SLO News
STUDENT LEARNING OUTCOMES NEWSLETTER
WEST LOS ANGELES COLLEGE
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SLO Committee

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

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SLO ASSESSMENT PROGRESS

Updated 11/27/17	FA 13		SP 14		FA 14		SP 15		FA 15		SP 16		FA 17		SP 17	
Phase 1 Scheduled	102		80		217		66		19		1					
Phase 1 Filed	101	99%	80	100%	202	93%	55	83%	14	74%	1	100%				
Phase 2 Scheduled	1		101		79		160		50		13					
Phase 2 Filed	1	100%	100	99%	79	100%	157	98%	47	94%	10	77%				
Phase 3 Scheduled					92		76		191							
Phase 3 Filed					90	98%	75	99%	153	80%						
Phase 4 Scheduled							88		70		116					
Phase 4 Filed							88	100%	67	96%	105	91%				
Phase A Scheduled											9		1		1	
Phase A Filed											7	78%	0	0%	1	100%
Phase B Scheduled											55		26		113	
Phase B Filed											46	84%	12	46%	31	27%

- ***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) **Fall 2017 assessments are due when grades are due: Dec 26, 2017.**

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 **5th Annual Regional SLO Symposium** has been scheduled to take place on February 9th, 2018 at Orange Coast College.

ONLINE SLO SUPPORT SESSIONS W/ PAUL CALDERON

- We are hosting online training for SLO reporting and Tracdat. This is for those who are unable to make it to Tracdat training on campus.
- **7 PM on NOV 28th, DEC 30th, and DEC 5th ON GOOGLE HANGOUT**
- SEND Paul Calderon A FRIEND REQUEST GOOGLE GMAIL
- You will receive confirmation and a notice with a link to join the online webinar.
- You will need to sign up for a free Google Hangout account.
  - 1. I recommend that you first watch all the training videos I made on YouTube that walk you through Tracdat. (http://www.wlac.edu/committees/slos/Resources.aspx)
  - 2. Come to the training webinar with questions. Have your SLO and the student assignments ready and scanned as a PDF.
  - 3. Meet, email or chat with your peers in your department who teach the same class you're reporting. Discuss your methodology and changes you made. Bring this typed out and ready.
- Google Hangouts? Google Hangouts is a video chat platform. It allows you to video conference with several people simultaneously. It's free and works great.
- Here is a link to install and setup Google Hangouts: https://support.google.com/a/answer/6187630?hl=en
- **Send your email to: filmtheorywlac@gmail.com**
- When the webinar opens you will be sent a reminder.
- For questions or support, contact Paul Calderon at calderpd@wlac.edu or (323) 359-4252.

INCORPORATING PRINCIPLES IN COGNITIVE PSYCHOLOGY TO IMPROVE STUDENT LEARNING

By: Christopher Grabau, PhD

Faculty Focus, https://www.facultyfocus.com/articles/teaching-and-learning/incorporating-principles-in-cognitive-psychology-to-improve-student-learning/?utm_campaign=Faculty%20Focus&utm_source=hs_email&utm_medium=email&utm_content=56902586&_hsenc=p2ANqtz--0bVJZscI1rXMjP1EEUdC2hy7EZSrmkUZ48x1qULxeJ0hgJB1l80VZ9pqsqUghHU1K5o7u5KSCklvfT46VcE9EwoHDzg&_hsmi=56902586

At the 2017 STEM FIT Symposium at Washington University in St. Louis, Mark McDaniel, PhD, Professor, Psychological & Brain Sciences, co-director of CIRCLE, and co-author of Make it Stick: The Science of Successful Learning (2014), presented a plenary address on how research in cognitive psychology can support effective teaching practices and improve learning. Supported by laboratory and field experiments, many of the techniques McDaniel presented from the book can be applied to most academic subjects in order to promote student learning.

Henry L. Roediger, McDaniel's co-author, previously grouped many of these same techniques into three general principles to enhance educational practice (Roediger & Pyc, 2012). Each principle offers an opportunity to consider how to incorporate research-supported practices for sustained learning. Brief summaries of the three general principles are listed below. I have also included a few examples found within the literature of how you may incorporate these principles into your teaching:

1. **Distribution**: How information is distributed can determine the level of sustained learning. Two effective strategies to distribute information: repetition and interleaved practice, offer ways to improve memory and retention. Repeating and revisiting key concepts and topics throughout the duration of a course can aid in long term memory and recall. Furthermore, mixing (or interleaving) new information with previously covered material can support more durable learning and benefit retention of information.

Consider reviewing topics covered in previous lectures at the beginning and ending of each class or including information from previous sections in homework assignments. Mix questions and topics throughout the course instead of teaching in a blocked or linear fashion. Mix problem sets instead of grouping into clusters in order to provide between-concept comparisons, improve proficiency, and promote retention for sustained learning. (Rohrer, Dedrick & Stershic, 2015; Sana, Kim, & Yan, 2017)

2. **Retrieval practice:** Creating sustained and effortful learning practices can help support retention of information. Instead of using repetition as a way to remember information, develop a sustained process of instruction where information recall is spaced over a longer period of time.

Offer low-stakes quizzes throughout the semester to help students reconstruct learning of course information. Also, encourage students to self-test by creating flash cards. Help students learn how to self-quiz using flash cards. Have students frequently shuffle cards they answered correctly into the deck until all questions are mastered. (Roediger & Pyc, 2012)

3. **Explanatory questioning**: Providing spaces where students can question course information can be a powerful opportunity for sustained learning. Two techniques to provide explanatory questioning are elaborative interrogation and self-explanation. Elaborative interrogation opportunities allow students to explore why certain information is true. When asking "why" questions, students are forced to incorporate existing information into their understanding of new concepts and topics. Elaborative interrogation also prompts students to think of similarities and differences between related topics. Similarly, self-exploration offers students a space to integrate new information with existing prior knowledge. Broadly speaking, self-exploration invokes metacognitive questioning in order to help students make personal connections to learning. (Dunlosky, Rawson, Marsh, Nathan & Willingham, 2013)

Incorporate active learning exercises like the "one-minute paper exercise" at the end of class. Ask students to write about why the topic may be relevant to their learning. Also, when introducing new material, ask students to self-explain, "What parts are new to me? What does the statement mean? Is there anything I still don't understand?"

Consider incorporating each of these three principles into your teaching. What techniques will you use to effectively distribute information? How will you help students practice learning and re-learning course material? What teaching strategies will you use to help students retain course information? How will you make these techniques visible in your course design?