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

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SLO SYMPOSIUM

- **SLO Resources**
  - The University of Kentucky provides an example of how assessment can be meaningful at a research institution. They have great online resources and assessment imprint within every school.
  - Valencia College demonstrates how a community college in a state with limited funding can engage faculty including workshops and week-long post-semester assessment activity.
  - James Madison University provides a more academic approach to assessment and highlights their own faculty strengths.

- **Takeaways** from the Symposium:
  - Adopt a singular voice on assessment, but allow for department-specific framing
  - Assessment Days can take many forms and are a constant work in progress
  - Engage faculty constantly on assessment and have a strategy with senior administration
  - Effective continuous improvement can be done
  -
- **Questions** to consider:
  - How can West improve assessment communication strategy?
  - How can West incorporate an Assessment Day-type activity?
  - How can we use communication and assessment activities to ensure continuous improvement?

SLO ASSESSMENT UPDATES

- If you have not attended an SLO TracDat training, please find some time to watch our SLO TracDat tutorials by clicking on the links below: https://www.youtube.com/playlist?list=PLi7L_zsqLG9g-mHKivOMFKOKCJGR3-Olm or http://www.wlac.edu/committees/slos/Resources.aspx

- To access TracDat, simply go to https://wlac.tracdat.com and log in with your West email **username and default password: GoWest!** You can change it when you login.

- Assessments are due for the following divisions: Applied Tech, Arts & Performance, Behavioral Science, Business, Computer Science, Counseling, and Health Science. Divisions that are not on this list do not assess until Fall 2018. See pages 5-6 of the newsletter for a listing of course schedule for assessment in Spring 2018. 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

- Student Services has updated their Service Area Outcomes (SAOs), and we are building assessment forms into TracDat so they can submit SAO assessment online. We are also building assessment forms for Westside Extension SLOs.

- We are also working on expanding the use of ePortfolios for Program SLO Assessment to any interested disciplines. Email Mary-Jo Apigo at apigomj@wlac.edu to find out more.

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IDEAS FOR CREATING AN EFFECTIVE ONLINE SYLLABUS

Online students need to feel an instructor presence in their classes. Thorough explanations and effective communication help fulfill this need and can transform a mediocre online course into a great one—and it all starts with the syllabus.

Structure and communication. That's what I've found to be the keys to an effective online course syllabus. Well, that, and something I call a chapter checklist, to go along with the syllabus. I've discovered both to be essential to my asynchronous online foreign language course.

Now that I've been teaching Spanish online for five years, experience has taught me some excellent ways to both connect with my students and provide much-needed structure. I've found that small details often make a big difference in professor-student communication in an online course. As I go along, I'll refer to examples in my sample syllabus and chapter checklist (available for download) and explain why I've incorporated them. It really is all in the details.

Pertinent Announcements – After the course and instructor information, I present the most pertinent announcements concerning the course. I put them in red and even highlight some of them (See PART A in the download). Since I'm not there in person to go over the announcements with my students, this is a way to stress their importance. For my Spanish 1001 course, for example, they are expected to read and understand the syllabus, be aware that they absolutely must have their own computer access, understand that I use Facebook as a "classroom," as well as the number of hours they're expected to spend on the course. I also include the tech support phone number of the language learning website we use and encourage them to be familiar with it. I present all of these things right from the start—in red and yellow—to draw attention to them.

Autonomy and Self-Motivation – I take a moment to explicitly describe the amount of self-discipline and motivation required to be successful in an online foreign language course (See PART B). This is a way for me to cover this very important aspect of online learning since I won't be going through the course guidelines with them. Additionally, should this become an issue at some point in the semester, I'm able to point out to the student that I specifically stated in the syllabus that the course required

a high level of autonomy and self-motivation, and that he or she chose to stay in the class with this knowledge.

Tech Support – In PART C, I go on to differentiate my role from that of tech support. I make it clear that I answer questions about the course content – not technical issues and user problems. I give them the phone number, email, and hours of tech support, and I link them to information about how to manage their accounts.

Communication – When teaching an online language course it is essential to have a dependable, quick, easy way to communicate to students in real time. I use Facebook to do this (See PART D). I hold office hours by opening a post to answer questions in real time. I also talk with students individually through Facebook "chat," making myself available to help them get from point A to point B in a timely manner as they work though their exercises. Incorporating this feature into my virtual classroom has saved a lot of time and frustration! Having it on the syllabus reinforces the fact that there is an instructor on the other side of the submission button and that I'm just a click away, available and willing to help.

Technology Instruction – I assign a project that requires the use of a certain technology, so I outline the instructions for setting up and using that technology right on the syllabus (See PART E) for a two-fold effect: It signifies that it's an important part of the course while giving the student specific instructions on how to use the technology without having to figure it out. As tech-savvy as they are, there are things millennials do not know how to do, and non-traditional students appreciate the extra guidance.

How to be Successful – Providing some tips on how to study and be successful in my online course is a way to connect with my students and show them I'm interested in their success. I get positive comments and feedback about the "how to be successful" list I created for them (See PART F). I make it conversational and add some color and emoticons to add a personal element by showing my personality. This has been a valuable addition to my syllabus since I incorporated it a couple of years ago.

Academic Integrity – It's always good to outline some kind of honor code for your course. This may be your personal honor code, your department's honor code, or your university's (See PART G). Of course, students who really want to cheat are going to find a way to do so, but

this is an easy way to make them think twice. It brings it to their attention and details the consequences should I find out they've been academically dishonest.

Grading Sheet – Because my course is asynchronous, students work on their own and can work ahead if they choose, so almost all of their activities are open and waiting for completion. This means that their grade in the language learning website is not correct until the very end of the course when absolutely all activities and assessments have been submitted and graded; thus, I provide a grading sheet (See PART H) for them to figure out their grade on their own at any point in the semester should they wish to do so. Additionally, this gives them a snapshot of exactly how their grade is divided and decided.

Chapter Checklist – I regularly get positive feedback about my Chapter Checklist (See PART I). Many students have thanked me for it and even said they wished they had one for other classes. It's really quite simple, but it's probably the most useful tool I give them. It's literally a checklist in which I list what they're to do by week and chapter. I include small blanks before each task for them to literally check items off as they're completed so they can see, at a glance, what they've done and what's left to do in each chapter. While it's true that this creates more work for me, it's worth it to know that my students feel grounded and confident in the completion of their activities from week to week.

In closing, included as a download is most of my Online Spanish 1001 course syllabus and the first couple pages of my Chapter Checklist. Perhaps it will provide you with ideas about how to outline other features in your class and/or create a framework for your students. Of course, my syllabus and Chapter Checklist include many items specific to my university, course, and language learning website. They are quite detailed, which is something else I've found to be pertinent, especially for an asynchronous online course. General ideas stated in a sentence or two in on-campus syllabi become entire paragraphs in online syllabi. Perhaps the most important thing I've learned in the last five years is that the small things are often the big things. Mention them. Express them. Explain them. Doing so increases understanding and curtails confusion, for a smooth, productive, enjoyable semester.

Download the sample syllabus and chapter checklist - https://s16815.pcdn.co/wp-content/uploads/2018/05/Course-Guidlines-Syllabus-Geary.docx

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
		AVIATEK 022
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	BSICSKL 034CE
		BSICSKL 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

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

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