

In Partnership with the Academic Senate for California Community Colleges

4TH ANNUAL STUDENT LEARNING OUTCOMES SYMPOSIUM

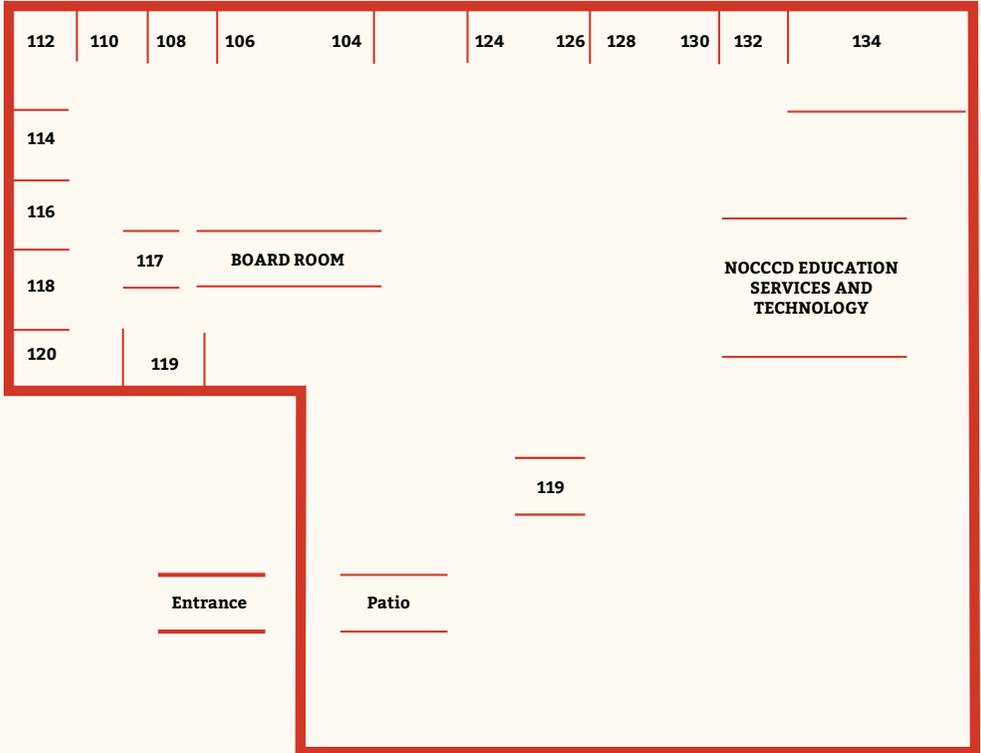
FEBRUARY 3, 2017

**NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
ANAHEIM, CALIFORNIA**

SCE ANAHEIM CAMPUS

First floor

ROMNEYA DRIVE



7:30 a.m. to 8:00 a.m. Continental Breakfast

8:00 a.m. to 8:15 a.m. Welcome and Introductions

Board Room

8:15 a.m. to 9:30 a.m.

Keynote: Telling Our Stories: Narratives of Student Learning

Natasha Jankowski, National Institute for Learning Outcomes Assessment (NILOA)

The keynote will address the need for effectively communicating our assessment efforts in a rapidly changing and expanding credentialing environment. The speaker will discuss the need to enable our students to share their learning stories while also telling our own, and campuses will be invited to share their stories through the Excellence in Assessment designation process.

9:30 a.m. to 9:45 a.m. Break

BREAKOUT SESSION ONE

9:45 a.m. to 10:45 a.m.

Finding/Creating Meaning in SLO Assessment

Room 106

Randy Beach, ASCCC South Representative, Southwestern College

Making assessment meaningful and relevant for faculty is often a challenge, yet even reluctant faculty are willing to give SLO assessment a chance when processes are simple and lead to useful results.

This session will focus on important considerations for making SLO assessment more meaningful for faculty as they attempt to close the loop on outcomes assessment and create action plans based on assessment data.

The Role of SLOs in Students' Autonomous Learning

Room 108

Lisa Marchand, Cosumnes River College

SLOs do not only scaffold course content and instruction; they can help students to become more autonomous learners as well. In this practice-based session, the presenter will demonstrate specific activities and share materials she has used to focus students' attention on the relationship between course SLOs and course requirements. Participants will collaborate to envision discipline-specific ideas for acquainting students with course SLOs and their responsibility to achieve them.

Visual Cohort Analysis

Room 110

Vincent Nunez, Santa Ana College

This session will demonstrate relevant data visualization techniques with UC Davis's "Ribbon Tool" in support of learning outcome trend investigation. The presenter will share his tried and tested workflow and how-to advice with sample data from the major departments in a continuing education division. An online "ribbon support" tool authored by the presenter will be made available to participants.

Culture Shifting: A Reflection of making SLOs Actionable

Room 611

Aeron Zentner, Coastline College

The mindset of SLOs has morphed over the past decade from an administrative mandate riddled with differing perspectives in meaning into a seamless process for continuous instructional and operational improvement. This presentation will reflect on the pivotal points by which institutions have been able to shift towards team-driven utilization of SLOs to increase student achievement and institutional effectiveness.

Focusing on Student Learning through Faculty Learning Communities

Room 117

Mariann Fedele-McLeod, American Institute for Research

Cherise Moore, American Institute for Research

Faculty learning communities (FLCs) are a comprehensive, in-service professional learning process that supports institutions of higher learning to improve student academic achievement and be more accountable by impacting teaching and learning. An FLC is made up of “collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all” (DuFour, DuFour, Eaker, & Many, 2010, p. 3). This presentation will provide detail of the key processes involved with FLC implementation and engage participants in the use of a protocol for analyzing evidence of student learning from common formative assessments.

Connecting What's Possible

Room 119

Matt Coombs, eLumen

In an environment of increased continuous improvement expectations, student success accountability, and transparent data need, institutions can no longer afford to have disconnected student learning outcome, program review, curriculum management, data analytics and student engagement systems. Join us to view the integrated and comprehensive eLumen experience that completely aligns curricular changes to SLO assessment, program review, and student engagement so that changes in one not only update and auto-fill the other but are reflected in visual, real time reports including student facing badges, ePortfolios, skills transcripts, and education plans. eLumen delivers a comprehensive solution that assists faculty, co-curricular leaders, and administrators in performing mandated tasks more efficiently and makes them meaningful, transparent, and effective.

Program Review

Room 118

Scott Johnson, Nuventive

Join us for a discussion and demonstration of the Nuventive Performance Suite with specific pre-built KPI's tailored for Program Review in California. This solution delivers easy access to the information you need directly with program review. The information that your program review teams use to analyze and act-on data and request resources can be provided all in one place and tied directly to program review questions at the unit level, making it accessible, consistent, and up-to-date. Integrated information can be from the Chancellor's Office such as MIS File Student Success Metrics, Course Comple-

tion Rates, Student Success and Support Program (SSSP), Student Equity reports, degrees, or transfers as well as information derived from your Student Information System (SIS) and presented in Argos, Tableau, Cognos, Business Objects, or some other reporting tool. We will also demonstrate how you can disaggregate SLOs by demographics collected from the SIS and then present the visual data in actionable dashboards.

10:45 a.m. to 11:00 a.m. Break

BREAKOUT SESSION TWO

11:00 a.m. to 12:00 p.m.

Panel Discussion: Engaging Faculty in Institutional Assessment

Room 106

Kelly Burke, College of the Canyons

Rebecca Eikey, College of the Canyons

Andy McCutcheon, College of the Canyons

Cindy Stephens, College of the Canyons

Paul Wickline, College of the Canyons

This panel discussion includes current and former SLO coordinators from College of the Canyons who developed a series of Institutional Days of Assessment to engage faculty and change the culture around assessment to make it more authentic and effective. Through this work, their institution was able to develop new Institutional Learning Outcomes based on the AAC&U's LEAP Outcomes, introduce the use of ePortfolios for assessment, improve the development of authentic and meaningful assessment, and collaboratively create rubrics for the institutional learning outcomes assessment.

Navigating the Rough Waters of Program SLOs – ARRGGGH!

Room 118

Kelly Holt, Orange Coast College

Georgie Monahan, Orange Coast College

Gabrielle Stanco, Orange Coast College

Join for us a discussion with the team from Orange Coast College who will demonstrate their model for using the Nuventive Perform solution to manage its student equity planning effort. Using this solution, OCC will be able to generate reports from various sources to assist faculty and staff in identifying disproportionately impacted groups needing assistance. They will then collect suggestions for projects, kick off the project application process, and manage them through the Nuventive solution. The Nuventive team will also give a brief demonstration of the Nuventive Perform solution with specific pre-built KPI's tailored for Program Review in California. We will also touch on how you can disaggregate SLO assessment data by demographics collected from the SIS and then present the visual data in actionable dashboards.

Designing Program Review around SLO Assessment

Room 110

James Todd, Modesto Junior College

Matt Coombs, eLumen

Many colleges struggle to rethink program review in an age of disaggregated SLOs and to meaningfully utilize SLOs in terms of resource allocation, continuous improvement, and evaluation of programs. Employed effectively, assessment can help to make program review even more meaningful. Join this session for a presentation on one college's attempt to build a new program review, and a vibrant conversation about the process.

Gathering and Using Disaggregated SLO Data

Room 116

Katryn Wiese, City College of San Francisco

City College of San Francisco faculty have been gathering SLO data for each student each semester since Spring 2015 via CurricUNET's assessment module. The module enhancements necessary to meet the ACCJC standard were developed during Spring 2015. Once SLO data is reported, CCSF's Office of Research connects the data to student and course demographics. The college then uses the ARGOS reporting tool to view and analyze SLO data by characteristics such as gender, class meeting times, ethnicity, and age. Success in this effort has required collaboration among faculty in the classroom, faculty leaders, and the Office of Research. Evaluation of disaggregated SLO data, alongside course completion data, happens at the course, department, general education, and institutional level and informs improvements at all levels of the college from the classroom to Curriculum Committee processes to college-wide initiatives.

The Evasive SLO Process: Engaging Faculty in a Sustainable System

Room 117

Amanda Ryan Romo, East Los Angeles College

Literature regarding the SLO process talks a great deal about engaging the faculty body, but practical advice for how to do so is hard to find. East Los Angeles College took a dramatic step in engaging the faculty in this work. A key aspect was formalized training. In this presentation, attendees will learn the steps taken and the concepts covered in this formalized approach.

Focusing on Student Learning through Faculty Learning Communities

Room 132

Mariann Fedele-McLeod and Cherise Moore, American Institute for Research

Faculty learning communities (FLCs) are a comprehensive, in-service professional learning process that supports institutions of higher learning to improve student academic achievement and be more accountable by impacting teaching and learning. An FLC is made up of “collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all” (DuFour, DuFour, Eaker, & Many, 2010, p. 3). This presentation will provide detail of the key processes involved with FLC implementation and engage participants in use of a protocol for analyzing evidence of student learning from common formative assessments.

Outcomes, Outcomes, and More Outcomes: Streamlining the Assessment Process

Room 611

Melissa Helvey, Taskstream

Join us for an interactive discussion on how to streamline the outcomes evaluation and management process at your college. Learn how easy it can be to evaluate outcomes, disaggregate your data, and gain a clearer picture of student learning on campus. In addition, we will demonstrate how Taskstream helps manage the assessment process across a campus and enables institutions to spend more time focusing on results and making improvements.

Institutional Effectiveness Partnership Initiative (IEPI)

Room 108

Theresa Tena, California Community Colleges Chancellor's Office

Karen Wong, Skyline College

This breakout will showcase the new approach to increasing community college effectiveness through the Institutional Effectiveness Partnership Initiative (IEPI). Attendees will learn about the “colleagues helping colleagues” Partnership Resource Team approach and how to access IEPI training opportunities available to help colleges more effectively serve students. Attendees will also hear from a PRT member who served on a team with an SLO focus.

12:00 p.m. 12:45 p.m. Lunch

Room 102, 105/107, 611

GENERAL SESSION

12:45 p.m. to 1:45 p.m.

SLO Issues and Answers Panel Discussion

Room 105/107, Board Room

Jarek Janio, Moderator

Kelly Cooper, West Hills CCD

Natasha Jankowski, NILOA

Lisa Marchand, Cosumnes River College

James Todd, Modesto Junior College

This panel discussion will focus on frequently asked questions and issues regarding SLOs and their implementation on local campuses,

such as how to ensure faculty engagement, how to make assessment consequential, identifying best practices for closing of the assessment loop, and disaggregation of SLO assessment data to help guide course instruction and program improvement. Panelists will also answer questions from the audience.

1:45 p.m. to 2:00 p.m. Break

BREAKOUT SESSION THREE

2:00 p.m. to 3:00 p.m.

Moving from Compliance to a Culture of Inquiry: SLO Implementation in California Community Colleges

Room 108

Mary-Jo Apigo, West Los Angeles College

SLO assessment is at the forefront of community college accreditation standards. While community college faculty are content experts, instructors are also required to assess SLOs; however, many lack adequate training to meaningfully complete the SLO assessment cycle. This session describes a mixed method study that explores SLO assessment practices and professional development that support faculty in completing assessment. The research includes quantitative and qualitative data on SLO implementation and challenges identified by SLO Coordinators, local academic senate presidents, and Chief Instructional Officers across the California Community College System.

Formative, Quick Assessments

Room 119

Kelly Cooper, West Hills Community College District

Formative, quick assessments are checkpoints, frequently done, that provide ongoing and clear feedback to students and instructors, inform instruction, and reflect subsets of essential and enduring knowledge. Online, they also serve as regular and effective contact. This session demonstrates and offers multiple examples of such assessments for specific disciplines and across multiple disciplines. Formative, quick assessments connect to course level SLOs or outcomes at the program (PSLOs), general education (GESLOs), or institutional levels (ISLOs). Online, regular and effective contact with discussion forums, projects, and Learning Management System (LMS) apps becomes a creative endeavor that engages students, informs faculty, and offers data relevant for program review and outcomes mapping. In person, formative, quick assessments allow students to demonstrate their mastery and participate in student self- and peer-assessment.

Telling Our Stories: Narratives of Student Learning

Room 110

Natasha Jankowski

This presentation provides an overview of assignment design conversations and curriculum mapping processes along with the sharing of resources to undertake the work on a variety of campuses. The role of intentionally designed, coherent, and scaffolded assignments in assessment will be explored based on what has been learned from NILOA assignment design workshops, or charrettes, occurring throughout the U.S. Implications for curriculum mapping and identifying where best to capture and measure learning will be explored as part of a larger effort to foster inclusive learning systems.

Assessment-based Planning: A Systems Approach

Room 611

Edward Pai, Los Angeles Harbor College

The need to integrate assessment and planning processes has been increasingly recognized in community colleges since the adoption of program review, student learning outcomes, and student achievement regulations in education. While these processes have their own body of literature describing the approaches applicable to each process, little exists that describes how to integrate them. In this presentation, the presenter will address the integration issue by applying “general systems theory.” This approach will lead to a proposed model that organizes and manages the college’s assessment and planning processes in a single system.

Increasing Faculty Engagement in Program Learning Outcomes Assessment

Room 116

Wendy McEwen, Riverside City College (RCC)

During this interactive session, participants will learn about the faculty-driven approach used by Riverside City College to foster a culture of ongoing and sustainable program assessment. Faculty representing multiple divisions at the college will share their experience in forming a team to address key strategic issues related to program learning outcomes assessment. Participants will learn about the collaborative planning process used to develop S.M.A.R.T goals related to best practices, hearts and minds, and communication. RCC will provide handouts and guide attendees through activities from environmental scanning to SWOT analysis, that can be easily replicated at their own institutions. Finally, the RCC team will provide an update on their progress towards achieving their program assessment goals.

The Power and Potential of Disaggregating SLO Assessment Data

Room 132

Jared Lessard, Irvine Valley College

As part of the Institutional Effectiveness Partnership Initiative's data disaggregation project, Irvine Valley College will provide step-by-step details to collect and disaggregate SLOs using TracDat. Additionally, attendees will learn about the valuable insights derived from the results. Join us and participate in a dialogue regarding SLO disaggregation, identify ways to implement a similar process at your institution, and share your questions and ideas for how disaggregation can take SLO assessment to the next level.

Connecting What's Possible

Room 106

Matt Coombs, eLumen

In an environment of increased continuous improvement expectations, student success accountability and transparent data need, institutions can no longer afford to have disconnected student learning outcome, program review, curriculum management, data analytics and student engagement systems. Join us to view the integrated and comprehensive eLumen experience that completely aligns curricular changes to SLO assessment, program review, and student engagement so that changes in one not only update and auto-fill the other but are reflected in visual, real time reports including student facing badges, ePortfolios, skills transcripts and education plans. eLumen delivers a comprehensive solution that assists faculty, co-curricular leaders and administrators in performing mandated tasks more efficiently and makes them meaningful, transparent and effective.

Program Review

Room 118

Scott Johnson, Nuventive

Join us for a discussion and demonstration of the Nuventive Performance Suite with specific pre-built KPI's tailored for Program Review in California. This solution delivers easy access to the information you need directly with program review. The information that your program review teams use to analyze and act-on data and request resources can be provided all in one place and tied directly to program review questions at the unit level making it accessible, consistent and up-to-date. Integrated information can be from the Chancellor's Office such as MIS File Student Success Metrics, Course Completion Rates, Student Success and Support Program (SSSP), Student Equity reports, degrees, or transfers as well as information derived from your Student Information Systems and presented in Argos, Tableau, Cognos, Business Objects, or some other reporting tool. We will also demonstrate how you can disaggregate SLOs by demographics collected from the SIS and then present the visual data in actionable dashboards.

Preparing for Self-Study, Capturing Course Assessment, and Evaluating Programs

Room 117

Angela Burk-Herrick, Chaffey College

Melissa Helvey, Taskstream

In this session, Chaffey College will share how they prepared for their ACCJC self-study by centralizing their assessment process and reporting efforts through Taskstream. Learn how they approached academ-

ic and non-academic program assessment across their campus and how they engaged their community in the process. In addition, learn where they plan to expand their efforts for the future.

3:00 p.m. to 3:15 p.m. Evaluation

BIOS



Natasha Jankowski, Director and Research Assistant Professor with the Department of Education Policy, Organization and Leadership at the University of Illinois Urbana-Champaign, has presented at numerous national conferences and institutional events, and written various reports for National Institute for Learning Outcomes Assessment (NILOA). Her main research interests include assessment and evaluation, organizational evidence use, and evidence-based storytelling. She holds a PhD in Higher Education from the University of Illinois, an M.A. in Higher Education Administration from Kent State University, and a B.A. in philosophy from Illinois State University. She previously worked for GEAR UP Learning Centers at Western Michigan University and worked with the Office of Community College Research and Leadership studying community colleges and public policy.

PRESENTERS

Beach, Randy, ASCCC South Representative, Southwestern College

Burke, Kelly, College of the Canyons

Burk-Herrick, Angela Chaffey College

Cooper, Kelly, West Hills CCD

Eikey, Rebecca, College of the Canyons

Fedele-McLeod, Marianne, American Institute for Research

Helvey, Melissa, Taskstream

Holt, Kelly, Orange Coast College

Janio, Jarek, Moderator

Johnson, Scott, Nuventive

Karen Wong, Skyline College

Lisa Marchand, Cosumnes River College

Marchand, Lisa, Cosumnes River College

Mary-Jo Apigo, West Los Angeles College

Pai, Edward, Los Angeles Harbor College

McEwen, Wendy, Riverside City College (RCC)

Lessard, Jared, Irvine Valley College

Coombs, Matt, eLumen

Johnson, Scott, Nuventive

McCutcheon, Andy, College of the Canyons

Monahan, Georgie, Orange Coast College

Moore, Cherise, American Institute for Research

Nunez, Vincent, Santa Ana College

Ryan Romo, Amanda, East Los Angeles College

Stanco, Gabrielle, Orange Coast College

Stephens, Cindy, College of the Canyons

Theresa Tena, Vice Chancellor, Chancellor's Office

Todd, James, Modesto Junior College

Wickline, Paul, College of the Canyon

Wiese, Katryn, City College of San Francisco

Zentner, Aeron, Coastline College

SPONSORS



Connecting What's Possible



uventive



IEPI

INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE



AIR[®]

AMERICAN INSTITUTES FOR RESEARCH[®]

