

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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Consider these Seven Strategies when completing your assessment, analysis, and recommendations at the end of the semester.

SLO ASSESSMENT UPDATE

- We held division meetings with Language Arts, Computer Science, Business, Humanities and Fine Arts, and Behavioral and Social Sciences.
- 44 faculty attended three monthly Assessment Summits this semester.
- We held an SLO Symposium with Dr. Joanne Weiss, Senior Director of Assessment at the University of Phoenix, who leads the University's efforts to assess student learning and is responsible for all processes used by all colleges/schools in their institution. She has made numerous presentations on assessment and institutional effectiveness at national and regional professional conferences and consulted on assessment practice for both regional and international institutions. **A priority this semester is to take advantage of our assessments not only to evaluate our students but also to create and share plans that will improve student learning.**



- The SLO committee rated posters at the Annual Student Poster Showcase to assess our institutional student learning outcomes. About 15 faculty rated 150 rubrics. An ISLO Workgroup will be reviewing assessment data from three years of the Poster Showcase, Graduate Student Survey, and District-wide Student Survey.
- Things to do soon:
 1. Review your SLO calendar and submit all upcoming assessments when grades are due.
 2. Watch the new videos that were created for your convenience: <http://www.wlac.edu/committees/slos/CSLO-Assessment-Instruction.aspx>.
 3. Think outside the box and use your assessment to reflect a change.

Seven Strategies of Assessment for Learning

Where am I going?

- 1 Provide students with a clear and understandable vision of the learning target.
- 2 Use examples and models of strong and weak work.

Where am I now?

- 3 Offer regular descriptive feedback.
- 4 Teach students to self-assess and set goals.

How can I close the gap?

- 5 Design lessons to focus on one learning target or aspect of quality at a time.
- 6 Teach students focused revision.
- 7 Engage students in self-reflection, and let them keep track of and share their learning.

Stiggins, Richard J., Judith A. Arter, Jan Chappuis, and Stephen Chappuis.
Classroom Assessment for Student Learning: Doing It Right -- Using It Well.
Upper Saddle River, NJ: Pearson Education, 2007. Print.

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

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.

A FINAL NOTE ABOUT LEARNING

How can the concept of quality assist in learning?

In assessing the quality of a student's work or performance, the teacher must possess a concept of quality appropriate to the task, and be able to judge the student's work in relation to that concept. But although the students may accept a teacher's judgment, without demur, they need more than summary grades if they are to develop expertise intelligently. The indispensable conditions for improvement are that the student comes to hold a concept of quality roughly similar to that held by the teacher, is able to monitor continuously the quality of what is being produced during the act of production itself, and has a repertoire of alternative moves or strategies from which to draw at any given point. In other words, students have to be able to judge the quality of what they are producing and be able to regulate what they are doing during the doing of it ...

Stated explicitly, therefore, the learner has to (a) possess a concept of the standard (or goal/reference level) being aimed for, (b) compare the actual (or current) level of performance with the standard, and (c) engage in appropriate action which leads to some closure of the gap.

Formative assessment includes both feedback and self-monitoring. The goal of many instructional systems is to facilitate the transition from feedback to self-monitoring.

Sadler, R. 1989. Formative Assessment in the Design of Instructional Systems. Instructional Science. Vol. 18, pp119-144.

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
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*Thank you for supporting this important mission
and making improvements to student success.*