

# SLO News

STUDENT LEARNING OUTCOMES NEWSLETTER  
WEST LOS ANGELES COLLEGE  
SEPTEMBER 2015 | VOLUME 4 | ISSUE 1

## SLO Committee

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

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## SLO ASSESSMENT PROGRESS

	FALL 2013		SPRING 2014		FALL 2014		SPRING 2015	
<i>Updated 8/21/15</i>								
Phase 1 Scheduled	103		90		238		93	
Phase 1 Filed	100	97%	80	89%	187	79%	36	39%
Phase 2 Scheduled			103		88		240	
Phase 2 Filed			97	94%	72	82%	93	39%
Phase 3 Scheduled					96		89	
Phase 3 Filed					81	84%	52	58%
Phase 4 Scheduled							96	
Phase 4 Filed							59	61%

## SLO UPDATES

- Our focus this semester will be to enhance our course assessment analysis, understand what our analysis show, and increase our peer dialogues.
- This semester, we will be transitioning to TracDat, an SLO system that will process, manage, and centralize all SLO operations at West. Keep in mind that if you are working on an assessment at the end of the Fall 15 semester, it behooves you to learn everything about TracDat. We will create more videos, provide more assessment workshops, and train heavily on Tracdat. A priority this semester is to take advantage of our assessments not only to evaluate our students but also to create and share plans that will increase learning.

## PREPARATION FOR SLO ASSESSMENTS

- Understand and prepare for your end-of semester assessments. Please work with your Chair, course colleagues, and SLO facilitator to understand clearly what is due.
- Early in the semester, introduce, engage and prepare students with the course SLO.
- Provide students clear SLO learning targets. Offer substantial feedback to your students. Teach students to self assess.
- Focus some instruction throughout the semester around the SLO that students have to meet. Familiarize yourself with Tracdat this semester. Remember everything will be centralized in this system. Trainings will be given throughout the semester. Take an SLO assessment as an impportunity to improve student learning in area that they are not.

SLO Committee | 3:00-4:30 pm | Winlock | fourth Monday of the month | Sept 28 | Oct 26 | Nov 23  
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.

# HOW CAN WE MAKE ASSESSMENTS MEANINGFUL?

## Transparency and Why It's Important

It's important that we inform the students why a particular assessment has value. Some teachers still balk at this job, as if students should just trust that what we do in school has value to what happens outside of school. However, kids are smart. They know that bubbling with a #2 pencil is antiquated. They know that much of the content we teach them can be found through Google. But as savvy as students are, they don't know everything about communicating their content, and we owe it to them to make sure that not only are our tests aligned with skills they must know for their future, but to make sure that we've been transparent in our rationale.

So how can high-stakes assessments be meaningful to students? For one thing, high-stakes tests shouldn't be so high stakes. It's inauthentic. They should and still can be a mere snapshot of ability. Additionally, those occasional assessments need to take a back seat to the real learning and achievement going on in every day assessments observed by the teacher.

The key here, however, is to assess every day. Not in boring, multiple-choice daily quizzes, but with informal, engaging assessments that take more than just a

snapshot of a student's knowledge at one moment in time.

But frankly, any assessment that sounds cool can still be made meaningless. It's how the students interact with the test that makes it meaningful. With the 4 Cs in mind, ask if the assessment allows for the following:

**Creativity.** Are they students creating or just regurgitating? Are they being given credit for presenting something other than what was described?

**Collaboration.** Have they spent some time working with others to formulate their thoughts, to brainstorm, or to seek feedback from peers?

**Critical Thinking.** Are the students doing more work than the teacher in seeking out information and problem solving?

**Communication.** Does the assessment emphasize the need to communicate the content well? Is writing involved, as well as other modalities? If asked to teach the content to other students, what methods will the student use to communicate the information and help embed it more deeply?

*Excerpted from Walport-Gawron, Heather. "How Can We Make Assessments Meaningful?" Edutopia. George Lucas Educational Foundation, 21 July 2012. Web. 22 Aug. 2015. <<http://www.edutopia.org/blog/making-assessments-meaningful-heather-walport-gawron>>*

## 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
Applied Technology	Jack Moy	Jason Coleman	<a href="mailto:colemajc@wlac.edu">colemajc@wlac.edu</a>
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