for Division Chairs and Deans to serve as resources for faculty.
4. Conduct workshops for faculty on the course SLO development process.
5. Complete work of SLO creation and revision of existing outcomes within the Student Services Division. The revised SLOs will focus more on student learning rather than the current outcomes, which are more focused on process improvement.
6. SLO Coordinator and Dean of Teaching and Learning develop draft of response to recommendations 3 and 4.

October 2012

1. Faculty and division chairs meet to formulate and finalize course SLOs. Solicit feedback from division chairs and deans.
2. Faculty submit course SLOs to the Curriculum Committee for approval and quality review.
3. Curriculum Committee reviews course SLOs and submits recommendations to Academic Senate.
4. Upon approval of updated course SLOs, faculty conduct course assessments, analyze the results, and identify improvements (if any) needed in the class structure, pedagogy, SLOs, assessment methods, etc.
5. Develop SLO FAQs and Glossary of Terms for the webpage.

6. Complete work of SLO creation and revision of existing outcomes within the Administrative Services Division (SAOs). The new SAOs will focus more on student learning rather than the current outcomes, which are more focused on process improvement.
7. SLO Coordinator and Dean of Teaching and Learning continue working on draft of response to recommendations 3 and 4.

November 2012

1. Faculty submit course SLOs to the Curriculum Committee for approval and quality review.
2. Curriculum Committee reviews course SLOs and submits recommendations to Academic Senate.
3. Upon approval of updated course SLOs, faculty conduct course assessments, analyze the results, and identify improvements (if any) needed in the class structure, pedagogy, SLOs, assessment methods, etc.
4. SLO Coordinator and Dean of Teaching and Learning finalize first draft of response to recommendations 3 and 4 for review at the Leadership Retreat.

Ongoing

- ASCCC SLO involvement
- District SLO Advisory Council meetings
- Monthly SLO newsletter
- SLO trainings (small group and individual) and workshops