

SLO News

STUDENT LEARNING OUTCOMES NEWSLETTER
WEST LOS ANGELES COLLEGE
OCTOBER 2017 | VOLUME 6 | ISSUE 2

SLO Committee

Luis Cordova, Co-Chair
Mary-Jo Apigo, Co-Chair
Paul Calderon
Sarah Doerrer
Elise Forier Edie
Natalie Ferrigno
Cheryl Hayduk
Jeremy Jankans
Katy Kelley
Sandra Lew
Alma Narez-Acosta
Lloyd Noonan
Joy Ogami-Avila
Manish Patel
Victor Pulido
Leslie Tejada
Hansel Tsai
Stella Setka
Lorenzo Ybarra
Luo Yilan
Patricia Zuk
Francine Zexter

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

LUIS CORDOVA
SLO Coordinator
cordovla@wlaac.edu
(310) 287-4207 | GC 280L

MARY-JO APIGO
Dean of Teaching & Learning
apigomj@wlaac.edu
(310) 287-4410 | HLRC-315

SLO ASSESSMENT PROGRESS

Updated 10/23/17	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%	201 93%	55 83%	13 68%	1 100%		
Phase 2 Scheduled	1	101	79	160	50	13		
Phase 2 Filed	1 100%	100 99%	79 100%	157 98%	46 92%	7 54%		
Phase 3 Scheduled			91	76	193			
Phase 3 Filed			89 98%	75 99%	153 79%			
Phase 4 Scheduled				88	70	117		
Phase 4 Filed				87 99%	67 96%	103 88%		
Phase A Scheduled						9	1	1
Phase A Filed						7 78%	0 0%	1 100%
Phase B Scheduled						55	27	113
Phase B Filed						45 82%	10 37%	25 22%

- 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 Jankan, Lorenzo Ybarra, and Leslie Tejada
 - Computer Science—Manish Patel
 - Counseling—Alma Narez-Acosta
 - Health Science—Joy Ogami-Avila
- 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	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	

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

TREATING SLOS THROUGHOUT THE SEMESTER

- Step 1. Post approved SLOs on Syllabus, discuss criterion level, assessment instrument.
- Step 2. -Give formative assessments (quizzes, group discussions, homework assignments) that allow SLO practice before the final assessment.
 - List each assignment that touches SLO on the syllabus schedule.
 - Design lessons that focus on SLO
- Step 3. – Allow self-reflection exercises for students
- Step 4. – Provide feedback on SLO progress
- Step 5. – Provide models of strong SLO achievement
- Step 6. –Create dialogue points. Document it all in TRACDAT.

HOW GOOD ARE YOUR DISCUSSION FACILITATION SKILLS?

By: Maryellen Weimer, PhD,

Faculty Focus, <https://www.facultyfocus.com/articles/teaching-professor-blog/good-discussion-facilitation-skills/>

Successfully leading and guiding student discussions requires a range of fairly sophisticated communication skills. At the same time teachers are monitoring what's being said about the content, they must keep track of the discussion itself. Is it on topic? How many students want to speak? Who's already spoken and wants to speak again? How many aren't listening? Is it time to move to a different topic? What's the thinking behind that student question? How might the discussion be wrapped up?

Most of us are not trained discussion facilitators. We employ strategies discovered largely through trial and error—things that seem to keep discussions on track, moving forward, and engaging students. Unfortunately, many class discussions don't stimulate thinking or push students to a deeper understanding. Sometimes that's because students aren't prepared, aren't interested in the topic, are reluctant to participate, or think listening to their peers is a waste of time. But sometimes the discussion falls short because it wasn't facilitated well.

How effective are your discussion facilitation skills? Do you have any evidence or are you relying on your impressions? Would some feedback be useful? If so, you'll find in the table below and in a downloadable Word doc an empirically developed instrument that can be used to more clearly identify the various skills involved in effective discussion facilitation and to gather student feedback that can help you assess yours.

An article highlighting the research appeared in the December 2016 issue of the Teaching Professor newsletter ([reprint available here](#)). As discussed in more detail in the newsletter and fully in Finn and Schrodts' journal article, survey responses were used to identify five factors involved in effective discussion facilitation. They are listed on the instrument below. The two factors that accounted for most of the variance were affirming students' discussion and organizing the discussion.

In summarizing their research, Finn and Schrodts write that, "when instructors provoke and organize discussions using a variety of questions, employ responses that affirm students, and correct discussions to focus on course content, such behaviors are directly associated with student interest and engagement in the course, as well as indirectly predictive of both outcomes through perceived understanding." (p. 459) The instrument can be used in a variety of different ways.

- You can use it for self-reflection. How would you rate yourself on each item? Are your skills in one factor area stronger than another? Are there skills you'd like to develop further? You can also use the instrument to help monitor how you facilitate a discussion. Read it carefully just before class, pay attention to these behaviors and then rate your skills after class.
- You could share the instrument with a colleague, invite him or her to observe you facilitating a discussion, and then use the instrument to guide a conversation of what your colleague observed during that discussion.
- You can use the Word doc version of the instrument to solicit student feedback. It can be formatted as a checklist. If you are interested in a more detailed response, you can use a Likert-type scale with 3, 5 or 7 points. Be sure to use an odd number so the scale has a mid-point and do not use more than 7 points.
- You can complete the instrument along with students, either predicting their responses or offering your own assessments that can then be compared with theirs.
- If you are short on time or only interested in soliciting feedback on one or two of the factors, you can simply use the questions listed under those factors.

See the Teacher Discussion Facilitation Instrument [here](#).

SLO Committee | 3:00-4:30 pm | Winlock | fourth Monday of the month | Sept 25 | Oct 23 | Nov 27

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.

