

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

Course-Level SLO Update <i>Updated 3/22/18</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%

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

IS MY TEACHING LEARNING-CENTERED?

By: Maryellen Weimer, PhD

Faculty Focus, https://www.facultyfocus.com/articles/teaching-professor-blog/teaching-learner-centered/?utm_campaign=Faculty%20Focus&utm_source=hs_email&utm_medium=email&utm_content=60616768&hsenc=p2ANqtz-_o3cV-RCniFPgltW0PcSnZ5Tc-XpZ8OA9A37MLN6_bmK961qfjubf6qOkMc027Vf3-SpanOSpbl1QSa7dTjx8FYZd3tw&_hsmi=60616768

It's hard to say—we have no definitive measures of learner-centeredness or even mutually agreed upon definitions. And yet, when we talk about it, there's an assumption that we all understand the reference.

My friend Linda recently gave me a beautifully illustrated children's book that contains nothing but questions. It reminded me how good questions, like beams of light, cut through the fog and illuminate what was once obscured. And so, to help us further explore and understand what it means to be learner-centered, I've generated a set of questions. For the record, these questions were not empirically developed, and they haven't been validated in any systematic way. However, they do reflect the characteristics regularly associated with learner-centered teaching.

Questions like these can be useful in helping us to confront how we teach. They produce the most insights when asked sincerely and answered honestly. For most of us, there's a gap between how we aspire to teach and how we actually teach. Given the less-than-objective view we have of ourselves as teachers, it's easy to conflate aspirations with actualities.

The questions also can be used to prompt discussion between colleagues who wish to help each other explore the extent to which their teaching is learning-focused. They can be used by cross-disciplinary groups whose views, framed by what they teach, show how learner-centeredness looks from different angles. And, they can be used by departments or programs who aspire to be student-centered and need benchmarks to assess their progress. The question set is a work in progress, and I welcome your feedback on how we can make it better. Are we missing important questions? Should some questions be taken off the list?

It's good to remember that the characteristics identified in the questions are part of something larger. They define the concept operationally and with helpful details, but individual characteristics, even a collection of them, still provide an incomplete picture. It's a bit like dissecting a flower. The parts are all there to examine, but they're separate, and a flower is best understood and enjoyed in its integrated wholeness.

Characteristics of learner-centered teaching

- Does the course contain activities that put students in positions to learn from and with each other?
- Are students encouraged to discover things for themselves, or does the teacher usually tell them what they should know and do?

- Are there policies and practices in the course that promote the development of autonomous, self-directed learning skills?
- Is student input solicited on course topics, policies, assessment methods, and class activities?
- Is collaboration emphasized more than competition in the course?
- Is what's being learned, why it's being learned, and how it can be learned discussed more often than grades?
- Are students voluntarily participating or do they sit silently until called on to answer questions and make comments? Does their nonverbal behavior indicate they'd rather not speak?
- Do students talk more than the teacher during class discussions? Do students respond to each other or only to the teacher?
- Is it a course where questions play a more prominent role than answers?
- Are students being taught how to answer their own questions?
- Are mistakes handled as learning opportunities for the teacher and the students?
- Are skills like critical thinking and problem-solving taught explicitly?
- Is the teacher modeling how expert learners handle problems, find answers, deal with failure, and celebrate success?
- Are students being given the opportunity to develop self- and peer-assessment skills?
- Do students have the chance to practice the principles of constructive feedback (when they provide input about the course and/or about the work of their peers)?
- Do students regularly comment on evaluations that it was a course where they had to think? Or, was a course where they had to teach themselves (meaning the teacher held them responsible for learning)?

Additional articles on this topic:

[Five Characteristics of Learner-Centered Teaching](#)
[Learner-Centered Pedagogy and the Fear of Losing Control](#)
[Five Ways to Teach Students to Be Learning Centered, Too](#)

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%