

SLO News

STUDENT LEARNING OUTCOMES NEWSLETTER
WEST LOS ANGELES COLLEGE
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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 3/7/16	FALL 2013		SPRING		FALL 2014		SPRING		FALL 2015	
Phase 1 Scheduled	98		78		209		64		22	
Phase 1 Filed	96	98%	74	95%	186	89%	55	86%	7	32%
Phase 2 Scheduled			98		76		208		62	
Phase 2 Filed			94	96%	65	86%	142	68%	40	65%
Phase 3 Scheduled					89		74		195	
Phase 3 Filed					79	89%	59	80%	102	52%
Phase 4 Scheduled							89		74	
Phase 4 Filed							73	82%	43	58%

SLO DISCUSSION AND ANALYSIS

1. Please post the correct course SLOs on your syllabus.
2. In our strive for excellence, when completing your assessment tools, develop meaningful analysis and prescriptive best practices and plans on how to execute them.
3. Please tell your students throughout the semester:
 - What they will learn.
 - How they will learn it.
 - How they need to show that they learned it
4. Always, keep an eye out for the dialogue occurring your division and document it.
5. See page 2 for a handout on raising *SLOs Awareness in the Classroom* throughout the semester. Please ask yourself if the SLO was verbally reviewed on more than one occasion during the semester:
 - Is the SLO discussed in the beginning of the class?
 - Did the rubric you used enable students to better achieve the SLO?

SLO FACILITATORS

If you have a pending assessment, please connect with your SLO facilitator as soon as possible.

DIVISION	DEPARTMENT CHAIR	SLO FACILITATOR	CONTACT INFO
Allied Health	Carlos Sermeno	Joy Ogami	x7221
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SLO Awareness in the Classroom

The 2002 Accreditation Standards required that SLOs become an integral part of every syllabus. SLOs should also act as a guide for classroom activities and direct classroom assessments or evaluations. Students will need to understand when they are actually beginning to achieve the outcomes we've set for them. So, after discussing the SLOs on the first days of class (as you're going over the details of the syllabus), remember to refer back to the SLOs during the semester as they're made more visible or become apparent. This may come early in the semester but more often than not, these will be most evident by a later point in the semester.

For instance, after a student has been given directions as to how to research a topic and has been given the appropriate technology and a rubric to guide him/herself, he or she would be able to begin writing a report. A given SLO may be "student will be able to develop a business report" and at that point, the student will be able to realize the outcome has been achieved.

West would like our faculty members to make student awareness of SLOs more visible in the classroom and to have students realize this by at least 10 weeks into the semester. A survey has been developed for you to give to students that will determine their awareness of SLO achievement, you are asked to submit the form to your division chair and to c.c. the SLO coordinator for division record keeping.

SLO Discussion in the Classroom

It's one thing to read the SLOs listed in your syllabus on the first day of class. It's another thing altogether to have students experience the "a-ha" moment when they realize just why the outcome was developed in the first place. You may want to engage your students on their reasons for attending the class. Are they attending because they need units or because they want to attain a certain degree of knowledge before they enter the workforce? Are they studying for a degree leading to a career that they've identified? Either way, you can detail the reasoning behind the outcome's creation and its real world application so that students connect the dots regarding SLOs.

Questions for Generating Student Awareness of SLOs

Semester start (1st few days of class)

- Do you know what an outcome is (course SLO)?
- Let's review the syllabus and the course outcomes (SLOs).
- Why are you in college?
- What are your goals?

2 to 4 weeks into the semester

- Do the course SLOs for this course fit with your educational goals?
- Do these CSLOs fit with your own life-learning goals to become more competent and as a knowledge seeker?
- Do you know why we have developed outcomes for you at West?
- Do you know that we have Course, Program and Institutional Outcomes?

5 to 10 weeks into the semester

- Review the syllabus again. Where are the course outcomes listed?
- Do you notice a connection between the outcome(s) listed in the syllabus and the current assignment/project you are engaged in?
- Does the rubric help to achieve your goal of achieving the outcome?
- Do you notice other outcomes that are not listed in the syllabus for this course?

11 to 14 weeks into the semester

- Do any of you remember a specific course outcome (CSLO)?
- Do any of you remember a specific program outcome (PSLO) or institutional outcome (ISLO)?
- **Administer the survey to see if the SLO dialogue has made an impact on your students.**

Access the electronic version of the survey at <http://tinyurl.com/StudentSurveySLO>.

SLO Committee | 3:00-4:30 pm | Winlock | fourth Monday of the month | March 28 | April 25 | May 23

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.

