What is Student Learning Outcome (SLO)?

**The Accrediting Commission for Community and Junior Colleges (ACCJC)**

Student Learning Outcomes: Knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences.

**Areas to Assess**

SLO’s are written and assessed at these levels:
- Course
- Program
- Institutional
- Service Areas (SAO)

**Where We Are**

![LAHC Student Learning Outcomes Accomplished Between Fall 2012 and Spring 2013](chart)

- **Service Area (SAO)**: 100% in Spring 2013 and Fall 2012.
- **Institutional (ISLO)**: 60% in Spring 2013 and 60% in Fall 2012.
- **Program Level**: 55% in Spring 2013 and 55% in Fall 2012.
- **Course Level**: 85% in Spring 2013 and 81% in Fall 2012.

Source: The Accrediting Commission for Community and Junior Colleges (ACCJC) (http://www.accjc.org/glossary)

LAHC Institutional Effectiveness presentation to the LACCD Board of Trustees, July 23, 2013
PERFORMANCE AND OUTCOMES

STUDENT LEARNING OUTCOMES (SLO)

Where We Are

COURSE LEVEL

- By spring of 2014 course level SLOs have been written (defined)
- The college must have completed 100% of course level SLOs to complete a full cycle—defined/measured/results used and refined definitions
- SLO Coordinator working with Deans, VP Academic Affairs to accomplish SLO plan in effect for 2013-14 to achieve goal of 100%

PROGRAM LEVEL

- By spring of 2014 program level SLOs must also be 100% assessed
- SLO Coordinator working with Deans, VP Academic Affairs to accomplish SLO plan in effect for 2013-14 to achieve goal of 100%

INSTITUTIONAL LEVEL

- ISLOs are up to date within 5 year assessment plan
- 3 of the college’s 5 ISLOs have been measured; 4th in progress. Final ISLO planned for 2013-14
- ISLOs will be at 100% in 2013-14

SAO LEVEL

- SAOs are up to date

The knowledge accumulated from these assessments must be incorporated in 2013-14 Program Reviews & results be reflected in Unit plans for 2014-2015 planning cycle.

Source: LAHC Institutional Effectiveness presentation to the LACCD Board of Trustees, July 23, 2013
ISLO #1 - COMMUNICATION
Use language and non-verbal modes of expression appropriate to the audience and purpose.

The pre-test was conducted in fall 2010. Over 700 students across a variety of disciplines were asked to write an essay. In January 2011, the essays were scored based on six areas of competencies—supporting material, language, topic, organizational pattern, thesis/specific purpose, and grammar. Data collected were shared to the campus in April 2011.

In fall 2011, students in the same courses wrote essays after an instructor-selected intervention designed to improve their writing. Data between the two fall semesters were compared and shared to the campus in spring 2013.

FINDINGS:
- Demography of selected students mirrored that of the college.
- Essay scores and number of units completed were highly correlated.
- Overall, fall 2011 essay scores showed improvement after the intervention.
- Fall 2011 average scores showed students who have completed English 28 performed as well as those who have completed English 101.
- Average score by each of the six competencies in fall 2011 were slightly higher compared to fall 2010.

Source: SLO Coordinator
LAHC website (http://www.lahc.edu/slo/institutionalassessment/islo.html)
A math questionnaire was given to almost 700 students during the spring 2013 testing cycle. The cycle ran from September 10, 2012 to February 19, 2013. The questionnaire consisted of 10 math problems selected by the assessment committee and Math Division chair and was given in addition to the math placement exam.

**BASELINE DATA POINTS:**
- The general college population consists of about 60% female and 40% male. This cohort had 55% female and 45% male.
- Sixty-one percent were Hispanics—an over representation of LAHC’s student population by about 12%.
- Ten percent were African Americans—an under representation of the college population by 6%.
- Over half (54%) of the cohort was under the age of 20. Another 27% were between the ages of 20-24. The college population under the age of 20 is about 31% and 34% are between 20-24 years old.
- Most (58%) were placed in Learning Skills 10/Math 112 and a majority of them were females (36%). LS10/M112 is 4 levels below transfer level.
- Another 40% placed in Math 123A, 3 levels below transfer level.
- Seventy-six percent of African American females and 70% of Hispanic females placed in LS10/M112.
- Eighty-five percent of African American males and 40% of Hispanic males placed in LS10/ M112.
- Of the 403 who placed in LS10/M112, 20% or 80 students enrolled in the course in spring 2013.
- Of the 278 who placed in Math 123A, 13% or 37 students enrolled in the course in spring 2013.

**ISLO #2 - COGNITION**
Use critical thinking skills to analyze, synthesize, and evaluate ideas and information.

Source: SLO Coordinator
LAHC website (http://www.lahc.edu/slo/institutionalassessment/islo.html)
ISLO #3 - INFORMATION COMPETENCY
Utilize research skills necessary to achieve educational, professional, and personal objectives

This ISLO involves three areas—information literacy, technological competency, and research proficiency. Selected instructors from a cross-section of the campus were recruited to bring their classes to the Library or to use the online material. The process students took involved a pre-test questionnaire, participation in information literacy training, then answering the same question on a post-test questionnaire. In fall 2011, 530 students participated.

FINDINGS:
- Pre-test Average: 10.88
- Post-test Average: 11.77
- Paired Sample t-test: 8.37
- Significant at the .000 level
- Strong evidence that students’ competence improved
- Further analysis on the relationship of student success and information competency is being discussed

Source: SLO Coordinator
LAHC website (http://www.lahc.edu/slo/institutionalassessment/islo.html)
INSTITUTIONAL STUDENT LEARNING OUTCOMES

**ISLO #4 - SOCIAL RESPONSIBILITY**
Demonstrate sensitivity to and respect for others and participate actively in group decision making.

**ISLO #5 - PERSONAL DEVELOPMENT**
Demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.

The validated Student Developmental Task and Lifestyle Assessment Survey will be used to assess these learning outcomes in the fall 2013 semester.

Source: SLO Coordinator
LAHC website (http://www.lahc.edu/slo/institutionalassessment/islo.html)