5TH ANNUAL STUDENT LEARNING OUTCOMES SYMPOSIUM

PROGRAM

FEBRUARY 9, 2018

ORANGE COAST COLLEGE | COSTA MESA, CA.

FRIDAY, FEBRUARY 9, 2018

7:30am to 8:00am   Continental Breakfast / Registration

Science Hall

8:00am to 8:15am   Welcome and Introductions

Science Hall

8:15am to 9:30am   Keynote

Gianina Taylor Baker, National Institute for Learning Outcomes Assessment (NILOA)

Science Hall

9:30am to 9:45am   Break

BREAKOUT SESSION ONE   9:45am to 10:45am

Passion, Patience, and Compassion in SLO Applications on Campus

MBCC 202

Nita Gopal, Modesto Junior College

The idea of SLOs still rev up negative feelings among faculty, and SLO coordinators often work through passionate resistance, so the key to the problem might not lie in intellectual debates but in compassion, patience, and simple encouragement of individual explorations of SLOs.

Collect SLO Stats the Easy Way Using Kahoot! Learning Games

MBCC 203

Petra Petry, Mt. San Antonio College

One of the most loved applications by me so far is "Kahoot!" It is a very helpful tool to use with our reviews in class, and it's a fun way to understand immediately the student understanding and comprehension of the subject. While we use it for language instruction, Kahoot! can be used for any subject.

There's Nothing Average about SLO-Centric Instruction

MBCC 205

Lisa Marchand, Cosumnes River College
Paul Burwick, Shasta College

Traditional grading encourages students to focus on getting enough credit to earn "a good grade." In contrast, SLO-Centric instruction with rubric grading shifts students' focus to achieving specific learning targets. This presentation will explain the approach and describe how Canvas facilitates SLO assessment and disaggregation of student learning data.

Owning Your Course and Supporting Your Students

MBCC 206

Jessica Ayo Alabi, Orange Coast College

This workshop introduces faculty to useful concepts of teaching and learning that enable them to create and scaffold a successful learning environment throughout the semester with student participation in order to meet SLOs. Student participation in SLO assessment at the course level helps faculty evaluate how students perceive their learning and the goals of the course.

Institution-Set Standards: How to Weave Them In Meaningfully Into Program Review

Jennifer Klein, Saddleback College

Do institution-set standards for course success live in a silo for your institution? Does this federal mandate feel more like a task than part of program review? Join this session as we describe our journey of adopting course, program, and placement level standards, and adopted these in a meaningful, creative, and assessment-linked fashion. We will share our successes and failures with educating faculty, chairs, and division deans, and illustrate some best practices for attendees to take to their campuses.

Student Service/Academic Support Outcomes: A New Perspective on Assessment

Amanda Ryan-Romo, East Los Angeles College

Struggling to write, explain, and assess SSOs? Consider a new approach developed by a faculty member who has transitioned from the academic side to the service side. Develop meaningful SSOs and assessment methods that work for those faculty serving students outside the classroom.

Comprehensive Evaluation of the SLO Process Within an Integrated Planning System at Orange Coast College

MBCC 302

Sheri Sterner, Orange Coast College

OCC regularly evaluates its SLO processes as part of its integrated planning system. Using qualitative and quantitative methods, faculty, staff and managers provide evaluative feedback and identify areas that warrant a change for improvement This session will review the evaluation plan, the role SLO processes play, and how evaluating SLO processes within context of the larger system provides critical feedback.

American Institute for Research (AIR)
Faculty Learning Community (FLC): Making Assessment Data Consequential

MBCC 306

Sudie Whalen, American Institutes for Research

This workshop focuses on how and why a collaborative FLC team uses data to inform instruction. Comparing assessment data can be uncomfortable and seem inconsequential to some; however, in this workshop, specific protocols will be introduced to help teams ease into looking at data in an unthreatening manner while simultaneously focusing on the FLC's continuous improvement process.

Macmillan Learning | Affordable and Effective: Capturing and Fostering Student Engagement for Better Learning Outcomes

Deb Pires, UCLA

Students showing up to class is only half the battle. Engaging students and supporting learning in meaningful ways is key to delivering better learning outcomes and improved retention. Unfortunately, "expensive" is often mistaken for "effective". From tracking attendance to gauging students' conceptual understanding, student engagement opportunities are endless, yet within reach. This interactive session will explore and demonstrate unique ways that inexpensive digital learning solutions can foster student engagement and learning: before, during, and after class.

eLumen | Succeeding on Purpose: How Integrated Curriculum and Assessment Management Can Create a Complete and Sustainable Student Success Ecosystem

Matt Coombs, eLumen

Is your institution challenged with labor-intensive curriculum and catalog management processes that are disconnected from key course and learning outcomes assessment data? Or is it challenged by managing multi-dimensional learning outcomes and competency models with outdated, disparate assessment management and program review systems that don't connect to your LMS or curriculum? Imagine if updating your curriculum also automatically updated your degree plan and audit, your LMS, and your assessment system, and you could track student progress on both a course and competency basis. Join us to learn how you can implement integrated curriculum, catalog, learning and assessment management to create a complete and sustainable student success ecosystem that serves both students and your institution.

Nuventive

Scott Johnson and Stacey Angelo, Nuventive

Nuventive invites you to join us in a deep dive of our Nuventive Improvement Platform that helps drive improvement campus wide, aligns strategic initiatives with key metrics, uses visual data to drive action and supports a culture of data-informed, goal-aligned performance. The platform includes Nuventive Improve, Improve Analytics, and Nuventive Impact which integrates visual data from any source with key business processes such as SLO assessment, program review, strategic planning and accreditation. We will also highlight off-the-shelf content available for both Nuventive and non-Nuventive users such as our CCCCO MIS Data Mart metrics. This content pack makes the MIS File accessible, usable and graphical by packaging them in Microsoft's user-friendly PowerBI Platform.

10:45am to 11:00am   Break

BREAKOUT SESSION TWO   11:00am to 12:00pm

Transitioning SLOs into Canvas: Coastline's Story of Faculty Engagement and Institutional Change

MBCC 203

Raissa Covit, Coastline College
Shanon Gonzalez, Coastline College
Josh Levenshus, Coastline College
Daniel Pittaway. Coastline College

This presentation will provide a reflection on Coastline's transition to SLOs into Canvas and share strategies used to engage faculty

throughout the process. The interactive session will provide a collaborative space for participants to share their methods of faculty engagement with SLOs.

Escape! How to Build Faculty Assessment Teams Through the Use of Escape Rooms

MBCC 205

Denise Kruizenga-Muro, Riverside City College

This presentation will highlight the work that Riverside City College's Assessment Committee has done to create a multi-discipline program assessment workgroup and then walk participants through an "escape room" scenario used to build assessment teams by providing an assessment-related problem for the teams to solve.

Talking Ourselves into Outcomes: Teaching, Learning, and Equity at California Community Colleges

MBCC 206

Lillian Marrujo-Duck, City College of San Francisco

Based on the experiences of "true believers" in outcomes assessment, this presentation presents research findings identifying engaged SLO practitioners as sharing characteristics with early adopters, SLOA as effective in invigorating the teaching process, strategically-integrated dialogue as an effective change strategy, yet a reluctance to identify learning improvements as a result of outcomes assessment.

A Successful Framework That Led West to ACCJC Commendations

Luis Cordova, West Los Angeles College

This workshop will showcase how West Los Angeles College received SLO commendations from ACCJC by providing a holistic overview of our assessment, dialogue, and reporting systems that have created a culture of improving teaching and learning and by demonstrating what small, but necessary organizational practices lead to big results.

The Odyssey of ISLO's: An Epic Journey of Assessment, Improvement and Faculty Engagement at MiraCosta College

Joanne Benschop, MiraCosta College
Jonathan Fohrman, MiraCosta College
John Thomford, MiraCosta College

The session will focus on lessons learned in the evolution of MiraCosta College's Institutional/GE Learning Outcomes assessment process. We will elaborate on revisions at our college including ACCJC standards alignment, faculty engagement, data collection and positive intervention strategies.

The SLO Assessment Cycle – A Round Table Discussion

Mark Fronke, Cerritos College

Faculty are looking for a practical approach to SLO assessment. In this session, my approach would be to present what we are currently doing in our annual assessment cycle in order to solicit other approaches and develop a 'best practices' approach for all participating colleges to consider for their process. The session would focus on the key components of the Course, Program and Institutional SLO development, assessment, reporting and improvement planning processes.

American Institute for Research (AIR) | Faculty Learning Community (FLC): Making Assessment Data Consequential

Sudie Whalen, American Institutes for Research

This workshop focuses on how and why a collaborative FLC team uses data to inform instruction. Comparing assessment data can be uncomfortable and seem inconsequential to some; however, in this workshop, specific protocols will be introduced to help teams ease into looking at data in an unthreatening manner while simultaneously focusing on the FLC's continuous improvement process.

Macmillan Learning | Improving Student Learning Outcomes with Active Learning

Deb Pires, UCLA

Classrooms centered on active student engagement deliver increased student learning gains while reducing the achievement gap. One active pedagogical strategy commonly employed in the classroom is the use of clickers to promote problem-solving skills and application of content to relevant course examples. This session will introduce participants to different types of assessments (formative and summative) and provide hands-on practice creating assessment questions aligned with learning outcomes specific to participants' own courses. We will focus specifically on creating suitable multiple choice and multiple true-false assessments, which can be readily implemented in classrooms of any size and can be used to measure higher order levels of student thinking. Participants are strongly encouraged to bring at least three student learning objectives and a copy of a past exam to use as a starting point for the workshop.

eLumen: Making Guided Pathways Smart Pathways

Matt Coombs, eLumen
Bill Moseley, Bakersfield College

eLumen's comprehensive platform includes resources for implementing Guided Pathways, but more importantly, making them smarter pathways. No other solution pulls together all the moving pieces you need to support Guided Pathway's Pillars like eLumen does, all while meeting the rigorous demands of other academic and institutional processes such as curriculum development, program review, and accreditation. Join us to learn more about how schools like Bakersfield are developing the model as well as how eLumen supports Guided Pathways today—and will be making them even smarter tomorrow.

Nuventive

Stacey Angelo, Nuventive
Scott Johnson, Nuventive
Gabrielle Stanco, Orange Coast College
Sheri Sterner, Orange Coast College

In this session, the IE team at Orange Coast College will demonstrate a series of streamlined dashboards the team has developed using Nuventive Improve Analytics that show how both SLO and PSLO aggregated and disaggregated visual data can easily be accessed real time. Nuventive Improve Analytics allows clients using Nuventive Improve (TracDat) in the cloud to view PowerBI reports and create interactive dashboards that leverage the information their units and courses have reported.

12:00pm to 12:45pm   Lunch & Networking

Horticulture Garden

12:45pm to 1:45pm   Panel

Science Hall

Panel Moderator: Jarek Janio, Santa Ana College
Mary-Jo Apigo, West LA College
Janet Fulks, Bakersfield College
Gayle Pitman, Sacramento City College
Gianina Taylor Baker, National Institute for Learning Outcomes Assessment (NILOA)

This is an open forum discussion with participation from the audience. Panelists have varied and extensive experience in SLO assessment. Symposium participants will be asked to write their questions on index cards and the moderator will forward those questions to the panelists for answers and comments.

1:45pm to 2:00pm   Break

2:00pm to 3:00pm

Beyond Course Assessment: Institutional, General Education, and Program Outcomes

MBCC 202

Sarah Harris, College of the Sequoias

This session presents alternatives to course-level assessments for institutional, general education, and program outcomes, including: disaggregation, direct assessment, focus groups, and survey instruments. The presenters will discuss the challenges of moving assessment beyond the course level and lead a brainstorming session on solutions to engage faculty and influence instructional improvement.

Increasing Participation in SLO Disaggregation

MBCC 203

Colin Williams, Long Beach City College

Long Beach City College SLO Coordinators strove to increase full-time faculty participation in SLO data disaggregation through both cultural and technical shifts first by passing an Academic Senate Resolution and second, by piloting course-level SLO assessment on the campus Learning Management System, Canvas.

360° of Learning: A Conceptual Framework for SLO's and the Use of Outcomes Data

MBCC 205

Lisa Marchand, Cosumnes River College

This presentation succinctly illustrates how SLOs guide student learning, inform all college functions, and support decision-making. Included are parameters for creating and stating meaningful outcomes for courses, programs, pathways, GE, and the Institution; a "program taxonomy"; and the influence of course/program SLO's on non-curricular teaching and support services.

Significant and Substantial Outcomes Assessment

MBCC 206

Janet Fulks, Bakersfield College

SLO assessment should not occur simply because SLOs are part of a curriculum document or needed for Accreditation. SLO assessment must be consequential; it is the heart and soul of our professional effort. SLO assessment must be substantial; driving institutional planning, organization and budgeting. How do we make this happen?

Wait, Why Are We Doing This? Making SLO Assessment Meaningful and Useful for Teaching Faculty

MBCC 208

Gayle Pitman, Sacramento City College

Many classroom instructors engage in SLO assessment because they have to, not because they want to. However, SLO assessment is one of the most powerful tools we have for improving our teaching practice. In this session, we will shift from a "compliance" perspective and reframe SLO assessment as a meaningful process for students and instructors.

The Mission Hierarchy: A Model for Integrating and Assessing Institutional Outcomes

MBCC 209

Joachin Arias, Los Angeles Harbor College

The Mission Hierarchy is a model for an integrated planning system that links the college mission to the operational units of the college. In this presentation, we integrate Student Learning Outcomes into the Program and Institutional Outcomes using a "roll-up" model within the institutions College Mission Hierarchy.

Now That we Have Institutional SLOs, How do We Assess Them? An Indirect Approach to ISLO Assessment Using CCSSE

MBCC 302

Anna Hanlon, Orange Coast College
Gabrielle Stanco, Orange Coast College

Assessing ISLOs is an important component of monitoring how well a college is preparing students. Creating direct methods can be time-consuming and complicated and unsustainable. This presentation will explore one college's journey in developing a comprehensive assessment of their ISLOs using the CCSSE, including analysis and disaggregation of data. Suggestions for implementation will be discussed.

American Institute for Research (AIR) | Faculty Learning Community (FLC): Making Assessment Data Consequential

Sudie Whalen, American Institutes for Research

This workshop focuses on how and why a collaborative FLC team uses data to inform instruction. Comparing assessment data can be uncomfortable and seem inconsequential to some; however, in this workshop, specific protocols will be introduced to help teams ease into looking at data in an unthreatening manner while simultaneously focusing on the FLC's continuous improvement process.

Macmillan Learning | Beginning with the End in Mind: Planning Design and Implementation for Improved Student Outcomes

Deb Pires, UCLA

This session will cover specific ways in which learning science and insights can be harnessed to improve student learning outcomes by incorporating learning design principles and impact research into the design and implementation of courseware solutions.

eLumen | Succeeding on Purpose: How Integrated Curriculum and Assessment Management Can Create a Complete and Sustainable Student Success Ecosystem

Matt Coombs, eLumen

Is your institution challenged with labor-intensive curriculum and catalog management processes that are disconnected from key course and learning outcomes assessment data? Or is it challenged by managing multi-dimensional learning outcomes and competency models with outdated, disparate assessment management and program review systems that don't connect to your LMS or curriculum? Imagine if updating your curriculum also automatically updated your degree plan and audit, your LMS, and your assessment system, and you could track student progress on both a course and competency basis. Join us to learn how you can implement integrated curriculum, catalog, learning and assessment management to create a complete and sustainable student success ecosystem that serves both students and your institution.

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3:05pm to 3:30pm   Symposium Evaluation

Science Hall

KEYNOTE BIO

Gianina Taylor Baker is the Assistant Director at the National Institute for Learning Outcomes (NILOA) , and provides support to the Director and is assisting with the development and maintenance of partnership networks under the Lumina Foundation for Education grant at NILOA. Her main research interests include: student learning outcomes assessment at Minority Serving Institutions, access and equity issues for underrepresented administrators and students, and higher education policy. She holds a Ph.D. in Educational Organization & Leadership with a Higher Education concentration from the University of Illinois, a M.A. in Human Development Counseling from Saint Louis University, and a B.A. in Psychology from Illinois Wesleyan University. Previous to this position, she was the Director of Institutional Effectiveness & Planning at Richland Community College.

PRESENTERS

Alabi, Jessica Ayo, Orange Coast College

Altier, Renee, Macmillan Learning

Apigo, Mary-Jo, West Los Angeles College

Angelo, Stacey, Nuventive

Arias, Joachin, Los Angeles Harbor College

Benschop, Joanne, MiraCosta College

Burwick, Paul,Shasta College

Coombs, Matt, eLumen, Inc.

Cordova, Luis,West LA College

Covit, Raissa, Coastline College

Fohrman, Jonathan, MiraCosta College

Fulks,Janet, Bakersfield College

Fronke, Mark, Cerritos College

Gonzalez, Shanon, Coastline College

Gopal, Nita, Modesto Junior College

Hanlon, Anna, Orange Coast College

Harris,Sarah, College of the Sequoias

Janio, Jarek, Santa Ana College

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Klein, Jennifer, Saddleback College

Kruizenga-Muro, Denise, Riverside City College

Levenshus, Josh, Coastline College

Marchand, Lisa, Consumnes River College

Marrujo-DuckLillian,City College of San Francisco

Moseley, Bill, Bakersfield College

Oyo Alabi, Jessica, Orange Coast College

Petry, Petra, Mt. San Antonio College

Pires, Deb, UCLA, Macmillan Learning

Pitman, Gayle,Sacramento City College

Pittaway Daniel, Coastline College

Ryan-Romo, Amanda, East Los Angeles College

Shafer,Catherine, San Diego College

Stanco, Gabrielle, Orange Coast College

Sterner, Sheri, Orange Coast College

Taylor Baker, Gianina, National Institute for Learning Outcomes Assessment

Thomford, John, MiraCosta College
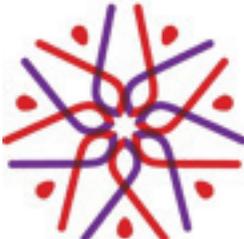
Whalen, Sudie, American Institutes for Research

Williams, Colin, Long Beach City College

2018 SLO Symposium – Map

Park in the Adams Lot

Science Hall – Building 40

Mathematics, Business, & Computing Center – Building 74