

SLO News

STUDENT LEARNING OUTCOMES NEWSLETTER
WEST LOS ANGELES COLLEGE
NOVEMBER 2016 | VOLUME 5 | ISSUE 3

SLO Committee

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SLO News can also be accessed online at www.wlac.edu/committees/slos/index.aspx.

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SLO ASSESSMENT PROGRESS

| Updated 11/28/16 | FA 13 | | SP 14 | | FA 14 | | SP 15 | | FA 15 | | SP 16 | |
|------------------|-------|-----|-------|-----|-------|-----|-------|-----|-------|-----|-------|-----|
| Phase 1 | 101 | | 81 | | 215 | | 68 | | 25 | | 1 | |
| Phase 1 Filed | 99 | 98% | 76 | 94% | 193 | 90% | 56 | 82% | 14 | 56% | 0 | 0% |
| Phase 2 | 1 | | 102 | | 82 | | 213 | | 63 | | 26 | |
| Phase 2 Filed | 0 | 0% | 96 | 94% | 75 | 91% | 159 | 75% | 46 | 73% | 7 | 27% |
| Phase 3 | | | | | 90 | | 78 | | 204 | | | |
| Phase 3 Filed | | | | | 84 | 93% | 72 | 92% | 145 | 71% | | |
| Phase 4 | | | | | | | 92 | | 79 | | 201 | |
| Phase 4 Filed | | | | | | | 81 | 88% | 63 | 80% | 86 | 43% |
| Phase A | | | | | | | | | | | 3 | |
| Phase A Filed | | | | | | | | | | | 1 | 33% |
| Phase B | | | | | | | | | 1 | | 64 | |
| Phase B Filed | | | | | | | | | 0 | 0% | 44 | 69% |

SLO UPDATES

- Little change has occurred since last month's newsletter update of SLO assessment progress. Over 90% of all scheduled courses have submitted SLO assessments for Fall 2013, Spring 2014 and Fall 2014. Over 75% of all scheduled courses have submitted SLO assessments for Spring 2015. **Fall 2015 and Spring 2016 have work to do, with only 72% overall completion for Fall 2015 and 47% for Spring 2016.** Nonetheless, 78% of courses overall have completed all scheduled phases.
- **TracDat** training has been offered throughout the semester. The Handbook is available at <http://www.wlac.edu/committees/slos/index.aspx>. Faculty can log-in with their **email username and password**. Log-in at <https://wla.tracdat.com>. Contact Mary-Jo Apigo at apigomj@wla.edu if you have any log-in issues.
- Please attend an **Assessment Summit** workshop if you have an SLO assessment due the end of the semester. Continue teaching, practicing, and assessing SLO students' progress and readiness. Remember the ultimate SLO goal is to improve student learning.
 - **TracDat Training** (for assessments due Fall 2016)
 - Fri, 12/2 | 11:30-1pm
 - **PDF Assessment Training** (for assessments due from Fall 2013-Spring 2016)
 - Friday, 11/18 | 11-1pm
 - Thursday, 12/1 | 3-4:30pm
- Announcement: The **4th Annual Regional SLO Symposium** is going to take place on Friday, February 3rd, 2017 at North Orange County Community College District in Anaheim. Registration link: <http://www.asccc.org/events/2017-02-03-163000-2017-02-03-230000/student-learning-outcomes-slo-symposium>
- If you have a pending assessment due, please connect with your **SLO Facilitator** as soon as possible. Ask your Division Chair, SLO Coordinator, or visit the SLO website to view contact information for you SLO Facilitator (<http://www.wlac.edu/committees/slos/index.aspx>)

HOW CLASSROOM ASSESSMENTS IMPROVE LEARNING

Walker Center for Teaching & Learning. University of Tennessee at Chattanooga, n.d. Web. 24 Oct. 2015. <http://www.utc.edu/walker-center-teaching-learning/teaching-resources/7-principles.php>

PRINCIPLE 7: COMMUNICATE HIGH EXPECTATIONS

Expect more and you will get it. The poorly prepared, those unwilling to exert themselves, and the bright and motivated all need high expectations. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high standards and make extra efforts.

For the regular classroom:

- Give a detailed syllabus with assignments, due dates, and a grading rubric.
- Encourage students to excel at the work they do.
- Give students positive reinforcement for doing outstanding work.
- Encourage students to work hard in class.
- Tell students that everyone works at different levels and they should strive to put forth their best effort, regardless of what level it is.
- Help students set challenging goals for their own learning.
- Publicly acknowledge excellent student performance.
- Revise courses when needed so students remain challenged.
- Work individually with students who are struggling to encourage them to stay motivated.
- Encourage students to do their best instead of focusing on grades.

For distance and online courses:

- Give a detailed syllabus with assignments, due dates, and a grading rubric.
- Call attention to excellent work in bulletin board postings or class list serves.
- Show examples of your expectations with previous students' work.
- Publish student work.
- Provide corrective feedback. State what you did and did not like.
- Be a role model to students. Model the behavior and expectations that you expect from students.
- Expect students to participate.

Principle in action:

- At Bellevue University (Nebraska), students in the Introductory Psychology course are given a guide for answering essay questions on their syllabus. The suggestions are designed to provide direction to answering a broadly stated essay question. Three exams are given throughout the course. The list of suggestions as well as the essay question are included on the first two exams. On the final exam, only the essay question is given. Students are allowed to practice their writing skills until the assistance is no longer needed.
- In order to understand how students at SUNY-Plattsburgh learn and develop and how the school can help them to do so, students are required to take the College Outcomes Measures Project examination of the American College Testing Program (ACT COMP) as freshmen and again at the end of their sophomore year.
- Clayton State College requires students to exhibit seven different writing styles. Several levels of proficiency are present for each of the seven criteria. All students must pass writing assessments on four different occasions.

Although it is often only discussed at the instructional level, high expectations also includes the students' performance and behavior inside and outside the classroom. College and universities expect students to meet their high expectations for performance in the classroom, but also expect a personal and professional commitment to values and ethics. They include the discipline to set goals and stick with them, an awareness and appreciation of the diversity of society, and a philosophy of service to others.

Resources:

- An American Imperative: Higher Expectations for Higher Education. An open letter to those concerned about the American future. Report on the Wingspread group in Higher education. (1993).
- Defining what students need to know: Clayton State. (1988). *Liberal Education*, 74 (3), 29-30.
- Gabelnick, F., MacGregor, J., Matthews, R.S., and Smith, B.L. (1990). *Learning communities: Creative connections among students, faculty, and disciplines*. New Directions for Teaching and Learning, (4), San Francisco, CA: Jossey-Bass.
- Nuhfer, E.B. (1993). Bottom line disclosure and assessment. *The Teaching Professor*, 7 (7), 8.
- Williams, J.H. (1993). Clarifying grade expectations. *The Teaching Professor*, 7 (7), 1.

SLO Committee | 3:00-4:30 pm | Winlock | fourth Monday of the month | Nov 28 | Spring 2017

We invite anyone working on SLOs to join us. We are still seeking well-rounded, campus-wide division representation. If your division doesn't have an SLO committee member, please assist your division with this important cause.

SLO Drop-in Hours | GC280L | Mondays from 1-3pm | Thursdays from 12-2pm | or by appointment
Luis's contact number is 310-287-4207. Please do not hesitate to call or see him for assistance.

