

# SLO News

STUDENT LEARNING OUTCOMES NEWSLETTER  
WEST LOS ANGELES COLLEGE  
SEPTEMBER 2017 | VOLUME 6 | ISSUE 1

## SLO Committee

Luis Cordova, Co-Chair  
Mary-Jo Apigo, Co-Chair  
Paul Calderon  
Elise Forier Edie  
Natalie Ferrigno  
Adrienne Foster  
Cheryl Hayduk  
Jeremy Jankans  
Katy Kelley  
Sandra Lew  
Loren Medina  
Alma Narez-Acosta  
Lloyd Noonan  
Joy Ogami-Avila  
Cheryl Hayduk  
Manish Patel  
Victor Pullido  
Leslie Tejada  
Hansel Tsai  
Stella Setka  
Anne Winter  
Lorenzo Ybarra  
Luo Yilan  
Francine Zexter

SLO News can also be accessed online at [www.wlac.edu/committees/slos/index.aspx](http://www.wlac.edu/committees/slos/index.aspx).

LUIS CORDOVA  
SLO Coordinator  
[cordovla@wla.edu](mailto:cordovla@wla.edu)  
(310) 287-4207 | GC 280L

MARY-JO APIGO  
Dean of Teaching & Learning  
[apigomj@wla.edu](mailto:apigomj@wla.edu)  
(310) 287-4410 | HLRC-315

## SLO ASSESSMENT PROGRESS

Updated 8/31/17	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	194			
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	26	113
Phase B Filed						45 82%	10 38%	22 19%

**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)

This schedule meets the needs for assessment in a clear schedule and focuses all the support and training for the divisions scheduled. There will be no need for calendars, which eliminates the confusion around when an assessment is due. In addition, SLO Facilitators can focus on divisions that have assessment due to support faculty. The Divisions listed take into consideration the balance of Divisions' assessment completion and number of sections offered.

Fall 2017	Spring 2018	Fall 2018	Spring 2019	
<b>Phase A</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 (DSPP)		
Computer Science		Math		
Counseling		Social Science		
Health Sciences		Science		

Fall 2019	Spring 2020	Fall 2020	Spring 2021	
<b>Phase B</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 (DSPP)		
Computer Science		Math		
Counseling		Social Science		
Health Sciences		Science		

- Applied Tech, Arts, Behavioral Science, Business, Computer Science, Counseling, and Health Science will be assessing all their courses, sections, and SLOs and reassessing till Fall 2019.
- Kinesiology, Language Arts, Library, Learning Skills, Math, Social Science, and Science will be assessing till Fall 2018 and reassessing 2020.

## SLO UPDATES

- 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 Narev-Acosta
  - Health Science—Joy Ogami-Avila
- We deliberately assigned three or four facilitators to the Divisions that need the most support and hope that this strategy moves the participation needle quickly for those areas and builds momentum and change for them. Our team has done a stellar job in the last few semesters to support faculty. Thank you for leading this effort.
- **SAO Progress:** The college has initiated dialogue across the Administrative Services and Student Services areas. Efforts have been made to identify a method of assessment, timeline as well as how data will be captured in both Administrative and Student Services areas.
- **Course SLOs are required to be included in your syllabus.** This was an issue with our recent accreditation, so I'm asking for your help as we strive for 100% compliance. As you finalize or revise your course syllabus, please review to make sure you are listing approved Course SLOs and not substituting them with institutional or program SLOs. You can access the list of approved SLOs by going into TracDat: [www.wlac.tracdat.com](http://www.wlac.tracdat.com)
- **All SLO assessments and dialogue are submitted through our new Tracdat online system.** As such, I encourage you to attend a TracDat training this semester. Training dates will be emailed throughout the semester.
- Remember that we are not using the 4-phase process any longer. Now, **every time you are scheduled to assess, you will complete both of the former Phases 1 and 2, Assessment and Dialogue (or Phases 3 and 4) combined into one new process.** This will make a lot more sense once you get into Tracdat and start the process of reporting. Plan your SLO dialogue early in the semester in consultation with your division chair.
- Finally, provide students with a clear SLO learning target, model examples of strong work, offer regular feedback, and teach students self-assessment.

***If you have any questions about SLOs, our SLO team is here to help! I look forward to seeing many of you at our upcoming meetings and events.***

---

### Seven Strategies of Assessment *for* Learning

#### Where am I going?

- 1 Provide students with a clear and understandable vision of the learning target.
- 2 Use examples and models of strong and weak work.

#### Where am I now?

- 3 Offer regular descriptive feedback.
- 4 Teach students to self-assess and set goals.

#### How can I close the gap?

- 5 Design lessons to focus on one learning target or aspect of quality at a time.
  - 6 Teach students focused revision.
  - 7 Engage students in self-reflection, and let them keep track of and share their learning.
- 

Higgins, Richard J., Judith A. Arter, Jan Chappuis, and Stephen Chappuis. *Classroom Assessment for Student Learning: Doing It Right ---- Using It Well*. Upper Saddle River, NJ: Pearson Education, 2007. Print