

SLO News

STUDENT LEARNING OUTCOMES NEWSLETTER
WEST LOS ANGELES COLLEGE
OCTOBER 2016 | VOLUME 5 | ISSUE 2

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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SLO ASSESSMENT PROGRESS

Updated 10/21/16	FA 13		SP 14		FA 14		SP 15		FA 15		SP 16	
Phase 1	101		82		215		69		25		1	
Phase 1 Filed	99	98%	76	93%	193	90%	57	83%	14	56%	0	0%
Phase 2	1		102		82		214		64		26	
Phase 2 Filed	0	0%	96	94%	75	91%	156	73%	47	73%	4	15%
Phase 3					90		78		204			
Phase 3 Filed					84	93%	71	91%	136	67%		
Phase 4							92		79		201	
Phase 4 Filed							81	88%	62	78%	80	40%
Phase A											2	
Phase A Filed											1	50%
Phase B									1		66	
Phase B Filed									0	0%	45	68%

SLO UPDATES

- TracDat Training** videos are in the process of being developed. They will include a series of walkthroughs and essentials to submit assessments through our new SLO system. Faculty usernames and passwords will soon be distributed. Please stay tuned.
- Please attend an **Assessment Summit** workshop if you have an SLO assessment due the end of the semester. Continue teaching, practicing, and assessing SLO students' progress and readiness. Remember the ultimate SLO goal is to improve student learning.
 - TracDat Training** (for assessments due Fall 2016)
 - Fri, 10/21 | 11:30-1 pm
 - Fri, 12/2 | 11:30-1pm
 - PDF Assessment Training** (for assessments due from Fall 2013-Spring 2016)
 - Friday, 11/18 | 11-1pm
 - Thursday, 12/1 | 3-4:30pm
- Please always double check to make sure that the SLOs that you are assessing are those that have been approved for your course.
- Announcement: The **4th Annual Regional SLO Symposium** is going to take place on Friday, February 3rd, 2017 at North Orange County Community College District in Anaheim. Registration link: <http://www.asccc.org/events/2017-02-03-163000-2017-02-03-230000/student-learning-outcomes-slo-symposium>
- If you have a pending assessment due, please connect with your **SLO Facilitator** as soon as possible. Ask your Division Chair, SLO Coordinator, or visit the SLO website to view contact information for you SLO Facilitator (<http://www.wlac.edu/committees/slos/index.aspx>)

Thank you for your work to improve teaching and learning at West.

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 7: RESPECT DIVERSE TALENTS AND WAYS OF LEARNING.

There are many different ways to learn and no two people learn the same way. Students bring different talents and learning styles to the classroom. Students that excel in the seminar room may be all thumbs in the lab or art studio and vice versa. Students need the opportunity to show their talents and learn in ways that work for them. Then, they can be guided into new ways of learning that are not as easy for them.

For the regular classroom:

Use Web technologies to allow students to pick and choose learning experiences that fits the way they learn.

- Encourage students to speak up when they do not understand.
- Use diverse teaching activities and techniques to address a broad range of students.
- Select readings and design activities related to the background of students.
- Provide extra material or activities for students who lack essential background knowledge or skills.
- Integrate new knowledge about women, minorities, and other under-represented populations into your courses.
- Use learning contracts and other activities to provide students with learning alternatives for your courses.
- Encourage students from different races and cultures to share their viewpoints on topic discussed in class.
- Use collaborative teaching and learning techniques and pair students so they compliment each other's abilities.
- Give students a problem to solve that has multiple solutions. Guide them with clues and examples.
- Consider field trips.
- Be familiar with Howard Gardner's research on multiple intelligences.

For distance and online courses:

- Encourage students to express diverse points of view in discussions.
- Create learning activities filled with real-life examples and diverse perspectives.
- Provide Saturday lab experiences by contracting with local high schools or community colleges.

- Some CD-Roms are available that offer a simulated lab.
- Balance classroom activities for all styles (some books, some hands on, some visual).
- Explain theory from a practical approach first then add the structural approach.

Principle in action:

- Realizing that students can interpret exam questions in different ways, students at Georgia State University in the nursing program are given the chance to modify multiple choice exam questions that they find confusing. This student input lessens test anxiety and gives the student an opportunity to demonstrate what they know.
- Western Washington University's Fairhaven College has a cluster college with an interdisciplinary curriculum and an emphasis is place on student-centered approaches to teaching and learning.
- At Kalamazoo College, the K Plan gives students an on and off campus study that allows them to spend a significant amount of their time in college on career-development internships, foreign study, and individualized projects.

The meaning of diversity is very clear from effective institutions. They embrace diversity and systematically foster it. This respect for diversity should play a central part in university decisions, be apparent in the services and resources available to students and resources available to students, be a feature of every academic program, and practiced in every classroom.

Resources:

- Hill, P.J. (1991). Multiculturalism: The crucial philosophical and organizational issues. *Change*, 38-47.
- Jacobs, L.C., and Chase, C.I. (1992). *Developing and Using Tests Effectively: A Guide for Faculty*. San Francisco, CA: Jossey-Bass.
- Kolb, D. (1981). Learning styles and disciplinary differences. In *The Modern American College*, edited by A.W. Chickering and Associates. San Francisco, CA: Jossey-Bass.
- Lynch, J.M., and Bishop-Clark, C. (1993). Traditional and nontraditional student attitudes toward the mixed age classroom. *Innovative Higher Education*. Winter, 109-121.
- National Institute of Education. (1984). *Involvement in Learning: Realizing the Potential of American Higher Education*. Final report of the study group on the conditions of excellence in American higher education. Washington, DC: U.S. Department of Education News.

SLO Committee | 3:00-4:30 pm | Winlock | fourth Monday of the month | Oct 24 | Nov 28

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.

