

SLO News

STUDENT LEARNING OUTCOMES NEWSLETTER
WEST LOS ANGELES COLLEGE
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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

- 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 Fall 2017 -Spring 2018 semesters:
 - 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
- Remember to review and update (as needed) SLOs this semester: **“Every spring semester**, when few assessments are due, divisions review their course SLOs for accuracy and relevancy and submit any necessary updates to the Course Outline of Record using the SLO Addendum.” - Approved motion by the Academic Senate (November 2017)
- Next **TracDat Training: Friday, 3/9/18 at 11:30 in CE 225.**
- A note on **SAOs**: Student Services is reviewing and updating their SAOs and assessment cycle. We are working on integrating SAOs into TracDat so Student Services can submit assessments in the software.

SAVE TIME AND PROMOTE LEARNING? YES, YOU CAN!

By: Maryellen Weimer, PhD

Faculty Focus, https://www.facultyfocus.com/articles/teaching-professor-blog/save-time-promote-learning-yes-can/?utm_campaign=Faculty%20Focus&utm_source=hs_email&utm_medium=email&utm_content=60390263&hsenc=p2ANqtz-8lVTkFRa7yZfR1HOMK9kLQepTdYSpLFs3n3AA91oXp4KJ1kkAnixNjB42aZWE2qX8WTpR7TgdToWUhv5FlasKBacqKFA&_hsmi=60390263

Teaching well takes time—time to prepare content and course materials, to interact with students in class, during office hours and electronically, to keep up with developments in the field, to grade and provide constructive feedback, and that just starts the list. To allow for scholarly work, campus responsibilities, and a personal life, teaching tasks need to be handled with as much efficiency as possible. Fortunately, some efficiencies not only expedite teaching tasks, they promote learning! Here are some examples. Most entail an upfront time investment, but it's recouped with time saved subsequently.

Rubrics – They add focus to the grading process and eliminate the need to write the same comments on assignment after assignment. They also clarify for teachers and students the grading criteria and its quality levels.

Time investment – Rubrics have to be developed and that takes time. However, they can start simple and grow in complexity. Moreover, all sorts of models exist that can be used or modified.

Recommended resource – For a good overview: Dawson, P. (2017). Assessment rubrics: Towards clear and more replicable design, research and practice. *Assessment and Evaluation in Higher Education*, 42 (3), 347-360. [Note: highlights from this article appear in the February 2018 issue of the Teaching Professor newsletter.]

Peer feedback – Students can provide each other with useful feedback on papers, performances, and projects as well as group work experiences. Doing so helps them learn the principles of constructive feedback. If it occurs during assignment completion, it helps prevent procrastination and relieves the teacher of the need to provide all the feedback.

Time investment – Students do not automatically provide good peer feedback. It's a new role for them. They need guidance; a list of questions to answer (with more than one word), a rubric, a discussion of the characteristics of useful feedback, and an opportunity to provide feedback on the feedback.

Recommended resources – First, a classic: Nilson, L. B. (2003). Improving student peer feedback. *College Teaching*, 51 (1), 34-38. Second, a creative approach: Jhangiani, R. (2016). The impact of participating in a peer assessment activity on subsequent academic performance. *Teaching of Psychology*, 43 (3), 180-186.

Topical office hours – If students routinely have trouble with specific parts of the content, schedule a session (during office hours or online) to answer questions and discuss that material with whoever shows up (signs on). Fear of asking for help individually prevents some students from the benefits of further

interaction with the instructor. Getting help with a group is less threatening, and the strategy saves the teacher from having to explain the same thing multiple times.

Time investment – Almost none, other than identifying the topics for these sessions.

Recommended Resources – For background: Griffin, W. et. al., (2014). Starting the conversation: An exploratory study of factors that influence student office hour use. *College Teaching*, 62 (3), 94-99. For an iteration of topical sessions: Chung, C. and Hsu, L. (2006). Encouraging students to seek help: Supplementing office hours with a course center. *College Teaching*, 54(3), 253–258.

Student-prepared course materials – The materials could be study guides or potential exam questions, sample problem collections, chapter highlights, a test preparation checklist, or class notes with textbook references. There's lots of possibilities and all sorts of benefits to students. They can't put together any sort of study materials without spending time with content.

Time investment – Will students prepare course materials as good as what the teacher can provide? Probably not. But with guidance (a handout or samples), feedback, and the chance to practice throughout the semester, they will improve and may pick up some new study skills in the process.

Recommended resources – A study that demonstrates the value: Offerdahl, E. and Montplaisir, L. (2014). Student-generated reading questions: Diagnosing student thinking with diverse formative assessments. *Biochemistry and Molecular Biology Education*, 42 (1), 29-38.

Self and peer grading – Yes, this is about letting students grade their homework or quiz and/or that of their peers. They benefit from immediate feedback and when assessing the work of a peer, they can benchmark that work against what they did. And what teacher wouldn't love a bit less to grade?

Time investment – The activity needs to be designed so that it encourages students to give themselves and each other the grade they've earned. Hint: Randomly check the grades given on a designated number of assignments or quizzes. Unearned grades get zeroes and those students no longer participate in the activity.

Recommended resources – For those convinced there's no way to make it work, two examples of where it did: Simkin, M. and Stiver, D. (2016). Self-graded homework: Some empirical tests of efficacy. *Journal of Education for Business*, 91 (1), 52-58. Strong, B., Davis, M., and Hawks, V. (2004). Self-grading in large general education classes: A case study. *College Teaching*, 52 (2), 52-57.

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
		VOC ED 411CE
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

FALL 2013-SPRING 2017 SLO CYCLE ACHIEVEMENT

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		

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%