Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

Los Angeles Trade-Technical College's SLO Assessment Progress

Levels of Implementation	Characteristics of Institutional Effectiveness in Student Learning Outcomes (SLOs) Updated May 2011 (Sample institutional behaviors)	LATTC Institutional Behaviors (Evidence) and Overall Assessment
Awareness	1. There is preliminary, investigative dialogue about student learning outcomes.	1. Accomplished: The college established the SLO committee, which is the primary college body that coordinates dialogue about student learning outcomes (A1)
	2. There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.	2. Accomplished: Course outlines contain course objectives as well as student learning outcomes. During the initial trainings, the shift in focus from course objectives to student learning outcomes was addressed. (A2)
	3. There is exploration of models, definitions, and issues taking place by a few people.	3. Accomplished: In 2009-2010, the Student Learning Outcomes Committee (SLOC) created the Assessment Management Plan (AMP) to address the college's need to engage in systematic evaluation and integrated planning related to SLOs. The AMP establishes processes for the way each course, program, and degree will be evaluated and assessed and when this will occur. (A3)
	4. Pilot projects and efforts may be in progress.	4. Accomplished: The AMP began on the course-level SLO process that had begun with each department in the fall of 2008 and with the completion of pilot course SLO assessment and evaluation to determine successful models. This process continues as additional assessments are performed. (A4)
	5. The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.	5. The Accreditation Steering Committee and the Academic Senate designated that the focus of LATTC's opening day convocation was to be devoted to the importance of completing SLO assessments and providing comprehensive training . Each department was required to prepare a plan committing to assess at least 50% of its fall 2010 course offerings and programs (A5).
		Overall Assessment: The college has met this level of implementation
Development	1. College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.	1. Accomplished: In 2009-2010, the Student Learning Outcomes Committee (SLOC) created the Assessment Management Plan (AMP) to address the college's need to engage in systematic evaluation and inte-grated planning related to SLOs. The AMP establishes processes for the way each course, program, and degree will be evalu-ated and assessed and when this will occur. The current AMP period is 2010-2013 (A6).
	2. The College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.	2. Gap: The College needs to conduct additional workshops and offer professional development activities about general assessment and assessment strategies.
	3. Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.	3. Accomplished: The Academic Senate, Accreditation Steering Committee, Student Success Committee, and Program Review Committee include the Student Learning Outcomes Committee as an agenda item in their regularly scheduled meetings and recognizes and responds to action items. (A7)

		4. Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.	4. Accomplished: The Academic Senate, Accreditation Steering Committee, Student Success Committee, and Program Review Committee include the Student Learning Outcomes Committee as an agenda item in their regularly scheduled meetings and recognizes and responds to action items. (A8)
		5. Appropriate resources are being allocated to support student learning outcomes and assessment.	5. Accomplished: In fall 2010, funds were allocated for a fully released faculty coordinator. In 2011, A new administrative division, Institutional Effectiveness and Innovation, has been created to ensure the college plans, develops, implements, assesses, and holds itself accountable for activities, policies, and practices that enhance student success. Within that new area, there is a Vice President, Dean, Assistant Administrative Analyst, and Faculty Coordinator. (A9)
		6. Faculty and staff are fully engaged in student learning outcomes development.	6. Gap: The faculty and staff are engaged in student learning outcomes. (A10) However, to determine whether they are "fully engaged," the College needs to come to a consensus about that definition and work toward that goal. ***Overall Assessment: The college has met this level of implementation***
Proficiency		1. Student learning outcomes and authentic assessment are in place for courses, programs and degrees.	1. Accomplished: In 2009-2010, the Student Learning Outcomes Committee (SLOC) created the Assessment Management Plan (AMP) to address the college's need to engage in systematic evaluation and integrated planning related to SLOs. The AMP establishes processes for the way each course, program, and degree will be evaluated and assessed and when this will occur. The current AMP period is 2010-2013 (A11).
		2. There is widespread institutional dialogue about the results of assessment and identification of gaps.	2. Accomplished: Within the College's Assessment and Program Review processes, there is a part built in for discipline/service area- and department/division-level dialogue, reflection, and revision and implementation. Professional development days will be dedicated for dialogue about assessment results and gaps. (A12)
		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.	3. Accomplished: Within the College's Assessment and Program Review processes, there is a part built in for discipline/service area- and department/division-level dialogue, reflection, and revision and implementation. Prioritization of resource requests resulting from program review is partly based on assessment results and reflection and alignment of local assessments with institutional learning outcomes and strategic goals. (A13) Gap: Need to integrate the analysis and dialogue on assessments and improvements based on findings in the program review process.
		4. Appropriate resources continue to be allocated and fine-tuned.	4. Program planning and budget is strongly aligned with the closing the loop results and activities. (A14) Gap: Need to integrate the analysis and dialogue on assessments and
		5. Comprehensive assessment reports exist and are completed and updated on a regular basis.	5. Gap: An assessment report template needs to be established and a reporting process and timeline is being developed.
		6. Course student learning outcomes are aligned with degree student learning outcomes.	6. Accomplished: Student learning outcomes are aligned with program learning outcomes and college core competencies through the curricular map. (A15) http://college.lattc.edu/slo/slo-assessment-results/

	7. Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.	7. Gap: Currently, a student quiz has been utilized to address this requirement; however, the process is cumbersome and needs to be refined. Gap: Student quiz results have not been analyzed and reported so awareness levels have not been determined. *Overall Assessment: The college is making progress towards proficiency level. If gaps identified above are addressed, proficiency status will be met with supporting evidence.*
Sustainable Continuous Quality Improvement	1. Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.	1. The campus assessment cycle is moving toward its second cycle, and has been integrated into the program review (closing the loop) and planning and budget processes. (A16) Gap: College needs to have system and ongoing cycle in place where improvements to courses, programs, and degrees are identified and then implemented based on assessment results, then evaluation of the impact of the improvements are made.
	2. Dialogue about student learning is ongoing, pervasive and robust.	2. Gap: Dialogue about student learning occurs during the assessment cycle and program review process. However, a systematic cycle needs to be developed to formally implement and document dialogue, as well as to make time for it. The assessment cycle (and activites) and the program review process also needs to be integrated.
	3. Evaluation of student learning outcomes processes.	3. In Progress: There is a current validation practice that has been implemented for campus assessment and program review processes. (A17) In addition, the AMP will be evaluated and revised in 2013. Gap: The SLO process itself needs to be evaluated each year beginning fall 2013.
	4. Evaluation and fine-tuning of organizational structures to support student learning is ongoing.	4. Gap: The SLO committee needs to develop an annual report each spring recommending organizational structures that need to be developed, improved, changed to support student learning - based on all data the SLO committee gathers throughout the year. Examples of such recommendations could be: SLO committee and Curriculum Committee need to be more integrated, the SLO Coordinator should chair or co-chair the committee, the Accreditation Liason Officer should co-chair the committee, etc., etc.
	5. Student learning improvement is a visible priority in all practices and structures across the college.	5. In Progress: The college's integrated program review and planning and budget processes are based on the Strategic Master Plan which includes a strong focus on student success that has been shared electronically, and in documents and forms. The college's core competencies, with which all courses and programs must correspond, is included in the college catalogue as well as the curricular maps. Gap: However "student learning improvement" language needs to be included in college planning documents, student learning improvement needs to be defined in the AMP, student learning dialogue should a regular item on agendas/minutes of college committees, and professional development (PD)
	6. Learning outcomes are specifically linked to program reviews.	6. GPA: While some linkages between outcomes and program review have been made, learning outcomes needs to be FULLY integrated into the campus program review as well as the program budgeting and planning processes. (A18)

		Overall Assessment: The college has not yet met this level of implementation.

Evidence List:

A1: Meeting minutes establishing SLO Committee

A2: Course outline document and Pacheco training (in Midterm report)

A3: 1. Meeting minutes from SLO Committee establishing Assessment Management Plan
    2. Assessment Mangement Plan

A4: Assessment Management Plan update

A5: Convocation SLO trainings and SLO plans

A6: Assessment Management Plan

A7: Agendas from meetings where AMP and other SLO matters were discusses and approved

A8: Agendas from Academic Senate, Accreditation Steering, Student Success, and Program Review committees with appropriate areas highlighted

A9: 1. Evidence to be determined
    2. E-mail from college president

A10: 1. SLO assessment results form (form 3)
    2. SLO assessment results report

A11: Assessment Management Plan

A12: Reflection area of Assessment Management Plan

A13: Prioritization rubric of program planning and budget process

A14: Program Review document and prioritization rubric of program planning and budget process

A15: Curricular maps

A16: SLO reports from last two years

A17: 1. Program Review Timeline with Validation section highlighted.
    2. Validation Team e-mail

A18: Sample Program Review document