

SLO News

STUDENT LEARNING OUTCOMES NEWSLETTER
WEST LOS ANGELES COLLEGE
APRIL 2018 | VOLUME 6 | ISSUE 6

SLO Committee

Luis Cordova, Co-Chair
Mary-Jo Apigo, Co-Chair
Paul Calderon
Sarah Doerr
Elise Forier Edie
Natalie Ferrigno
Cheryl Hayduk
Jeremy Jankans
Katy Kelley
Sandra Lew
Alma Narez-Acosta
Lloyd Noonan
Joy Ogami-Avila
Manish Patel
Victor Pulido
Leslie Tejada
Hansel Tsai
Stella Setka
Lorenzo Ybarra
Luo Yilan
Patricia Zuk
Francine Zexter

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

LUIS CORDOVA
SLO Coordinator
cordovla@wla.edu
(310) 287-4207 | GC 280L

MARY-JO APIGO
Dean of Teaching & Learning
apigomj@wla.edu
(310) 287-4410 | HLRC-315

SLO ASSESSMENT PROGRESS

Course-Level SLO Update <i>Updated 4/23/18</i>	FALL 2017 SCHEDULED	FALL 2017 ASSESSED	% ASSESSMENT COMPLETED
APPLIED TECHNOLOGY	16	0	0%
ARTS AND PERFORMANCE	79	31	39%
BEHAVIORAL SCIENCE	40	7	18%
BUSINESS	30	5	17%
COMPUTER SCIENCE	36	6	17%
COUNSELING	4	0	0%
HEALTH SCIENCES	55	35	64%
TOTAL for ALL SCHEDULED DIVISIONS	260	84	32%

- The **Student Poster Showcase** has been scheduled to take place on **Thursday, May 17, 2018**. More details to follow!



SAVE THE DATE
SLO SYMPOSIUM 2018

May

S	M	T	W	T	F	S
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

SLO SYMPOSIUM 2018
Friday, May 11
9:30 am - 12:30 pm | MSA-006

Join us for a presentation by **Matthew DeSantis**, Assistant Director for Institutional Assessment about making assessment worthwhile, analyzing assessment data, discussing assessment results, and making action plans to improve teaching and student learning.

Lunch will be provided.
Please RSVP to Luis Cordova at cordovla@wla.edu or by accepting the meeting invitation.
by May 8.

SLO Committee
<http://www.wlac.edu/committees/slos/index.aspx>

WHY WE ARE ASSESSING

Association for the Assessment of Learning in Higher Education, http://www.aalhe.org/?page=ed_2018_whyassessing

We the undersigned have all dedicated a portion of our careers to helping our institutional colleagues assess student learning. Many of us are or have been teaching faculty, and it's our passion for teaching and helping students learn that drew us to this work.

We work at all kinds of institutions, large and small, public and private, research universities and two-year colleges. Our common bond is a conviction that, as good as American higher education is, today's students—and society—need not just a good but the best possible education. We see assessment as a vital tool to making that happen.

We've found that assessment, when done well, can benefit students, faculty, co-curricular staff, and higher education institutions in a number of ways, including contributing to better learning.

For students, the clear expectations for learning that are part of good assessment practices help them understand where they should focus their learning time and energies. When learning outcomes, learning activities, assignments, and other assessments are clear and integrated with each other, student learning is more meaningful and long-lasting. Assessment, especially through grading and other feedback processes, motivates students to do their best. And feedback from assessment helps students understand their strengths and how they might try to improve.

For faculty and co-curricular staff, assessment helps them understand and thereby improve student learning by encouraging reflection on questions such as the following: What do you most want your students to learn? Why? How are you helping them learn those things? How well are they learning those things? How do you know? How might you help them learn more effectively? Assessment encourages faculty and co-curricular staff to collaborate with students and each other in discussing these questions and deciding how best to help students learn. These conversations help faculty and staff see how courses and other learning experiences link together to form coherent, integrated programs and how the courses and learning experiences they offer contribute to student success in subsequent pursuits.

For colleges and universities in an era when American higher education is sometimes criticized as expensive or irrelevant, assessment enables them to provide evidence

to students, their families, taxpayers, donors and, yes, accreditors that, if students successfully complete this course or program, they will indeed have learned the important things that faculty and staff commit to in the institutional mission, catalog and course syllabi. Many of us who work in assessment see translation as an important part of our responsibilities; we aim to translate the work of faculty and co-curricular staff into terms that students and other stakeholders—including accreditors—easily understand and appreciate, showing them that everyone's investments in higher education are worthwhile.

Students, faculty, co-curricular staff, and colleges and universities will generally see these benefits of assessment only when assessment is reasonably well done. So what are good assessment practices? The movement to articulate and assess learning outcomes systematically is about 25 years old—a blink of an eye in the history of higher education. We're still figuring assessment out, and we readily acknowledge that there's plenty of room for improvement in how we assess. But we have learned that assessment is most effective under the following circumstances.

Students, faculty, and co-curricular staff share responsibility for student learning. An impressive body of research demonstrates that “learning-centered” strategies—those in which students are actively engaged in their learning and faculty and students share responsibility for learning—are remarkably effective in helping today's students learn and succeed. We cannot force students to learn, but we can create motivating and effective educational environments that make learning more likely to occur, and evidence from assessment can help us do so.

Institutional leaders make student learning a valued priority. They actively encourage faculty and co-curricular staff to employ research-informed educational strategies and to use assessment and other systematic evidence to decide how best to do so. They invest institutional resources to help faculty and staff do this. They help create time and space for faculty and staff to collaborate on discussions and decisions on teaching, learning, and assessment. They make sure that faculty and staff receive clear guidance, helpful coordination, resources, and constructive feedback that help faculty and staff decide what and how to assess. They ensure that faculty and staff

are recognized in meaningful ways for their work to systematically assess and improve student learning.

Faculty and co-curricular staff are respected leaders and partners in the assessment process. Those who determine curricula, teaching methods, and learning strategies collaborate to determine the best ways to assess student learning.

Everyone takes a flexible approach to assessment. Teaching is a human endeavor, and every institution, program, and student cohort is unique, so one size does not fit all. Faculty and co-curricular staff help choose and use assessment tools and strategies that are appropriate to their discipline and setting and that will give them useful information on student learning.

Assessment respects and builds on what faculty and staff are already doing well. For literally thousands of years, faculty have been assessing student learning through grading and feedback processes. Today, assessment simply builds this work into processes of collaborative, systematic inquiry.

Everyone focuses on collecting information that's genuinely useful in understanding and improving student learning. If anyone finds that something hasn't been helpful, they try to figure out what went wrong and implement an alternative approach.

Assessment is kept as cost-effective as possible. Everyone routinely compares the time spent on assessment with the usefulness of the process and results in understanding and improving student learning. Everyone aims to minimize fruitless or time-intensive assessment activities. Reports on assessment activities and findings have clear purposes and audiences and are kept to the bare-bones minimum needed to meet those needs.

Everyone recognizes that the perfect can be the enemy of the good. While assessment is a form of systematic inquiry, it does not necessarily have to be approached as empirical research; it's designed to collect reasonably good quality information to help everyone make better decisions. Common sense applies here; assessments that may lead to major, expensive changes may need to be more rigorously designed than those informing minor adjustments to a learning activity. Of course, if you want to conduct research on how best to help students learn, great! The higher education

community needs more scholarship on teaching, learning, and assessment.

Disappointing outcomes are viewed as opportunities for improvement and are addressed fairly, supportively, and compassionately. Resources are available to help faculty and co-curricular staff identify and implement strategies to try to improve student learning, and those who make assessment-informed changes are recognized for their work.

There is an institution-wide commitment to innovation and improvement. If everyone is satisfied with the status quo, there's no point in assessing.

Is all this worthwhile? Here are a few examples of assessment work making a big impact:

After using rubrics to assess student learning in its writing-intensive, capstone, and service-learning courses, Daemen College hired a writing coordinator and writing-in-the-disciplines specialist, added an information literacy component to its first-year writing course, increased the proportion of first-year writing courses taught by full-time faculty from 35 to 90 percent, and offered workshops to faculty teaching writing-intensive courses. (For more information, see <http://www.aacu.org/sites/default/files/files/VALUE/daemen.pdf>.)

After assessment results suggested the need to improve students' digital literacy, Carlow University implemented an extensive faculty professional development program. (For more information, see http://nsse.indiana.edu/NSSE_2016_Results/index.cfm.)

After assessing first-year students' writing and finding disappointing outcomes for critical thinking and information competence, Norco College appointed course mentors and created a handbook and model assignments for faculty teaching first-year writing courses. (For more information, see "Can Assessment Loops Be Closed?" in the July-August 2014 issue of Assessment Update.)

To sum all this up: assessment is most effective and useful when faculty and co-curricular staff are valued, respected, supported, and engaged as part of a community that focuses purposefully and collaboratively on helping every student receive the best possible education. We are all committed to helping everyone at our institutions make that happen. Call on us — we are here to help.

- **For the Fall 2017-Spring 2021 assessment cycle, all course SLOs for the scheduled Division will be assessed. All SLOs for all courses for the Scheduled Division is due each Fall semester based on the Division Schedule below.** (Passed at the February 14, 2017 Academic Senate). **Assessments are due when grades are due.**

Fall 2017	Spring 2018	Fall 2018	Spring 2019
Phase A			
Applied Tech	Courses that are not offered in Fall	Kinesiology	Courses that are not offered in Fall
Arts & Performance		Language Arts	
Behavioral Science		Library & Learning Skills	
Business		Library (DSPS)	
Computer Science		Math	
Counseling		Social Science	
Health Sciences		Science	

Fall 2019	Spring 2020	Fall 2020	Spring 2021
Phase B			
Applied Tech	Courses that are not offered in Fall	Kinesiology	Courses that are not offered in Fall
Arts & Performance		Language Arts	
Behavioral Science		Library & Learning Skills	
Business		Library (DSPS)	
Computer Science		Math	
Counseling		Social Science	
Health Sciences		Science	

- Here are the **SLO Facilitators** assigned to support Divisions with assessments due this past Fall 2017 semester:
 - Applied Tech—Luis Cordova
 - Arts and Performance—Paul Calderon, Lloyd Noonan, and Elise Forier-Edie
 - Behavioral Science—Pat Zuk, Heidi Yilan, and Stella Setka
 - Business—Victor Pullido, Jeremy Jankans, Lorenzo Ybarra, and Leslie Tejada
 - Computer Science—Manish Patel
 - Counseling—Alma Narez-Acosta
 - Health Science—Joy Ogami-Avila

COURSES SCHEDULED FOR ASSESSMENT IN SPRING 2018

DIVISION	DISCIPLINE	COURSE
APPLIED TECHNOLOGY	Aviation Maintenance Technology	AVIATEK 003
		AVIATEK 004
		AVIATEK 005
		AVIATEK 006
		AVIATEK 015
		AVIATEK 016
		AVIATEK 021
8 Courses		
ARTS & PERFORMANCE	Architecture	ARC 261
	Art	ART 633
	Cinema	CINEMA 005
	Dance Techniques	DANCETQ 113
		DANCETQ 114
		DANCETQ 121
		DANCETQ 122
	Film Production	FLM PRD 115
		FLM PRD 120
		FLM PRD 125
		FLM PRD 185
		FLM PRD 285
	Interior Design	INTRDGN 108B
		INTRDGN 114
	Multimedia	MULTIMD 100
Music	MUSIC 121	
	MUSIC 161	
	MUSIC 203	
Theater Arts	THEATER 110	
	THEATER 232	
	THEATER 265	
	THEATER 305	
22 Courses		
BASIC SKILLS & VOCATIONAL EDUCATION	Basic Skills	BSICKL 034CE
		BSICKL 056CE
	Vocational Education	VOC ED 050CE
		VOC ED 400CE
		VOC ED 408CE
		VOC ED 410CE
7 Courses		
	Anthropology	ANTHRO 103

DIVISION	DISCIPLINE	COURSE
BEHAVIORAL SCIENCE	Child Development	CH DEV 008
		CH DEV 023
		CH DEV 031
	Fire Technology	FIRETEK 201
		FIRETEK 202
		FIRETEK 205
Psychology	PSYCH 043	
	PSYCH 068	
Corrections	CORR 002	
10 Courses		
BUSINESS	Hospitality	HOSPT 302
		HOSPT 310
		HOSPT 325
		HOSPT 330
	Management	MGMT 006
Real Estate	REAL ES 004	
	REAL ES 010	
	REAL ES 039	
	REAL ES 040	
9 Courses		
COMPUTER SCIENCE	Computer Apps & Office Technology	CAOT 023A
		CAOT 023B
		CAOT 023C
		CAOT 084
	Computer Science and Information Technology	CO SCI 936
		CO SCI 937
		CO SCI 938
		CO SCI 953
		CO SCI 955
		CO SCI 967
		CO SCI 984
		CO SCI 986
	Engineering (General)	ENG GEN 101
		ENG GEN 220
14 Courses		
Addiction Studies	ADDICST 007	
	ADDICST 016	
	ADDICST 085	
Allied Health	ALD HTH 025A	
	ALD HTH 025B	
		DEN AST 003

COURSES SCHEDULED FOR ASSESSMENT IN SPRING 2018

DIVISION	DISCIPLINE	COURSE
HEALTH SCIENCES	Dental Assistant	DEN AST 009
		DEN AST 012
		DEN AST 015
	Dental Hygiene	DEN HY 305
		DEN HY 308
		DEN HY 327
		DEN HY 351
		DEN HY 352
		DEN HY 356
		DEN HY 357
		DEN HY 388
		DEN HY 410
		DEN HY 450
		DEN HY 451
		DEN HY 452
		DEN HY 489
	Health Education	HEALTH 012
	Health Occupations	HLTHOCC 051
		HLTHOCC 055
	Pharmacy Tech	PHRMCTK 034
PHRMCTK 036		
PHRMCTK 037		
PHRMCTK 038		
29 Courses		
KINESIOLOGY	Kinesiology	KIN 185
		KIN 251
		KIN 345
		KIN 350
		KIN 351
		KIN 387
		KIN 388
	Kinesiology Athletics	KIN ATH 503
		KIN ATH 515
		KIN ATH 549
10 Courses		
109 TOTAL COURSES		

FALL 2013-SPRING 2017 SLO CYCLE ACHIEVEMENT

DIVISION	OVERALL COMPLETION PERCENTAGE
<i>Applied Technology</i>	100%
Arts & Performance	81%
Behavioral Science	80%
Business	66%
Computer Science	93%
<i>Counseling</i>	100%
Health Sciences	97%
<i>Kinesiology</i>	100%
Language Arts	96%
Library	92%
<i>Library (DSPS)</i>	100%
Mathematics	83%
Science	99%
Social Sciences	83%
Overall Completion Rate (All Divisions)	89%