

College Policy on SLO Sustainability

East Los Angeles College empowers students to achieve their educational goals, to expand their individual potential, and to successfully pursue their aspirations for a better future for themselves, their community and the world. To fulfill this mission, all programs and courses offered by the college will meet the standard of sustainability for Student Learning Outcomes (SLO), meaning assessing program and course learning outcomes and, based on the results, making improvements to enhance student learning on an ongoing basis.

Through continuous quality improvement of our programs and courses, the college demonstrates to students and the community our commitment to student learning. Therefore, in mutual agreement with the Academic Senate and the college president, East Los Angeles College adopts the following policy statement for ensuring Student Learning Outcome sustainability and the accompanying outline:

It will be college policy to reserve resource augmentation only for programs satisfying the expectations for Program Learning Outcomes (PLOs). Similarly, it will be college policy to offer only those courses satisfying the expectations for Course Learning Outcomes (CLOs). Recognizing that meeting these expectations will require cultural change, it will be college policy to continue and enhance its support for department chairs and faculty, including offering intervention strategies as requested.

Approved by the Academic Senate and President Marvin Martinez on Tuesday, June 3, 2014

Program Learning Outcome (PLO) Implementation and Accountability Measures

Implementation Level	Evidence--TracDat	Deadline	Accountability	Probationary Period
Development	All programs have PLOs, Curriculum Maps, and Assessment Plans	9/30/2014	9/30/2014	2/6/2015
	<ul style="list-style-type: none"> All programs have PLOs and Curriculum Maps completed and submitted in TracDat All PLO Assessment Plans developed, due with Program Review Annual Update Plan 	8/28/2014; 9/30/2014	No discretionary resource augmentations* if any program lacks a curriculum map or assessment plan.	Discretionary resources augmentations may be made only if decision dates have not passed AND all PLOS have a curriculum map and assessment plan
Proficiency	All PLOs have closed the loop, i.e., assessment results and improvement plans	6/15/2015	9/30/2015	2/5/2016
	<ul style="list-style-type: none"> Assessments implemented & data collected Faculty hold dialog meeting about assessment results Write assessment results and improvement plan in TracDat 	12/19/2014; 6/15/2015	No discretionary resource augmentations if any program has not closed the loop.	Discretionary resources augmentations may be made only if decision dates have not passed AND all PLOS have closed the loop
Sustainability	Course and program learning outcomes and assessments are ongoing, systematic and used for continuous quality improvement.	Ongoing		
	<ul style="list-style-type: none"> Following implementation of improvement plan, program learning outcomes are reassessed and result in plans for further improvements Results of the learning outcomes assessment process are a fundamental data component in department program review and planning 			

* Resource augmentations refer to resource requests for staff, faculty, equipment, supplies or any other items requiring additional funds. It also includes increases in section hours.

Course Learning Outcome (CLO) Implementation and Accountability Measures

Implementation Level	Evidence--TracDat Steps (Note: Steps refer to screen options when updating course information in TracDat)	Deadline	Accountability Dean will determine progress in consultation with department chair and may recommend temporary exceptions to accountability measures in the event of rare and extraordinary circumstances. Only the College President may grant a temporary exception.	Probationary Period
Developing	All courses have CLOs (Step 2) & assessment methods (Step 3)	6/15/2014	9/5/2014	Registration start date for Spring 2015 (Nov 2014)
	<ul style="list-style-type: none"> • All CLOs have completed technical review • All CLOs in TracDat (Step 2) • Assessments are authentic and developed by appropriate discipline members • All courses have assessment methods entered into TracDat (Step 3) 		Courses not in compliance with Steps 2 & 3 pulled from Spring 2015 schedule.	Courses pulled from Spring 2015, may be reinstated if Steps 2 & 3 have been completed AND verified by Dean with LA Coordinator.
Proficiency	All Fall 2014 courses have closed the loop, i.e. have assessment results (Step 4) and an improvement plan (Step 5)	12/19/2014	1/15/2015	Registration start date for Fall 2015 (estimated May 2015)
	<ul style="list-style-type: none"> • Assessment implemented & data collected • Faculty hold dialog meeting about assessment results • Write assessment results in TracDat (Step 4) • Write improvement plan in TracDat (Step 5) 		ALL Fall 2014 courses must close the loop, steps 4 & 5, or the courses will not be offered in Fall 2015.	For Fall 2014 courses that did not close the loop by 1/15/2014, courses may be reinstated IF loop has been closed AND verified by dean with LA Coordinator.*
Proficiency	Spring 2015 courses not taught in Fall 2014 have closed the loop, i.e. have assessment results (Step 4) and an improvement plan (Step 5)	6/15/2015	7/15/2015	Registration start date for Spring 2016 (estimated Nov 2015)
	<ul style="list-style-type: none"> • Assessment implemented & data collected • Faculty hold dialog meeting about assessment results • Write assessment results in TracDat (Step 4) • Write improvement plan in TracDat (Step 5) 		ALL courses must close the loop, steps 4 & 5, or the courses will not be offered in Spring 2016.	For courses that did not close the loop by 7/15/2015, courses may be reinstated* IF loop has been closed AND verified by the Dean with the LA Coordinator.*

*Upon approval of the president, the college will reinstate courses when necessary for conducting assessments.

CLO Implementation and Accountability Measures (continued)

Implementation Level	Evidence--TracDat	Deadline	Accountability*	Probationary Period*
Sustainability	Course and program learning outcomes and assessments are ongoing, systematic and used for continuous quality improvement.	Ongoing		
	<ul style="list-style-type: none"> • Following implementation of improvement plan, CLOs are reassessed and result in plans for further improvements • Results of the learning outcomes assessment process are a fundamental data component in department program review and planning. 			

Student Learning Outcomes Rubric

Levels of Implementation	Characteristics of Department Effectiveness in Student Learning Outcomes
Awareness	The department has defined outcomes for some courses and programs.
Development	The department has established authentic assessment strategies for assessing course and program learning outcomes.
	Department allocates appropriate time and resources to support student learning outcomes and assessment.
	Faculty and staff in your department are fully engaged in student learning outcome development.
Proficiency	Student learning outcomes and authentic assessments are in place for all course and program learning outcomes, and all courses and programs have implemented assessments.
	Departmental decision-making includes a dialog on the assessment of course and program learning outcomes.
	The department completes comprehensive assessment reports that include planned improvement efforts.
	The department uses its resources and, when appropriate, requests budget augmentation to support improvements identified and planned through the student learning outcomes assessment process.
	Course and program learning outcomes are aligned with Institutional and General Education Learning Outcomes.
Sustainable Continuous Quality Improvement	Course and program learning outcomes and assessments are ongoing, systematic and used for continuous quality improvement.
	Dialog about student learning in ongoing, pervasive and robust.
	Student learning improvement is a visible priority in department goals and practices.
	Results of the learning outcomes assessment process are a fundamental data component in department program review and planning.

Cultural Change to Ensure SLO Sustainability

Heightened Support for Department Chairs		Start	End/Deadline
	Continue to recruit and promote department facilitators and deploy college facilitators when department facilitators are not present	ongoing	ongoing
	Remind department chair of courses & programs that need to close the loop in Fall 2014 <ul style="list-style-type: none"> Place Assessment Spotlight at the top of the agenda of every Department Chairs meeting to allow 15-20 minutes to go over Chair responsibilities in detail and share specific anecdotes of progress and setbacks. The goal should be to offer training examples on how to regularly follow up with colleagues in advance of timeline targets. At each Department Chair meeting, provide department chairs (similar to curriculum & admissions) status update on SLO implementation shortcomings in department by course and program. Following each department chairs meetings, each dean should consult with the department chair on what steps will be taken to make progress before the next department chairs meeting. 	ongoing	ongoing
	LAO/Department Facilitators report potential problems to department chairs : <ul style="list-style-type: none"> when no CLO and assessment method was entered into TracDat, when assessment progress is dangerously close to falling off the LAO timeline to meet intended target, when data collection progress is dangerously close to falling off the LAO timeline to meet intended target, when dialog sessions are not scheduled or missed and progress may not meet the LAO timeline, & when report writing is dangerously close to falling off the LAO timeline to meet intended target 	6/30/2014 9/29/2014 11/17/2014 11/17/2014 11/23/2014	8/20/2014 11/10/2014 12/19/2014 12/19/2014 12/19/2014
	Offer additional compensation (reassigned time/ancillary pay/flex hours) to faculty when appropriate, e.g. uncompensated chairs, to ensure SLO work is updated on TracDat, to be determined through consultation between dean and chair.	ongoing	ongoing
Heightened Support for Faculty		Start	End/Deadline
	Highlight a SLO success story on ELAC home page	8/25/2014	9/8/2014
	Include Outline of Policy on SLO Sustainability in Opening Day packet		8/27/2014
	Notify necessary faculty of courses needing to close the loop in Fall 2014; provide necessary assessment materials & timelines		8/27/2014
	Letter from the President to ALL faculty outlining the faculty obligations in the SLO process based on the AFT Contract, Appendix L, and the link to student success		9/2/2014

Outline of College Policy on SLO Sustainability: June 3, 2014

Sponsor training workshop(s) on quality CLO/PLO Assessments and best practices when conducting assessments	9/4/2014	9/19/2014
SLO Newsletters highlighting use of assessment results to improve student success	ongoing	ongoing
Training to campus committees and deans on how to use the new SLO rubric in AUP when prioritizing resources	10/1/2014	10/31/2014
Thermometers on Admin Portal showing monthly progress towards SLO targets	ongoing	ongoing
Sponsor training workshop(s) on interpreting assessment results and deriving improvement activities	11/3/2014	12/5/2014
Promotional activities involving recognition/incentives for progress in SLO work, e.g., such as award for departments/units with 95% participation of full-timers and 75% of adjuncts	12/12/2014	12/19/2014
Use the "Admissions model" of email reminders to keep faculty on tasks towards meeting SLO work		
Intervention Strategies	Start	End/Deadline
Intervention team comprised of Academic Senate and AFT faculty leaders, OIE Dean, LA Coordinator, and Accreditation Faculty Chair. The intervention team would do the following: <ul style="list-style-type: none"> • identify barriers to faculty participation, • conduct "group" visits, and • in special circumstances, recommend a revised implementation timeline for approval by the President. 	ongoing	ongoing

It is up to faculty to create and assess outcomes (utilizing both quantitative and qualitative measures) and to analyze that evidence to improve student learning and teaching.

Academic Senate of California Community Colleges, 2007

Faculty should engage in SLO development and assessment not because it is a requirement for accreditation but rather because it is good professional practice that can benefit programs and students.

Academic Senate of California Community Colleges, 2010

2009-04 Art. 19, 43 — Contract Interpretation: Clarification of the Meaning of “Participates in the Student Learning Outcomes Assessment Cycle” on the Faculty Evaluation Form

The Los Angeles Community College District (the “District”) and the American Federation of Teachers College Guild Local 1521 (the “AFT”) agree to the following clarification of the meaning of “Participates in the Student Learning Outcomes Assessment Cycle” on the faculty evaluation form, Appendix C of the 2008-11 Agreement.

Participating in the Student Learning Outcomes cycle (writing SLOs and establishing assessment tools/rubrics as a discipline or department) is the responsibility of full-time faculty. However, it is the responsibility of all faculty to incorporate approved SLOs in their teaching. In order for faculty to be evaluated on their participation the following shall occur:

1. The department chair shall, at the time a course is assigned, provide the instructor with a copy (electronic or hard copy) of the course outline and any officially approved SLOs. (It is the responsibility of each college to determine a process for officially approving SLOs—it is normally considered a joint process involving sign-off by both faculty of the discipline/department and the college’s Academic Senate.)
2. All instructors shall include the officially approved course SLOs on his or her course syllabi. If course SLOs have not yet been approved or provided by the chair, this shall have no negative effect on the instructor’s evaluation.
3. All instructors shall conduct SLO assessments in their assigned classes and use the results to make appropriate changes in instruction to improve student learning. Data and results of assessments and modifications serve as evidence of fulfilling this professional responsibility.
4. An adjunct instructor may participate in discipline or departmental activities to create SLOs and establish assessments but he or she is not required to do so and lack of participation should have no negative effect on his or her performance evaluation.
5. An adjunct instructor is not required to attend SLO assessment activities when they are conducted outside the classroom. If an adjunct instructor would like to participate in such SLO activities he or she may request compensation in advance under the provisions of Article 43 B 2, Ancillary Duties.

Justification: This contract interpretation is provided to clarify the meaning of “Participates in the Student Learning Outcomes Assessment Cycle” on the faculty evaluation form and to distinguish the obligations of full-time and adjunct faculty with respect to this item.