7th ANNUAL STUDENT LEARNING OUTCOMES (SLO) SYMPOSIUM
MONTEREY PENINSULA COLLEGE
FRIDAY, FEBRUARY 7 – SATURDAY, FEBRUARY 8, 2020

PROGRAM

DAY ONE
FRIDAY, FEBRUARY 7, 2020

CONTINENTAL BREAKFAST
SAM KARAS ROOM
7:30 – 8:15 AM

OPENING SESSION
LECTURE FORUM 103

WELCOME AND INTRODUCTIONS
8:15 – 8:30
Jarek Janio, Outcomes Assessment Coordinator, Santa Ana College

Adria Gerard, Academic Senate President, Monterey Peninsula College

David Martin, President, Monterey Peninsula College

Keith Eubanks, SLO Coordinator, Monterey Peninsula College

Eric Wada, ASCCC

Marc Beam, RP Group

KEYNONTE SPEAKER

Dr. Sonya Christian, President of Bakersfield College

8:30 – 9:45

In 2013, Dr. Sonya Christian became the 10th President of Bakersfield College. Under her leadership, the College has focused on improving student achievement and learning by engaging faculty and the community.

By making data and information available, Christian has cultivated campus-wide ownership of advancing the college's mission. Christian was a math faculty prior to moving into the administrative ranks of dean, vice president, and now president.

BREAK

9:45 – 10:00

BREAKOUT ONE

10:00 – 11:00

1. Andrea Niosi,   **ROOM LTC 119**
City College of San Francisco   Presentation Materials
aniosi@mail.ccsf.edu

Breaking Down Silos in Student Services: Working Together to Transform Assessment.

Presenter will discuss how a student services outcome (SSO) workgroup began to break down silos by sharing knowledge, identifying common outcomes between service areas, and increasing collaboration. The goal of assessment moved away from maintaining compliance to that of attaining a more complete analysis of the division as a whole. Through the process, the SSO workgroup is developing meaningful dialogue and more engaging assessment work that has broader implications for impacting student success. This is an interactive session, with an activity for attendees to reflect on their own college SSO assessment process and the possibilities for making it more meaningful.

2. Felicia Kalker,   **ROOM LTC 120**
Grossmont College
felicia.kalker@gcccd.edu

Easy SLO Tracking Using Canvas.

Curious about using Canvas to track SLOs? Wondering how to get started? This presentation is for beginners. At Grossmont College, we are in the early stages of using the Canvas Outcomes tool to assist faculty in managing their SLO data collection at the course level. Attendees will see what we have accomplished so far: how to set up Canvas Outcomes, a few examples of how outcomes can be aligned with rubrics and used across multiple sections, as well as some of the pitfalls we have encountered (to help you avoid them). This session will be helpful to those looking for a time-saving tool that automatically tracks outcome results, provides detailed Excel reports and simple pie charts for outcomes reporting.

3. Sudie Whalen   **LTC 203**
American Institutes for Research
swahlen@air.org

Faculty Learning Community (FLC): Making Assessment Data Consequential

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.

4. Dr. Sun-Kwang Bae   **ROOM LTC 204**
Defense Language Institute
sunkwang.bae@dliflc.edu

Web-based Formative Assessment of Foreign Languages: Online Diagnostic Assessment.

Attendees are introduced to the Online Diagnostic Assessment (ODA) of the Defense Language Institute, a free web-based formative language assessment that gives learners a tool to evaluate and manage their own learning. The ODA system provides immediate and individualized feedback to each learner in the form of a Diagnostic Profile, which highlights the learner's strengths and weaknesses in comprehending reading and listening passages. This profile includes an estimate of the learner's proficiency level and details his/her comprehension of core content, vocabulary in context, structural features and discourse elements. ODA currently offers reading/listening assessment in 20 foreign languages, including English.

5. Anthony Cuomo & Mary-Jo Apigo   **ROOM LTC 216**
West Los Angeles College
Cuomoa@wlac.edu; Apigomj@wlac.edu.

ePortfolio Assessments: Engaging Students and Faculty to Measure Program Student Learning Outcomes.

West Los Angeles College participated in Institutional Effectiveness Partnership Initiative Partnership Resource Team (PRT) visits focused on College outcomes assessment processes. The project included enhancing Program SLO Assessments. During this session, West will share the framework developed for using student ePortfolios to demonstrate student achievement of Program SLOs. In addition, this presentation will highlight how ePortfolios can support and assess curriculum mapping, engage students and faculty in meaningful SLO assessment processes, and support the 4th Pillar of Guided Pathway ensure learning.

6. Suzanne Wakim   **ROOM BMC 107**
Butte College
WakimSu@butte.edu

Canvas Outcomes Survey of California Community Colleges

Description: The California Virtual Campus – Online Education Initiative (CVC-OEI) Outcomes Workgroup conducted a survey of faculty and SLO coordinators across the state to determine what tools campuses use to assess outcomes and the role of Canvas in assessment. This workshop will present the findings of this survey and include a discussion of participant experiences as we develop a list of strategies for improving SLO collection resources available to Canvas users.

7. Julia Wendt   **ROOM BMC 201**
Victor Valley Community College
julia.wendt@vvc.edu

How Activating Student Agency in Assessment Promotes Educational Equity.

Promoting educational equity in higher education requires creating and supporting a rich campus framework wherein campus constituents value inclusivity, transparency and student voice. Initiating positive changes to the campus framework requires the investment of faculty stakeholders willing to be reflective about their pedagogical philosophies and assessment practices. To this end, this presentation will discuss what faculty can do to support a larger campus equity initiatives in their classrooms using, among other things, best practices in SLO assessment to: promote inclusivity, activate student agency in assessment, and make room for the student voice in their activities, assignments and classrooms.

8. Tania Jabour   **ROOM BMC 206**
Cuyamaca College
tania.jabour@gcccd.edu

PLOs and Pathways: A Pilot Project.

The Student Learning Outcomes Coordinator at Cuyamaca College is leading a pilot project to encourage faculty members redesign Program Learning Outcomes (PLOs) within a Guided Pathways model. The project invites faculty to create PLOs by Academic and Career Pathway grouping rather than by department, and eventually collaborate to implement more innovative assessment practices, and better convey learning outcomes to students. Since this is a recent and ongoing project, this presentation will focus on the project vision and will cover early successes and challenges, as well as invite participants to share ideas and current efforts with Guided Pathways and learning outcomes assessment in their colleges.

9. Sarah Harris   **ROOM BMC 207**
College of the Sequoias
sarahha@cos.edu

Resources, Learning, and Time: Building Faculty Support for Outcomes Assessment.

Based on a survey of two-year college faculty, this presentation argues for a move away from a training model for outcomes assessment support to a continuing professional learning (CPL) model. The presenter will share insight from the survey and interviews with faculty, plus examples of successful models for faculty support.

BREAK

11:00 – 11:15

BREAKOUT TWO

11:15 – 12:15PM

10. Karen Wong   **ROOM LTC 119**
Skyline College
wongk@smccd.edu

Assessing Student Service Programs

Student service programs are well- practiced in articulating and evaluating their goals, and then forging plans to move forward. As SLO coordinators, how can we help student services staff to shift their orientation from goals to outcomes, and to leverage the evaluations they are already conducting for outcomes assessment? Through analyzing models, at the end of this workshop you will be able to explain how to generate: (a) student service outcomes, (b) potential assessment strategies beyond student satisfaction surveys, and (c) results that illustrate thoughtful engagement with the assessment cycle.

11. Jarek Janio, Mary-Jo Apigo   **ROOM LTC 120**
Santa Ana College; West Los Angeles College
janio_jarek@sac.edu; apigomj@wlac.edu

Frequently Asked Questions about SLOs

The concept of Student Learning Outcomes (SLOs) has been contentious among faculty and administrators at community colleges ever since its inception. The purpose of this presentation is to showcase results of an original research project focused on better understanding of questions that faculty at community colleges are currently asking about SLOs. Faculty coordinators from throughout California and Hawaii have been surveyed in an attempt to create a comprehensive database with questions and answers about SLOs. Findings of this modified Delphi study aim to support faculty by providing answers to the most commonly asked questions about SLOs and inform discussions among educational leaders to address professional development needs on the topic.

12. Joseph Williams and Penny Shreve   **ROOM LTC 203**
Barstow Community College
jwilliams3@barstow.edu; pshreve@barstow.edu

Course SLO to Program Learning Outcome Mapping.

Presentation Description: A course to program learning outcomes map is a graphic that illustrates how courses in a program's curriculum contribute to the overall learning outcomes of that program (PLOs). It can visually indicate where specific learning takes place and at what level of engagement within the structure of the program.

13. Judy Zhu **ROOM LTC 204**
Defense Language Institute Foreign Language Center
jie.judy.zhu@dliflc.edu

Building a SLO Portfolio Together to Promote Learner Autonomy.

Effectively Engaging Students and Faculty in Meaningful SLO Assessment can greatly promote learner autonomy. This presentation will focus on how students and faculty can team up to build a personalized SLO portfolio through linguistic and non-linguistic data, which will not only enhance students and faculty understanding of students learning outcomes on a day to day basis, but also motivate students to be more autonomous and effective learners. Each participant will leave with a list of free useful online tools from both outside and inside Defense Language Institute Foreign Language Center.

14. Patricia Chow, Sheila MacDowell and Mark Pursley **ROOM LTC 216**
Los Angeles Mission College
chowpv@lamission.edu, MacDowSA@lamission.edu, purslemr@lamission.edu

Conducting Campus-wide Authentic Assessments of ILOs: Lessons Learned.

Join us as we share Los Angeles Mission College's five years of experience conducting authentic campus-wide assessments of three of our Institutional Learning Outcomes (Written Communication, Ethics & Values, and Information Competency). We will discuss the timeline, leadership, assessment planning and design phase, the actual conduct of the assessment, and the data analysis and sharing phases, pointing out pitfalls and lessons learned for each stage.

15. Jill Buettner, Scott Hubbard, and Briana McCarthy **ROOM BMC 107**
Los Medanos College
JBuettner@losmedanos.edu, SHubbard@losmedanos.edu,
bmccarthy@losmedanos.edu;

PIP-PIP-Hooray! How Teaching and Learning Assessment Led to PD Innovation at Los Medanos College.

At Los Medanos College, we have moved through the stages of denial and bargaining to ultimate acceptance of assessment. With increased completions of assessment reports, as well as attendance of assessment-focused workshops and coaching sessions, we have gained valuable insight into faculty understanding of learning outcomes and assessment. The Teaching and Learning Committee used these insights to pitch an intensive, cohort-based professional development program called the Pedagogy Innovation Project (PIP). We are in our pilot year and are excited to share how assessment shaped the development of our program, as well as some PIP activities.

16. Julia Wendt   **ROOM BMC 201**
Victor Valley Community College
julia.wendt@vvc.edu

[Using Alternative Interactive Assessments to Improve Student Learning in Canvas and Beyond](.)

How do we know our students are learning what we want them to know? Formative and interactive assessment techniques enable faculty to continuously monitor student learning, which improves both student learning outcomes and faculty teaching practices. This workshop will discuss formative assessment practices with an emphasis on digital tools, including those within, or compatible with, Canvas, which exist to support interactive assessment.

17. Nita Gopal, Modesto Junior College, Judith Bell, San Jose City College, Richard Crawford, East Los Angeles College and Matt Coombs, eLumen
gopaln@yosemite.edu; Judith.Bell@sjcc.edu, CRAWFORC@elac.edu, matt@elumenconnect.com

                                                                   ROOM BMC 206

[Putting SLOs to Work for your Faculty, your Campus and ultimately, your Students](#)

Faculty and administrators need value out of the SLO assessment. There are many variables that can get in the way of accurate and meaningful assessment data. eLumen would like to change the conversation entirely by directly connecting SLO statements and performance to workforce initiatives, to curriculum evolution initiatives like Guided Pathways and to learner records that help students stay engaged and lead them into careers. Come hear how ELAC, Modesto College and San Jose City College have changed the discussion with their faculty from "Why do we have to do assessment?' to "How can we can change our assessment culture and practices to get better demographic data, higher student engagement, better for co-remediation at scale, and lead our students to 4-year degrees or jobs."

18. Svetlana Davidek & Jing Zhou   **ROOM BMC 207**
     Defense Language Institute Foreign Language Centre
svetlana.a.davidek@dliflc.edu; jing.zhou@dliflc.edu

[Engaging Students in the SLO Cycle to Develop 4-Cs Literacy](#)

The literacy standard has changed from 3-Rs (writing, reading, and arithmetic) to 4-Cs (critical thinking, creativity, communication, and collaboration). In this transformative era of learning, courses should reflect 4-Cs in their SLOs. This presentation will suggest possible solutions to address this concern. The presentation will demonstrate how to engage students in the assessment process meaningfully by peer assessment. Finally, the presenters will share sample assessment tools utilized in the classroom.

LUNCH

12:15 – 1:15

GENERAL SESSION

PANEL DISCUSSION

LECTURE ROOM 103

1:15 – 2:15 PM

Mary-Jo Apigo, West Los Angeles College, Dean of Teaching and Learning

Natalie Nagthall, CCCCO, LA/OC Regional Guided Pathways Coordinator

Karen Wong, Institutional Effectiveness Coordinator, Skyline College

Eric Wada, ASCCC

Sudie Whalen, American Institutes for Research

Bill Moseley, Bakersfield College, Dean of Academic Technology

    Moderator: Jarek Janio, Santa Ana College, Outcomes Assessment Coordinator

BREAK

2:15 – 2:30 PM

BREAKOUT THREE

2:30 – 3:30PM

19. Cassie Leal **ROOM LTC 119**
Yuba College
cleal@yccd.edu

[The Journey to Building Service Area Outcomes at Yuba College: Creating a Meaningful Process.](#)

We will review what has gone into making Service Area Outcomes (SAOs) a meaningful process at Yuba College. Everything started three years ago with the development of a comprehensive SAO handbook and extensive training to educate service area leadership about SAOs. We will share the handbook, examples of tools we have developed to facilitate Closing-the-Loop discussions, Action Plan development, and how we hope to integrate service areas and instructional departments in the future. We still have a long way to go with outcome assessment at Yuba College but we are proud of the milestones we have accomplished.

20. Paul Burwick **ROOM LTC 120**
Shasta College
pburwick@shastacollege.edu

[Using the Outcomes Feature in Canvas](#)

Using data to drive our decisions as we evaluate and develop our online, hybrid and web enhanced courses may be one of the most important strategies we can employ. But, where do we get data that is clear and easy to interpret and utilize? Canvas offers a valuable instrument already integrated that, when used in conjunction with Rubrics, makes aligning outcomes to assignments and interpreting the data intuitive. This instruments is the Outcomes feature. In this workshop, we will discuss the value, configuration and use of Outcomes to align our assignments with the course SLO's and use the outcome data to tweak our courses for the future. We will demonstrate how to use the Outcomes feature to measure course level, institutional level and program area outcomes.

21. Sudie Whalen **ROOM LTC 203**
American Institutes for Research
swahlen@air.org

[Managing Change and Tough Personas in a Faculty Learning Community (FLC)](#)

There are significant areas that, when not addressed, can create barriers in a faculty learning community. This workshop will focus on the importance of team building, managing change, and dealing with tough personas in a collaborative environment. The workshop will provide tools and activities teams can use to improve collaboration.

22. Nita Gopal   **ROOM LTC 204**
Modesto Junior College
gopaln@yosemite.edu

Heart of the SLO Matter: Data? No, It's Alignment.

Would you like your SLO assessments to serve as a meaningful source of information?
If so, this breakout session might be the one for you. In this presentation, we'll explore
the potential of SLO assessments by designing learning units in which the alignment of
essential elements (such as outcome statements, assessments, learning activities and
instructional strategies) is predominant, thus creating a useful template that results in
meaningful measurement of SLOs.

23. Jessica Kaven and Allison Hughes   **ROOM LTC 216**
College: Cañada College
kavenj@smccd.edu; hughesa@smccd.edu

Teaching, Learning & Assessment (TLA) Coaches: Building Faculty Teams Around SLO
Assessment.

In response to a college-wide survey indicating SLOs were confusing and a waste of
time, the Faculty Assessment Coordinator (FAC) requested and received support for the
implementation of Teaching, Learning and Assessment (TLA) Coaches. The TLA
coaches, five faculty from each division, worked with the TLA core team (FAC,
Instructional Technologist, Dean of PRIE and the VPI) tasked with improving
assessment on campus. The first year consisted of seminar-like meetings centered
around research defining assessment and reviewing local and accreditation-based
policies, followed by proposed changes to the college's local assessment cycle. A 3-
year update will be provided.

24. Liz West and Steven Butler   **ROOM BMC 107**
Allan Hancock College
lwest@hancockcollege.edu

Moving to Meaningful Assessment.

In previous years, faculty and staff at our college expressed concerns about the
efficacy, difficulty, and validity of course level outcome assessment, pointing at noisy
data, overly complicated processes, and a general malaise around SLOs. As a result,
Allan Hancock College (AHC) created and piloted an assessment model based on
Program Learning Outcomes. Through a faculty led process, AHC developed an
assessment model that focuses on thoughtful planning, insightful measurement, and
data driven discussion. Come hear how the model created ownership among faculty
and led to reflective inquiry around program assessment.

25. Julia Wendt **ROOM BMC 201**
Victor Valley Community College
julia.wendt@vvc.edu

[Case Study: Faculty Collaboration and Creativity in Using Canvas for Assessment.](#)

The learning management system, Canvas, has powerful tools to facilitate the process of SLO assessment, though it can be overwhelming for campuses to transition to using these tools. The case study tells the story of how Victor Valley Community College engaged faculty stakeholders, campus committees like SLOAC and the IPRC, and the campus leadership to have conversations on how to best use Canvas tools for Assessment. Part story, part workshop, this session will give a brief narrative of our journey and show some of the ways our faculty creatively came together to begin using Canvas for assessment.

26. Denise Kruizenga-Muro and Jude Whitton **ROOM BMC 206**
Riverside City College
Denise.Kruizenga-Muro@rcc.edu; judemwhitton@gmail.com

[Become a GE Assessment Superhero!](#)

Does your campus need to be rescued from its tired, boring GE SLO assessment process? Become an assessment superhero so you can swoop in and save the day! This hands-on and interactive workshop will teach you how to guide your colleagues safely through the outcome norming process and then assess various artifacts from across disciplines. Participants are encouraged to bring assignments and student artifacts from their own colleges to this workshop. Super villains not allowed.

27. Robert Pacheco **ROOM BMC 207**
Monterey Peninsula College
rpacheco@mpc.edu

[Teacher-student Interactions and Learning; Applying the Research](#)

Learning outcomes research reveals that the success students demonstrate is influenced by whatever classroom expectations instructors have for their students. That is, how students are perceived and treated, perhaps even subconsciously, sets how they are expected to achieve. If an instructor perceives a student to be a high achiever, and asks higher-level questions, then that student tends to achieve at a higher level. Unfortunately, the converse holds true. What are the recognized classroom instructor behaviors associated with improved learning? Participants will be introduced to the positive teacher behaviors, recognize them (or their absence) in video observations, and use tools to foster faculty growth in this important area.

28. Robert Savukinas and Erin O'Reilly   **ROOM LC 103**
Defense Language Institute Foreign Language Center
robert.savukinas@dliflc.edu; erin.oreilly@dliflc.edu

Integrating Student Retention Initiatives: An Institutional Approach

Timely and focused interventions for at-risk students impact retention. This presentation offers a unique look at a comprehensive model used by the Defense Language Institute Foreign Language Center to link outcomes and intervention. Based on cohort enrollments, the process includes the systematic integration of assessment outcomes, survey feedback, student focus groups, student support systems and staggered in-depth reviews. With emphasis placed on stakeholder involvement to identify at-risk students, resources can be directed towards timely and targeted retention intervention strategies. Presenters conclude with methods for adapting initiatives to different contexts.

END OF DAY ONE

3:30PM

DAY TWO

SATURDAY, FEBRUARY 8, 2020
ALL SATURDAY WORKSHOPS ARE TAKING PLACE IN STUDENT CENTER

CONTINENTAL BREAKFAST
7:30 – 8:15 AM

WELCOME AND INTRODUCTIONS
8:00 – 8:15

WORKSHOP ONE
8:15 – 9:30

JAREK JANIO, SANTA ANA COLLEGE

SLOs: WHERE DO THEY COME FROM AND WHERE ARE THEY TAKING US?
OPEN FORUM DISCUSSION ABOUT SLOs

BREAK
9:30 – 9:45

WORKSHOP TWO
9:45 – 11:00

SUDIE WHALEN, AMERICAN INSTITUTES FOR RESEARCH

BUILDING FACULTY LEARNING COMMUNITIES TO SUPPORT SLO
COORDINATORS, FACULTY, RESEARCH AND STUDENTS

BREAK
11:00 – 11:15

EVALUATION AND NEXT STEPS

11:15 – 12 NOON
NITAL GOPAL, MODESTO JUNIOR COLLEGE AND KAREN WONG, SKYLINE
COLLEGE

THANK YOU FOR ATTENDING THE 7TH ANNUAL SLO SYMPOSIUM!

SEE YOU NEXT YEAR AT WEST LOS ANGELES COLLEGE
DATES: JANUARY 29 – 30, 2021

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