SLO and Steady

SLO News and Updates

Accreditation Standards indicate that program SLOs be included in the catalogue. In preparation for the next version of the college catalogue, we are working with Division Chairs to review and update (as necessary) current program SLOs to include in the catalogue. Currently, PSLOs are posted online at [http://www.wlac.edu/slo/program_slos.html](http://www.wlac.edu/slo/program_slos.html).

We are also reviewing SLO assessment databases for consideration for West to adopt. We will be reviewing Mission’s locally-developed system as well as commercial systems. We want to be sure the recommended database meets West’s requirements.

West will also be welcoming a new Assistant Research Analyst in the Office of Research and Planning who will have a specific focus on supporting the SLO process with data.

For the 2012-2013 assessment cycle, 82% (425/518) of course assessments have been completed. Many course assessments are nearly complete and will be submitted. Moving forward, prepare for assessments at the end of the semester based on the SLO assessment calendars.

Assessment Dialogue

We are seeking mindful discussions regarding changes that lead to continuous improvement in the classroom and the SLO assessment cycle. Here are some examples of what happened in the last cycle.

During the dialogue phase of our SLO cycle, faculty discuss the assessment rubric, analyze and interpret assessment data, document all important course components that influence class success, and identify necessary action to improve learning in the course.

Through program SLO assessment, the Aviation faculty learned that their students were not well prepared for the oral portion of the federal licensure exam. They developed assignments for student presentations to the class. Aviation faculty also reached out to the Dental Hygiene faculty and students to provide guidance in making effective presentations.

Student Services and Administrative Services have used assessment data to guide improvements. Based on discussions of SLO results, Personal Development and Learning Skills faculty decided to use common rubrics and assessment tools in each course so that data can be compared across sections. A review of student appeals packets revealed that Admissions needed to instruct students that appeals cannot be considered without supporting documents. By tabulating the percentage of calls going to voice mail during business hours, the Business Office recognized the need to route calls differently.

Other great interventions taking place that are helping enhance student learning include discussions about FELI, Reading Apprenticeship, Acceleration, and Re-imagining English 21.

ECD

At the heart of the SLO assessment process is the mechanism for course changes. These changes can ultimately impact student learning and success in the program/course. Such changes, which have been documented, include changes to the format of the course, the content and the pedagogical methods.

Ingrained in this process is the potential for amending, adding or deleting SLOs that are no longer congruent with the program or discipline, or have been proven to be less relevant or effective as it relates to course objectives or student outcomes.

SLO Impact: Course Changes and Program Review

The following diagram illustrates the process for course changes and program review.

Upcoming Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO Committee</td>
<td>Apr 28</td>
<td>3:00-4:30</td>
<td>Winlock</td>
</tr>
<tr>
<td>SLO Drop-in Hours</td>
<td>Apr 28</td>
<td>3:00-4:30</td>
<td>GC280L</td>
</tr>
<tr>
<td>SLO-Net Inaugural Meeting</td>
<td>Apr 25</td>
<td>9:00 am - 1:00 pm</td>
<td>North Orange County CCD Board Room</td>
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<tr>
<td>SLO Symposium</td>
<td>May 2014</td>
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</table>
We have been meeting with Chairs and received revised drafts of SLO assessment calendars. So far, we have the following seven SLO assessment calendars finalized: Computer Science & CAOT, Dance and Health, Kinesiology, Kinesiology (Athletics), Kinesiology (Major), Communication Studies and Personal Development. They are posted online at www.wlac.edu/slo/resources. We are finalize calendars so that faculty know which courses are scheduled for assessment and when.

Note to Chairs: It is vital that the assessment calendars are completed ASAP in order to begin organizing all assessments that are due at the end of this semester.

Your participation is crucial. Include a schedule for all SLOs; if you are developing additional SLOs, schedule those as well.

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**SLO Committee**

Luis Cordova, Co-Chair  
Mary-Jo Apigo, Co-Chair  
Kenytatta Bakeer  
Anna Chiang  
Luis Cordova  
Adrienne Foster  
Manish Patel  
Donna Olvera  
Hansel Tsai  
Adriana Martinez, Resource  
Aracely Aguiar, Resource

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

The SLO Committee meets on the fourth Monday of the month from 3 to 4:30 pm in Winlock.

SLO News can also be accessed online at www.wlac.edu/slo .

**SLO Easy: SLO Tips**

**Institutional SLO Assessment**

May 15 is the 4th Annual Student Showcase Fair. During this event, students present posters of capstone projects in their courses. To assess West’s institutional SLOs, the SLO Committee partnered with the Annual Student Showcase Fair and will be partnering this year as well. Rubrics will be applied to student capstone poster work to measure achievement of all nine institutional SLOs. See the ISLO rubric on the right.

We are seeking faculty to assist in the assessment process by rating a few posters at the Showcase with the ISLO rubric. Please contact Luis Cordova, SLO Coordinator, for assistance. We can’t assess without your participation.

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**ISLO RUBRIC - Spring 2014 Poster Showcase**

<table>
<thead>
<tr>
<th>Item</th>
<th>Low Degree</th>
<th>Medium Degree</th>
<th>High Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Knowledge of student development: basic skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>B. Knowledge of student development: advanced skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>C. Knowledge of student development: professional skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>D. Knowledge of student development: leadership skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>E. Knowledge of student development: skills for success</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>F. Knowledge of student development: skills for lifelong learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>G. Knowledge of student development: skills for work</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>H. Knowledge of student development: skills for personal growth</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>I. Knowledge of student development: skills for social responsibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes:

- A. Knowledge of student development: basic skills
- B. Knowledge of student development: advanced skills
- C. Knowledge of student development: professional skills
- D. Knowledge of student development: leadership skills
- E. Knowledge of student development: skills for success
- F. Knowledge of student development: skills for lifelong learning
- G. Knowledge of student development: skills for work
- H. Knowledge of student development: skills for personal growth
- I. Knowledge of student development: skills for social responsibility

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**SLO News**

West Los Angeles College provides a transformative educational experience.