**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**

<table>
<thead>
<tr>
<th>Level</th>
<th>Spring 2014</th>
<th>Spring 2013</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Area (SAO)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Institutional (ISLO)</td>
<td>100%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>Program Level</td>
<td>98%</td>
<td>55%</td>
<td>55%</td>
</tr>
<tr>
<td>Course Level</td>
<td>100%</td>
<td>85%</td>
<td>81%</td>
</tr>
</tbody>
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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
LAHC Institutional Effectiveness update in Spring 2014 for the ACCJC report
Where We Are

**COURSE LEVEL**

| Total number of college courses (active courses in college catalog, offered in some rotation): | 581 |
| Number of college courses with defined Student Learning Outcomes: | 581 |
| **Percentage of Total** | 100% |
| Number of college courses with ongoing assessment of learning outcomes: | 524 |
| **Percentage of Total** | 90% |

**PROGRAM LEVEL**

| Total number of college programs (all certificates and degrees, and other programs defined by college): | 44 |
| Number of college programs with defined Student Learning Outcomes: | 43 |
| **Percentage of Total** | 98% |
| Number of college programs with ongoing assessment of learning outcomes: | 29 |
| **Percentage of Total** | 68% |

**STUDENT LEARNING AND SUPPORT ACTIVITIES**

| Total number of student learning and support activities (college identified/grouped For SLO implementation): | 21 |
| Number of student learning and support activities with defined Student Learning Outcomes: | 21 |
| **Percentage of Total** | 100% |
| Number of student learning and support activities with ongoing assessment of learning outcomes: | 14 |
| **Percentage of Total** | 67% |

ISLO cycle is 100% complete and in 2014 LAHC begins a new cycle.

For the most up-to-date information on SLO progress, please see the college’s Student Learning Outcomes webpage at: [http://www.lahc.edu/facultystaff/slo/](http://www.lahc.edu/facultystaff/slo/)

Source: LAHC Institutional Effectiveness presentation to the LACCD Board of Trustees, July 23, 2013
LAHC Institutional Effectiveness update in Spring 2014 for the ACCJC report
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.
**INSTITUTIONAL STUDENT LEARNING OUTCOMES**

**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

**Pre and Post Test Comparison—Number of Correct Item**

![Bar chart showing pre and post test comparison for various disciplines](chart.png)

**Pre and Post Test Comparison—Scores by Discipline**

![Bar chart showing pre and post test comparison by discipline](chart2.png)

Source: SLO Coordinator
LAHC website (http://www.lahc.edu/slo/institutionalassessment/islo.html)
Institutional Student Learning Outcomes (ISLO) 4 and 5 were assessed in the Fall semester of 2013. It was determined that both ISLOs could be measured and reported using one instrument: the SDTLA. There were 1,204 completed student surveys which provide the data for this institutional student learning outcomes assessment report.

**ISLO 4: Social Responsibility: Demonstrate sensitivity to and respect for others and participate actively in group decision making.**

Examples:

**Teamwork:** Use skills needed for participation in group efforts to seek effective results.

**Respect for Diversity:** Demonstrate an understanding of and respect for the feelings, opinions, and values of other people and cultures.

**Effective Citizenship:** Demonstrate responsibility for being an informed, ethical, and active citizen of the local community, California, the nation, and the world.

Results for ISLO 4 indicate that students are demonstrating social responsibility and are completing developmental life tasks which indicate development of valuing diversity. One area for consideration of further exploration was found in the measure of interdependence. Students could benefit from more exposure as to how their actions impact the lives of others. Empathy continues to be an area that receives much attention in the literature, and it could benefit our students to place greater awareness on this important trait/skill development.

**ISLO 5: Personal Development: Demonstrate self-management, maturity, and growth through practices that promote physical, mental, and emotional well-being.**

Examples:

**Ethics and Values:** Demonstrate an understanding of ethical issues and values required to make sound judgments and decisions.

**Aesthetic Appreciation:** Create or show appreciation for artistic and individual expression.

**Self-Understanding/Development:** Demonstrate increased self-awareness, self-insight, and personal growth. Perform learned skills competently.

Source: SLO Coordinator
LAHC website (http://www.lahc.edu/slo/institutionalassessment/islo.html)
Results for ISLO 5 indicate that students are demonstrating personal development and the
development of ethics and values. This is especially true for our Nursing, Administration of Justice, and
Health students (please see further discussion following).

An additional outcome of the assessment process in measuring ISLO 4 and 5 (by the Assessment
Committee) was to recommend combining ISLOs 4 and 5 into one ISLO for the future. This decision
was made using the participatory governance process by which the Assessment Committee
recommended this change to the Academic Senate and the recommendation was then forwarded for
approval and implementation by the College Planning Committee. The new ISLO #4 (for our next ISLO
cycle) reads as follows:

**ISLO 4:** Social Responsibility in a Diverse World: Demonstrate sensitivity to and respect for
others and participate actively in activities that empower self and others.

Examples:
- **Teamwork:** Use skills needed for participation in group efforts to seek effective results.
- **Respect for Diversity:** Demonstrate an understanding of and respect for the feelings, opinions, and
  values of other people and cultures.
- **Effective Citizenship:** Demonstrate an understanding of relationships between diversity, inequality,
  and social, economic, and political power both in the US and globally.
- **Ethics, Values, and Accountability:** Demonstrate an understanding of ethical issues and values
  required to make sound judgments and decisions, and take responsibility for one’s personal actions
  and its impact on self and others.
- **Aesthetic Appreciation:** Create or show appreciation for artistic and individual expression.
- **Self-Understanding/Development:** Demonstrate increased self-awareness, self-insight, and personal
  growth. Perform learned skills competently.

The full report may be viewed at: [http://www.lahc.edu/slo/institutionalassessment/islo.html](http://www.lahc.edu/slo/institutionalassessment/islo.html)

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