### Keynote: “Telling our stories: Narratives of Student Learning” ~ Natasha Jankowski, *National Institute of Learning Outcome Assessment (NILOA)*

NILOA was founded in 2008. It’s mission: discover & disseminate effective use of assessment data to strengthen undergraduate education and support institutions in assessment efforts.

Communication issue with learning outcomes: we aren’t doing a good job letting faculty understand what we’re assessing and why.

* Assessment is a question of epistemology and ontology, not just data.

NILOA has developed a transparency framework that allows people to see:

* Where are people talking about assessment and what are they saying?
	+ How can we talk about the work that we’re doing?
	+ Other colleges need to see what we’re doing so that work can be shared
* Internal and external communication/transparency
* Transparency = awareness of learning outcome statements
	+ Students don’t know what they should be learning
	+ Faculty complain most about reporting forms for assessment--maybe we should listen to faculty complains and see if any of their complaints are actionable
	+ The value of purpose of engaging in assessment isn’t clear to faculty or students
	+ What is the role of the student in assessment??
		- We should be doing assessment **with** them, not on them
* Link to transparency framework <http://www.learningoutcomesassessment.org/TransparencyFramework.htm>

Equity & Assessment

* We mandate exact ways of meeting an outcome, but if students can meet that outcome in other ways than the mandated way, we shouldn’t discount their method--they can still meet the outcome!
* We often solve problem without talking to the student about it. If we are truly about learning, we should be learning from student perspectives.
	+ How can students learn in an environment where people have already made biased assumptions about their abilities?
	+ Need to talk to our students and figure out what is driving their behaviors.
	+ Many don’t realize they are being assessed. They report they would have performed better or taken the assessment more seriously had they know what was happening and what the stakes were.
* Assessment cannot be about improving student learning if we don’t listen to our students
	+ We can’t make causal statement about learning
	+ We need to consider our theory of change
		- “Change moves at the speed of trust”--we cannot be change agents without first building trust
		- Theory of change is a process of outlining causal pathways
		- We must articulate any underlying assumptions that can be tested and measured
		- It provides a roadmap for getting from A to B
		- We need to have root cause conversations: why aren’t students learning or meeting the outcome?
			* Root causes = not only exploring what happened but why it happened
			* Moves beyond surface-level problem identification and examines underlying assumptions
* Resource: *Equity and Assessment: Moving Towards Culturally Responsive Assessment* [*http://learningoutcomesassessment.org/documents/OccasionalPaper29.pdf*](http://learningoutcomesassessment.org/documents/OccasionalPaper29.pdf)

What does good assessment look like?

* NILOA has an assessment rubric that we could use.
* Book: *Using Evidence of Student Learning to Improve Higher Education*

Add’l notes/comments/ideas **(Di)**

* Good examples - Kansas State, Capella
* Have developed **Root cause** conversation - “why are students not learning/meeting SLO’s”
* Need to ensure that STUDENTS know the SLO’s - speaker discussed that had airplane conversations with college graduates, asked “what did you learn in college?” - they stated nothing… CONTENT VS ENGAGEMENT
	+ Value and purpose of engagement not properly explained
	+ **Asking students what activities would you do meet this SLO**
* What does good assessment look like? - “Why do we think that what we are doing, for these students, will lead to enhanced learning, at this time?”

### Breakout Session 1

**Finding/Creating Meaning in SLO Assessment (Faith)** ~ Randy Beach, Southwestern College

*A thought: all of the Assessment chairs at this symposium are called SLO Coordinators: why don’t we call Di & Kate SLO Coordinators? Why is our committee called Assessment and not the SLO committee or the Learning Outcome committee?*

A basic tenet of SLO assessment: In order to have meaningful dialogue about SLOs, we must first write meaningful SLOs.

* Many roadblocks keep assessment from being meaningful and relevant for faculty.
* We need to create a culture where we do not complete SLO assessment for compliance, but do it as part of an institutional strategy to improve student learning an elevate student success.

Every assessment matters.

* A lot of the work on creating meaningful SLO assessment is individual--sitting down with faculty individually and converting them one by one.
	+ We should show them how SLO assessment already connects to what they are doing.
		- Most of them are assessing SLOs in each assignment: one idea is simply to write SLO being assessed at the top of the assignment so it’s clear to students (and to the faculty assessing that SLO!).
		- One good incentive is for SLOs to be tied to resource allocation *(note: I believe we already do this at BC through Program Review)*
	+ It is impossible to have a student voice in planning decisions until you input outcome data.

To make SLO assessment meaningful…

1. Write meaningful SLOS
	1. Clearly differentiate between SLOs and objectives.
		1. Objective = “Instructor will teach…”
		2. Outcome = “Student will do…”
	2. Objectives are not measureable, as the objective drives the outcome.
		1. An objective is a future activity while the outcome is a present, measurable action.
	3. There needs to be **clear and consistent communication re: definitions of objectives and outcomes across campus**. Language is important.
		1. The first thing that should be done when creating a new course is to create the SLOs, then the objectives, then the course outline.
		2. **It might be helpful to create an SLO rubric for faculty**.
2. Understand what assessment is
	1. Course level assessment: Outcomes for Gen Ed courses are the best tool for helping students understand why that course is meaningful to them
	2. Program level assessment: The courses in the program are aligned to support student proficiency in the skills/abilities faculty desire in students.
	3. Results are used to create meaningful dialogue between student and instructor about how instruction and student services can increase student success.
		1. **Results and actions must be documented and reviewed to be useful outside of that interaction**.
		2. SLO assessment should be as essential as giving students syllabi. SLO assessment is a research tool for faculty!!
3. Create authentic assessments
	1. An authentic assessment asks students to **generate** ideas and products, rather than choose a reponse to demonstrate what they know/can do
		1. No forced-choice methods (multiple choice, true/false, etc.)
	2. Summative assessment is more helpful than formative assessment
	3. Assessments must allow students to give concrete examples of performance.
	4. One idea is to ask students how they think they’ll reach the outcomes for the class.

**Focusing on Student Learning through Faculty Learning Communities (Mindy)** ~ 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.”

This workshop was focused at assessment at the classroom level. Faculty with similar subject matter decides upon common formative assessments, a rubric for evaluation, and a proficiency rate. Once assessment is completed, data is shared amongst the team, analyzed, and best practices are discussed.

*Note: Local K-12 has been participating in this practice for years.*

**Connecting What’s Possible (Di)** ~ Matt Coombs, eLumen

Basically this was a demonstration about what eLumen can do. It was good to see though a few big things:

* How to Canvas and eLumen are working together to align (hopefully to decrease duplication of work by faculty)
* SLO Assessment plans can be input into eLumen, then would automatically notify faculty of SLO assessment due
* Can be as specific or basic as you want (can have a set assessment rubric, but if faculty want they can use their own)
* They have an additional piece called Student Engagement, that will show a “transcript” with SLO’s met by the student and how they met them

\*There was not really enough time to go over very much during this 1 hour session. It left me with a LOT of questions and little overwhelmed about the process of setting up, educating faculty here. BUT it can do a lot! So really need to invest the time NOW to get everyone onboard!

**The Evasive SLO Process: Engaging Faculty in a Sustainable System (Ronnie)** ~ Amanda Ryan-Romo, East Los Angeles College (former SLO Coordinator)

How did they get the cooperation of faculty?

Stipends

Inservice

Flex day activities

The first step East LA College took was to hire a permanent Learning Assessment Coordinator

This provided consistency with the process and training

The second step was to identify, train, and pay faculty members to be a department SLO facilitator.

To make this happen - need the support of the college president, senate president, chair of chairs, and union president.

The training for SLO facilitators started in the summer - just before flex week.

The training was a total of 30 hours:

20 hours of face-to-face instruction

10 hours of work to demonstrate proficiency

The SLO facilitators were paid $500 for the training.

The SLO facilitators did work during the semester - $750/semester

 ACCJC Basic Training was complete

 Attend the learning assessment committee meetings

 Develop SLO plan and timeline for meeting proficiency

 Ensure data and reports are entered into tracking system

 Provide data to department chair on faculty participation (this was removed after 1st semester)

 Document meetings held for discussion of SLO results

Initial training started with looking at history of assessment of student learning

 John Dewey / Edward Thorndike

 Discussed SLO’s and neuro education

 Old Bloom’s taxonomy vs New Bloom’s

East LA also had 3 campus facilitators - each had 0.4 of release time that came out of department budget

The college made the commitment to keep the training and pay to get through their accreditation and use until they were proficient on elumen

Faculty training was done as sessions during flex week. Departments also did training during department meetings with their SLO facilitator.

The faculty focused on course learning outcomes

Department chairs did program learning outcomes

They trained faculty and chairs to writing outcomes, mapping to PL0’s and ILO’s

Training included best practices - do what works for your department and program

Nursing example - multiple choice tests

SLO’s need to be written for the students

The SLO facilitators work the first semester:

 Review SLO’s and helping improve the quality

 ID gaps in the department

 Help faculty understand the SLO process

East LA College decided to assess all courses/all sections 2 times in a 3 year period

Perkins money - CTE was used to pay faculty to do assessment

### Breakout Session 2

**Panel Discussion: Engaging Faculty in Institutional Assessment (Mindy, Di)** ~ Kelly Burke, Rebecca Eikey, and Cindy Stephens, College of the Canyons

This panel discussion detailed the journey that College of the Canyons has taken to develop their outcomes. They have only recently developed their Institutional Learning Outcomes which based on AAC&U’s LEAP Outcomes.<https://www.aacu.org/leap/essential-learning-outcomes>

* There is much chatter about assessing soft skills in the future.
* Get students involved in the process. Ask them what it is they expect to see and/or do before leaving the institution.
* eLumen has an ePortfolio platform
* Many colleges are changing outcomes into “Core Competencies”

*Note: While we are much further long in the process, COC values the leads more: the leads are assigned 1.0 (50-50).*

* Market your SLO’s - ensure students aware of them, tie all objectives and activities to SLO’s.
* College committed to spending a LOT of funds on “Assessment days” - paid faculty to attend - have already had 6 full-day sessions, some topics were:
	+ Improving student learning & capturing evidence
	+ Authentic teaching, learning and assessment (LEAP, ePortfolio)
	+ Institutional assessment
	+ Program level assessment to the next level
	+ **Critical Thinking rubric** - developed one standard one and had faculty pilot it :)

**Moving from a culture of compliance to a culture of inquiry: SLO implementation and professional development in California Community College (Ronnie)** ~ Mary-Jo Apigo, Dean of Teaching and Learning West Los Angeles College

Community colleges in California have the charge to measure learning

Challenges to assessing SLO’s:

 Communication confusion

 Logistical roadblocks - tech issues, difficulties of elumen

 Meaningful use of results

 Buy in vs just busy work

 Training is a big task

Professional development in assessing SLO’s

 Change campus culture

 Purposeful training

 Need to link assessment to deadlines and reviews

 Captive audience cultivation

 Drop in hands-on support

 Continuity of the process

 Integration into the big picture

 Interdisciplinary discussion across campus

Faculty engagement

Support group for best practices

What needs to be done first:

Assessment of the assessment process

Gather data

Need to provide professional development

Understand why - for program review and better outcomes

Can use the survey from NILOA

Faculty need to own the SLO/assessment process

What does faculty need - enhanced teaching and learning classes

Action Plan: what professional development do you need at your campus to be successful in this process?

### General Session: SLO Issues & Answers Panel Discussion

Book: *Visible Learning: A Synthesis of Over 800 Meta-analyses Relating to Achievement,* by John Hattie

Resource: *Unpacking Relationships: Instruction and Student Outcomes* [*http://www.acenet.edu/news-room/Documents/Unpacking-Relationships-Instruction-and-Student-Outcomes.pdf*](http://www.acenet.edu/news-room/Documents/Unpacking-Relationships-Instruction-and-Student-Outcomes.pdf)

### Breakout Session 3

**Formative, Quick Assessments (Faith)** ~ Kelly Cooper, West Hills Community College District

Formative assessment = assessment that takes place regularly and consistently across the course. At the end you can add these smaller assessments up to create a summative assessment.

* Formative assessment allows for individual connection and engagement with students.

To create engaging formative assessment…

1. Find a content repository you like that any discipline can use
	1. Creative commons searches, data.gov, CCC Open Education Initiative Common Course Rubric, tableau.public.com, free infographics (helpful when dealing with a very visual idea)
2. Apply that content to your specific discipline
	1. Engaging content causes students to react and then interact with each other and bond together and with the material
	2. This means you know better how the students are progressing and if they’re learning
3. Create an immediate, quick assessment based on this content
	1. This would be a quick in-class activity (I just showed you a typography terminology infographic, now use it to write your name)

**Assessment-based Planning: A Systems Approach (Mindy)** ~ Joaquin Arias & Edward Pai, Los Angeles Harbor College

THIS SESSION WAS AMAZING!!!! LA Harbor gutted their entire outcomes process and started from scratch 1.5 year away from an accreditation visit. The visit was in 2016 -- no recommendations!

* SLOs were developed using the Nichols 5-column model
* All assessments are completed on Microsoft Sharepoint
* Disaggregation done at the course level -- that’s where instruction occurs
* All instructors must complete an assessment sheet and complete an action plan if one is necessary
* The complete site is<https://effectiveness.lahc.edu/cpc/haps/SitePages/2015-18%20SLO-SAO%20Assessment.aspx>
* The Guidebook can be found here (take a look at pages 16-17 for the assessment form<https://effectiveness.lahc.edu/academic_senate/assessment/Committee%20Documents/SLO%20Guidebook3-6-16.pdf>

**Designing Program Review around SLO Assessment (Ronnie)** ~ James Todd - Modesto Junior College and Matt Coombs - elumen

* Three primary measuring sticks of accountability: IEPI, ACCJC, AACU
* You can get disaggregate data if you put SLO assessment assignments on CANVAS Student ID #’s are used to break down into sub-groups, but all faculty would need to use this process
* College goals - Key performance indicators from the scorecard - these need to be built into program review

(This workshop did not have any new information. It focused on all the parts of elumen that can help drive the assessment process - see Di’s notes and comments)