

**4<sup>th</sup> Annual SLO Symposium**  
**North Orange County Community College District**  
**Anaheim, California**  
**Friday, February 3, 2017**

**Agenda**

7:30 – 8:00 Continental breakfast

8:00 – 8:15 Welcome and introductions

**8:15 – 9:30 KEYNOTE: Natasha Jankowski, NILOA**



**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 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.

9:30 – 9:45 BREAK

- **Randy Beach - Southwestern**
  - **Finding/Creating Meaning in SLO Assessment**

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 focuses 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.

- **Lisa Marchand - Cosumnes River College, Sacramento, CA**
  - **The Role of SLOs in Students' Autonomous Learning**

Student Learning Outcomes 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 additional, discipline-specific, ideas for acquainting students with course SLOs and their responsibility to achieve them.

- **Vincent Nunez – Santa Ana College**
  - **Visual Cohort Analysis**

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 our continuing education division. An online "ribbon support" tool authored by the presenter will be made available to participants.

- **Aeron Zentner – Coastline Community College**
  - **Culture Shifting: A Reflection of making SLOs Actionable**

The mindset of SLOs has morphed over the past decade from an administrative mandate riddled various perspective in meaning into a seamless process for continuous instructional and operational improvement. The 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.

- **American Institute for Research – Mariann Fedele-McLeod and Cherise Moore**
  - **Focusing on Student Learning through Faculty Learning Communities**

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.

- **eLumen – Matt Coombs**
  - **Connecting What's Possible**

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. Come 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.

- **Nuventive – Scott Johnson**

Join for us 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, act-on and request resource, can be provided all in one place, 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, SSSP, Student Equity reports, Degrees, or Transfers as well as information derived from your SIS and presented in Argos, Tableau, Cognos, Business Objects, or some other reporting tool. We will also demonstrate how you can disaggregate Student Learning Outcomes (SLOs) by demographics collected from the SIS and then present the visual data in actionable dashboards.

10:45 – 11:00 BREAK

11:00 – 12 noon Breakout Session # 2

- **Rebecca Eikey – College of the Canyons**
  - **Engaging Faculty in Institutional Assessment - A Panel Discussion**

Authentic & effective institutional assessment – how can this work be done? This is a panel discussion with current and former SLO coordinators who developed a series of Institutional Days of Assessment to engage faculty and change the culture around assessment. Through this work, we were 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 ILO assessment.

- **Gabrielle Stanco, Kelly Holt, Georgie Monahan**
  - **Navigating the Rough Waters of PSLOs – ARRGGGH!**

Come join us for a discussion about the challenges of PSLO assessment. Conversation topics include: distinguishing achievement and learning outcomes, encouraging authentic assessment in survey courses, aligning CSLO and PSLO assessment (i.e., the meaningfulness of mapping), and many more. This will be an interactive session, so bring your thoughts, questions, and ideas! We are looking for best practices, potential solutions, and places for further research and discussion.

- **James Todd – Modesto Junior College**
- **Matt Combs, C.O.O. of eLumen**
  - **Designing Program Review around SLO Assessment**

How can colleges rethink Program Review in an age of disaggregated SLOs? How are SLOs meaningfully utilized in terms of resource allocation, continuous improvement, and evaluation of programs? How can assessment 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.

- **Katryn Wiese - City College of San Francisco**
  - **Gathering and Using Disaggregated SLO Data**

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 are reported, CCSF's Office of Research connects the data to student and course demographics. We then use 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.

- **Amanda Ryan Romo - East Los Angeles College**
  - **The Evasive SLO Process: Engaging Faculty in a Sustainable System**

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

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“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.

- **Task Stream**
- **Institutional Effectiveness Partnership Initiative (IEPI)**

12 – 12:45 Lunch

12:45 – 1:45 General Session – Panel Discussion

- **James Todd**
- **Kelly Cooper**
- **Lisa Marchand**
- **Natasha Jankowski**
  - **Moderator: Jarek Janio**

1:45 – 2:00 BREAK

2:00 – 3:00 Breakout Session # 3

- **Mary-Jo Apigo - West Los Angeles College**
  - **Moving from Compliance to a Culture of Inquiry: SLO Implementation in CA Community Colleges**

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, Academic Senate Presidents, and Chief Instructional Officers across the CA community college system.

- **Kelly Cooper - West Hills Community College District**
  - **Formative, Quick Assessments**

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. Formative, Quick Assessments correlate with objectives and/or outcomes. Online, they also serve as regular and effective contact. This session demonstrates and offers multiple examples of Formative, Quick Assessments for specific 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.

- **Natasha Jankowski**
  - **NILOA**
  
- **Edward Pai – Los Angeles Harbor College**
  - **Assessment-based Planning: A Systems Approach**

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 these processes. In this presentation, we aim to address the integration issue by applying “general systems theory.” Using this approach, we propose a model that organizes and manages the college’s assessment and planning processes in a single system.

- **Wendy McEwen – Riverside City College**
  - **Increasing Faculty Engagement in Program Learning Outcomes Assessment**

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.

- **Lisa Wang - Irvine Valley College**
  - **The Power and Potential of Disaggregating SLO Assessment Data**

Learn how to disaggregate SLOs using TracDat. 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, learn about the valuable insights derived from the results. Come 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.

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- **TaskStream**

3:00 – 3:15 EVALUATION

**Logistics:**

**Friday, February 3, 2017**

**North Orange County Community College District**

**1830 W. Romneya Dr., Anaheim, CA 92801**

**8:00am – 3:30pm**

**Breakfast and lunch provided**

**Free parking, please make sure to park head in**