Student learning outcomes are the most important part of the learning experience at West.

**What should I include in my syllabus?**

1. **List course SLOs in your syllabus.**
   - At the very minimum all faculty will need to include the CSLOs (Course Student Learning Outcomes) in the syllabus for the course(s) you’re teaching. Faculty may include the ISLOs (Institutional Student Learning Outcomes) and the PSLOs (Program Student Learning Outcomes).

   If you are going to be including all levels of outcomes in your syllabus it is best practice to also speak to all three levels of outcomes to students when reviewing the syllabus in class during the first week. Listing the SLOs on your syllabus is now part of your evaluation. See appendix C of the AFT contract.

2. **Include the assessment method.**
   - In your syllabus, be sure to include the assessment method (for example exam, quiz, paper, project) for the SLO(s) you will be assessing in your class.

**Where can I find SLOs for the course I am teaching?**

SLOs are located on the West Los Angeles College SLO website. Please visit [http://www.wlac.edu/slo/course_slos.html](http://www.wlac.edu/slo/course_slos.html) and be sure to bookmark it for future reference.

   Follow the link on the page to the course SLO listing. Locate your Division on the tabs at the bottom of the window. Click on the tab and locate your course. Click on the arrow buttons on the right to see additional divisions.

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**How do I discuss Student Learning Outcomes in class?**

This is an ongoing conversation that can begin on the first day of class when you’re reviewing your syllabus. The conversation should evolve as students experience “a-ha” moments when they realize just why the outcomes were developed in the first place. Discuss the reasoning behind the outcome’s creation and it’s real world application so that they connect the dots regarding SLOs.

Here are some questions for generating student awareness of SLOs:

- **Semester start (1st few days of class).** Do you know what an outcome is (course SLO)? Let’s review the syllabus and the course outcomes (SLOs)? What are your goals?

- **2 to 4 weeks into the semester.** Do the course SLOs for this course fit with your educational goals? Do you know why we have developed outcomes for you at West? Do you know that we have Course, Program and Institutional Outcomes?

- **5 to 10 weeks into the semester.** Do you notice a connection between the outcome(s) listed in the syllabus and the current assignment/project you are engaged in? Does the rubric I have given you help to achieve your goal of achieving the outcome? Do you see/notice other outcomes that are not listed in the syllabus for this course?

- **11 to 14 weeks into the semester.** Do any of you remember a specific course outcome (CSLO)? Do any of you remember a specific program outcome (PSLO)? Do any of you remember a specific institutional outcome (ISLO)? Administer a survey to see if the SLO dialogue has made an impact on your students.

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**What are Student Learning Outcomes and why assess them?**

Student learning outcomes (SLOs) are the overarching, specific observable or measurable results students are expected to achieve. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process.

At West, there are three levels of SLOs. They are Institutional SLOs, Program SLOs, and Course SLOs. In addition, Service Level Outcomes have been established in Student Services, and Service Area Outcomes (SAOs) are defined in Administrative Services.

We assess to improve teaching and student learning. It is a process that allows us to formalize what we already do and continue to build on what we’ve put in place.

It’s also important for all faculty members and classified staff to understand the connection of outcomes and the college planning cycle. As a result of assessment, goals and action plans are identified and resource requests are made in the Program Review process in service and instructional areas.
Course SLO Assessment and Revision Cycle

The SLO Cycle includes assessing all SLOs in all courses offered within 4 years (Fall 2013-Spring 2017). Assessment occurs in a 4-semester cycle illustrated below.

As part of the SLO Cycle, a course SLO is assessed, reviewed, then taught with course changes, and finally reassessed to "close the loop" in typical 4-year assessment cycle.


SLO Hours - Drop in for assistance in developing your course SLOs.
Tuesdays and Thursdays 1:00-3:00 pm | CE-213
Contact Todd Matosic to schedule another time convenient for you.

The SLO Committee reports to the Academic Senate through the Curriculum Committee.

The SLO Committee meets on the third Monday of the month from 1:00 to 2:30 pm in Winlock.

TODD MATOSIC
SLO Coordinator
matosit@wlac.edu
(310) 287-4213 | CE-213

MARY-JO APIGO
Dean of Teaching & Learning
apigomj@wlac.edu
(310) 287-4410 | HLRC-315
www.wlac.edu/slo

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