SLO Committee

Luis Cordova, Co-Chair
Mary-Jo Apigo, Co-Chair
Paul Calderon
Jason Coleman
Elise Forier Edie
Adrienne Foster
Jeremy Jankans
Katy Kelley
Meric Keskinel
Sandra Lew
Alma Narez-Acosta
Lloyd Noonan
Joy Ogami
Manish Patel
Anne Winter
Lorenzo Ybarra
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SLO News can also be accessed online at www.wlac.edu/committees/slos/index.aspx.

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West LA COLLEGE

SLO ASSESSMENT PROGRESS

Updated 11/16/15	FALL 2013		SPRING 2014		FALL 2014		SPRING 2015	
Phase 1 Scheduled	103		90		238		93	
Phase 1 Filed	100	97%	80	89%	187	79%	52	56%
Phase 2 Scheduled			103		88		240	
Phase 2 Filed			97	94%	72	82%	126	53%
Phase 3 Scheduled					96		89	
Phase 3 Filed					83	86%	62	70%
Phase 4 Scheduled							96	
Phase 4 Filed							69	72%

SLO UPDATES

- We need your help in making progress with assessment submissions to increase student success. Please be prepared to assess your course(s) at the end of the semester. ***Participate. Create Change.***

- The TracDat software is being configured, and we will use TracDat for Spring 2016 assessments. *Remember that assessments due for Fall 2015 will be submitted through the usual PDF Form process.*

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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SEVEN PRINCIPLES FOR GOOD TEACHING

Walker Center for Teaching & Learning. University of Tennessee at Chattanooga, n.d. Web. 24 Oct. 2015. http://www.utc.edu/walker-center-teaching-learning/teaching-resources/7-principles.php

PRINCIPLE 2: DEVELOP RECIPROCITY AND COOPERATION AMONG STUDENTS.

When students are encouraged to work as a team, more learning takes place. Characteristics of good learning are collaborative and social, not competitive and isolated. Working together improves thinking and understanding.

For the regular classroom:
- Use cooperative learning groups
- Have students participate in activities that encourage them to get to know one another.
- Encourage students to join at least one organization on campus.
- Assign group projects and presentations
- Utilize peer tutoring.
- Encourage students to participate in groups when preparing for exams and working on assignments.
- Distribute performance criteria to students is that each person's grade is independent of those achieved by others.
- Encourage students from different races and cultures to share their viewpoints on topics shared in class.

For distance and online courses:
- Use chat sites and discussion forums for student-to-student communication.
- Set up teams to interact through e-mail or phone bridges with enough people at each site.
- Encourage students to respond to each other's work by posting it on the internet.
- Have a question and answer time online.
- Use teleconferencing for idea sharing.
- Encourage online discussion groups that require interaction.
- Work on group projects through phone and e-mail.
- Team-teach courses.
- Include an "ice-breaker" activity to allow students to share their interest and to learn about others.

Principle in action:
- Students in communication courses at Miami University develop a group "code of conduct" to help facilitate cooperative learning. A sample code is given out as a model. The sample code includes: respect each other,

criticize ideas instead of people, listen actively, seek to understand before being understood, contribute to group discussion, keep an open mind, share responsibility, and attend all meetings. Students are encouraged to customize the code to address other shared concerns the group may have. Students refer to the code after each class or group session to assess their performance and identify areas for improvement.
- At Naugatuck Valley Community-Technical College, students are tested both individually and collaboratively. Students are given a test date but are not told in which fashion they will be tested. Group tests are highly structured and a unanimous decision must be reached for the answer. The collaborative testing method helps students experience a sensitivity for diversity and others' point of view; develop and refine skills in persuasion, listening, and reading; and share responsibility and accountability. This method also reduces test anxiety among students.
- In a first-year composition class at University of Minnesota students videotape themselves discussing apprehensions before taking the course, their feelings when they received their papers back, and what they learned from the class. Next quarter, the video is shown to new students in the course to show that the feelings they are experiencing are shared by others and helps motivate them to succeed.

Cooperative learning has several benefits. Students care more about their learning because of the interdependent nature of the process. Retention is higher because there is a social and intellectual aspect on the content material. Students also find the method more enjoyable because there is no competition placed upon them. Cooperation, not competition, is more effective in promoting student learning.

Resources:
- Cassini, C. (1994). Collaborative testing, grading. The Teaching Professor, 8 (4), 5.
- Grading student projects: A project in itself. (1994). Adapted from For Your Consideration, 3 (3), by The Teaching Professor, 8 (2), 3-4.
- Johnson, D.W. and Johnson, R.T. (1985). Cooperative Learning: Warm Ups, Grouping Strategies and Group Activities. Edina, MN: Interaction Book Co.
- McKinney, K. and Graham-Buxton, M. (1993). The use of collaborative learning groups in the large class: Is it possible? Teaching Sociology, 21, 403-408.
- Prescott, S. (1992). Cooperation and motivation. Cooperative Learning and College Teaching, 3 (1).
- *Special note: The National Center on Post secondary Teaching, Learning, and Assessment has developed a source book on collaborative learning. Contact: NCTLA, Penn State University, 403 S. Allen St. Suite 104, University Park, PA 16801.