

SLO Philosophy Statement

East Los Angeles College is committed to its primary mission of teaching and learning to facilitate student success.

Student Learning Outcomes is an ongoing, systematic process used for supporting effective student-centered teaching practices.

At the heart of the Student Learning Outcomes process is an inclusive and collegial dialogue that incorporates support for existing teaching excellence as well as strategies for improvement.

An essential ingredient in ELAC's assessment is the emphasis on faculty-led, classroom-based assessment to ensure a direct focus on learning. Effective assessment is best achieved when:

- Student Learning Outcomes are explicit statements describing knowledge, skills, abilities, and attitudes that a student will be able to demonstrate at the end (or as a result) of his/her engagement in a particular lesson, course, program, or collegiate experience.
- Assessment is the systematic collection of information about student learning and the use of that information to create a continuing cycle of improved teaching and learning which should be infused into pedagogy, curriculum, and program planning and decisions.
- SLOs and assessment are used to help the college understand how its different courses, programs and services affect students over time so that all can better coordinate and improve the student's learning experience.
- ELAC hold as its standards the American Association of Higher Education (AAHE) Nine Principles of Good Assessment.

Student learning outcomes are the result of a collaborative effort on the part of the entire academic community. Collaboration is best achieved through the clarification of roles and responsibilities.

It is the role of the Academic Senate to oversee:

- Work with other campus constituent groups in the development of outcomes and assessment process and to insist on professional development opportunities in order to develop a thorough understanding of learning outcomes and learning assessment.
- Encourage faculty to actively participate in this process.
- Ensure that there are appropriate stipends and/or reassigned time for faculty who assume leadership responsibilities in this area.

It is the role of the department/discipline under the leadership of the chair to ensure faculty:

- Develop Student Learning Outcomes based on discipline curricular content and standards.

- Plan and implement the assessment process.
- Use assessment results to help shape pedagogical decisions within academic programs and respective disciplines.

It is the role of the college administration to provide oversight in developing Student Learning Outcomes AND provide the technical and operational support that:

- Aids in the development of valid and reliable assessment tools,
- Assists with the analysis and use of assessment results,
- Provides resources to implement changes suggested by the data,
- Coordinates the implementation of course, program and institutional outcomes and assessment.

At **ELAC**, we will use assessment of student learning outcomes primarily to understand, and thereby improve student learning through informed decision making and planning. Assessments will be used to:

- Improve services, feedback and guidance
- Help improve programs and courses
- Help understand how groups of students experience college differently.
- Provide staff and students with opportunities to reflect on their practice and learning.

Assessments will not be used to:

- Punish or reward any individual student, faculty or program.
- Impinge upon Academic freedom

Data should be transparent. All administrators, faculty, staff, students and the community should be able to access the information.

Assessment is everyone's responsibility.

Revised at 3/12/08 SLO committee meeting
 Revised 4/30/08 incorporating senate recommendations
 Revise 5/14/08 joint committee Senate/SLO
 Approved SLO Committee 5/14/08
 Adopted Academic Senate 5/29/08