Agenda

Registration

Greetings!

On behalf of the SLO Symposium 2022 Planning Team, we would like to welcome you to our second virtual SLO Symposium. Since the inaugural Symposium in 2014, this event has become an annual opportunity for community college and other higher educational professionals to join colleagues in discussion and sharing promising practices around our raison d'être: supporting students, their learning competencies, and creating communities where exemplary education can thrive.

While we are not able to meet in person this year, we are thankful for the opportunity to continue our annual meeting of the minds and hearts of colleagues from the California Community Colleges and our other higher educational partners from California and beyond. We have an exemplary lineup of speakers and presentations this year, each focused on the important topic and aspects of Competency and Equitable Learning.

We hope you find these discussions useful and motivational and as a clarion call to action on behalf of the students and communities we serve. As educational professionals, and as Learning Leaders, each of us has the power to and responsibility for becoming student-centered and equity-minded agents of change at institutions and organizations. The work of creating lasting and needed systemic change in education and our larger nation will not be done by one individual but can only be achieved through the power of a collective sharing a similar vision for a brighter future.

To that end, we wish you a memorable and meaningful SLO Symposium 2022!

Collegially Yours,

The SLO Symposium 2022 Planning Team

FRIDAY, JANUARY 28TH, 2022

8:00 am welcome (main room)

- Jarek Janio, Outcomes Coordinator, Santa Ana College
- Cheryl Aschenbach, ASCCC Secretary
- Aeron Zentner, OC Regional Research Group Coordinator for the RP Group, Coastline College
- Enrique Jauregui, Outcomes Coordinator, Fresno City College
- Don Lopez, Vice President of Instruction, Fresno City College

8:15 – 9:45am keynote (main room)

MODERATORS:

Lee Anne McIlroy, SLO Coordinator, Cerritos College
Amanda Taintor, Outcomes Coordinator, Reedley College

Keynote Speaker:

Eric Mazur, Balkanski Professor of Physics and Applied Physics, Harvard University

Title: Assessment for (not of) Learning

Description:

Why is it that stellar students sometimes fail in the workplace while dropouts succeed? One reason is that most, if not all, of our current assessment practices are inauthentic. Just as the lecture focuses on the delivery of information to students, so does assessment often focus on having students regurgitate that same information back to the instructor. Consequently, assessment fails to focus on the skills that are relevant in life in the 21st century. Assessment has been called the "hidden curriculum" as it is an important driver of students' study habits. Unless we rethink our approach to assessment, it will be very difficult to produce a meaningful change in education.

10:00am – 11:00am

1. Dr. Steve Cirrone
   CirronS@scc.losrios.edu
   Sacramento City College

Title: How do Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs) differ, and how do they support one another?

Description:

By now, most of us in higher education understand that SLOs and SAOs are measurable statements that drive an ongoing assessment cycle designed to foster continuous quality improvement in all programs and services. However, few colleges in California are actively implementing ways in which faculty and staff may integrate SLOs and SAOs into the same instructional space, namely the classroom.

There are cultural and contextual reasons for this disconnect: As Kelly Kozlowski notes in Integrating School Counseling Core Curriculum Into Academic Curriculum (https://files.eric.ed.gov/fulltext/EJ1012286.pdf), instructors tend to see that SLOs and SAOs compete in classroom space: "Implementation of the school counseling core curriculum in a classroom requires teachers to give up some academic content time. However, teachers do not feel they have enough time to cover even the basics of the tested content (Au, 2007; Vogler & Virtue, 2007)." But as Kozlowski continues to argue, "Addressing academic curriculum or counseling curriculum does not need to be seen as mutually exclusive."

At this roundtable meeting, Steve will lead a discussion on ways colleges may successfully combine SLOs and SAOs in the classroom setting. Some colleges in our system, like Yuba and Rio Hondo have already done work in this area, but across our system these instances are still rare with potential systemic application largely ignored. At this roundtable, we will share our experiences with overcoming the SLO/SAO divide and discuss ways in which we may begin, as a system, to embrace SLO/SAO connectivity."

2. Michael Climo
   Los Angeles Mission College
   climomj@laccd.edu

Title: Student Driven Instruction

Description:

At the start of a high-level ESL writing class, all the students mentioned they had read very interesting books at an advanced level. The students agreed to present their books to the class, leading discussions and learning. This is a great way to develop equity in classes - let students show what they know and have learned. See the excellent books they learned, hear the impressions that amazed this teacher and consider what you can do!

This learning activity developed student equity by allowing all the students to be leaders, share their voices, and demonstrate knowledge and ability. All the students in our classes come to college to learn, most have great experiences and understandings, and allowing them to take the lead can be amazing.

3. Vernon J. Martin Chair, Department of Humanities & Philosophy
   Sierra College
   vmartin@sierracollege.edu

Title: Seeing SLO Assessment Data: a key step in making SLO assessment a meaningful tool to improve teaching and learning

Description:

An overview of Sierra College's use of Canvas outcomes to create an SLO dashboard allowing faculty to view outcome achievement across semesters and disaggregated by student socio-demographics.

4. Thomas Cullen, Keith Donavan, Lauren Ilano
   Irvine Valley College
   lilano@ivc.edu

Title: Disaggregating Canvas SLO Data to Identify Equity Gaps

Description:

While Student Learning Outcomes Assessment is a central component of accreditation, it can often be seen as a tedious process for faculty. However, the advent of Learning Management Systems (LMS) like Canvas have made the process more efficient and provide access to a trove of data. The National Institute for Learning Outcomes Assessment has stated on several occasions that LMS data should be used in the service of equitable assessment (Rorrer & Richards, 2020). Despite the potential of learning analytics to expose barriers to achievement, there is little information about how campuses might integrate Canvas data into their SLO assessment process. This session highlights how our college created a dashboard with disaggregated SLO mastery rates. Participants of the session will gain insight into the SLO assessment process at Irvine Valley College from data collection in Canvas to creating a disaggregated dashboard and monitoring trends.

Equity Link:

The National Institute for Learning Outcomes Assessment identified data disaggregation as a necessary component of equity-minded assessment (Montenegro & Janowski, 2020). Our presentation illustrates how SLO outcomes data can be disaggregated to identify gaps between groups, especially among disproportionately impacted groups. Furthermore, our presentation delves into the ways that our disaggregated data tool has been leveraged to inform equity-minded practice.

5. Karen Erickson   <mark>FEATURED SESSION</mark>
   Foothill College
   ericksonkaren@fhda.edu

Title: Scientific Method Competency in Biology Majors Course

Description: This presentation describes the use of a grading methodology in an introductory majors level biology course that I loosely term "competency-based." The course level SLOs are designed to assess that students understand science as a process or, as I think of it, have reached a level of Scientific Method Competency. The point of competency-based grading is to allow students sufficient time and opportunity to practice applying the scientific method to their lab studies. This leads to eventual mastery of the concepts. This mastery is applied to their final grade. An added bonus: the approach as I've implemented it does not come with added teacher workload in grading!
Even though there is a pre-requisite chemistry course to most majors biology courses, the reality is that not all students enter into biology having a solid grasp of the lab skills. Those that do are at an advantage, especially if all lab assignments are equally weighted. Those that do not are clearly at a grade disadvantage, but also may be impacted in other ways (low confidence/loss of interest in STEM, abandoning career goals, suffering from imposter syndrome, to name a few). By allowing students several opportunities to "get it" this approach to the lab reports builds confidence (and boosts grades) as students master the skills and thought processes associated with "the scientific method." All students have the opportunity to earn full points over the course of the quarter.

6. Joseph Levy
   National Louis University
   jlevy2@nl.edu

Title: Leveraging Prior Learning Assessment to Advance Equity

Description:

With today's traditional student being an adult with life and work experience, higher education institutions need to be doing more to recognize and offer credit for prior learning. This session will review prior learning assessment (PLA) as a practice and contextualize PLA as an opportunity to advance equitable outcomes for students and obtain direct student learning outcomes data. Examples and institutional practices for PLA will be presented, along with practical implication for applying this work at institutions will be presented. Ample time will be allotted for participants to engage with one another, as well have Q&A opportunity with the presenter.
CAEL's recent study with WICHE yielded results of students who engaged in PLA were completing at higher rates, take more credits, save time, and save money than students who did not. The study also revealed direct and considerable benefits for minoritized and traditionally underserved student populations who participated in PLA. By nature, PLA offers a more equitable and accessible credit-earning opportunity for students to demonstrate learning, inclusive of methodological diversity and multiple ways of knowing for diverse students. This session will connect these benefits and application of PLA practice to existing institutional structures – both academic offerings and assessment practices.

7. Angela Ripley
aripley@bowvalleycollege.ca
Bow Valley College,

Title: Competency Based Education and Bow Valley College

Description:

This session will focus on the lessons learned from Bow Valley College on implementing an assessment first, competency-based education methodology. This session relates to student equity as it encompasses the learner centered, all learning counts philosophies at Bow Valley College. Equity is central in our focus to ensure that each learner gets an individualized learning pathway and focus for them.

8. Peggy K Rosario
Gwynedd Mercy University
rosario.p@gmercyu.edu

Title: Leveraging Universal Design for Learning and Culturally Responsive Teaching to Foster Equitable Outcomes

Description:

This presentation focuses on teaching strategies that foster equitable outcomes through the integration of Universal Design for Learning (UDL) and Culturally Responsive Teaching (CRT) practices. I will begin with an overview of the UDL Guidelines (CAST, 2018) and the seven principles of CRT (Shade, Kelly, & Oberg, 1997). I will then explore each of the UDL strategies, incorporating ideas for how CRT can be integrated into them through practical teaching applications. I will invite the participants to consider what applications are relevant to their teaching in each of the areas discussed. Participants will leave this session with actionable tactics that they can use to advance equitable learning for all students.

Equity Link: This session relates to equity in several ways. Universal Design for Learning focuses on accommodating the different needs of learners, through varied engagement, instructional, and assessment methods. Second, the tenets of Culturally Responsive Teaching emphasize responding to each student's unique needs, focusing on both interactions and environments. Developing an understanding of how to create a social and learning environment that best meets students' needs is an important foundation to creating a more equitable learning environment.

9. Susie Whalen
American Institutes for Research
swhalen@air.org

Title of the presentation: Professional Learning Communities (PLCs)

Description:

"A professional learning community is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve" (adapted from DuFour, Learning by Doing). The power of PLCs to improve schools is well documented but according to research, understanding and implementation can be inconsistent. A PLC is committed to processes that help all students learn by collaborative teams working together to address the following critical questions: What do we want students to learn? How will we know if they have learned it? What will we do if they don't learn it? What will we do if they already know it? PLC can help institutions of higher learning improve and be more accountable by impacting teaching and learning.

Breakout Session # 2
11:15am – 12:15pm

11. Sakile Camara,
sakile.camara@csun.edu
California State University, Northridge

Title: Nothing Can Stop You When you Align "All the Way Up": Shifting Assessment through the Alignment of Learning Outcomes.

Description:

The unprecedented disruption to teaching and learning on college campuses due to COVID 19 has provided an opportunity to shift the conversation around assessment and assessment practices. It started with focusing on student learning outcomes. Assessing student learning outcomes at multiple levels (i.e., course, program, and institutional) is critical for shifting the conversation to help us center student learning and pedagogy. This presentation will showcase four alignment matrices used at a large university to shift the campus from institutional-wide assessment to institutional-led assessment, from a culture of assessment to a culture of reporting, and from criticizing assessment to conversing about assessment. The matrices include aligning (1) program learning outcomes (PLOs) to institutional learning outcomes (ILOs), (2) Department Core and GE courses to program learning outcomes (PLOs), (3) course learning outcomes (CLOs) to cognitive domains, program learning outcomes (PLOs), and institutional learning outcomes (ILOs), and (4) elective courses to program learning outcomes (PLOs) and institutional learning outcomes (ILOs).

Equity Link:

The tools themselves do not address student equity. However, aligning learning outcomes allows us to collect data to understand better a student's achievement of learning outcomes alongside their living, in-the-moment experiences. We can also expand our analytics through institutional research and show inequity through classroom assessment reporting using our learning management system. Opportunities for trend data abound, and students will have multiple opportunities to achieve the learning outcome to reduce inequity further.

12. Melissa Long
Porterville College
melissa.long@portervillecollege.edu

Title: ILOs and GELOs and Assessment, Oh My!: How Porterville College Faced Its Fear of Higher-Level Outcomes

Description:

Assessing Institutional-Level Outcomes (ILOs) and General Education Learning Outcomes (GELOs) can be a daunting task: figuring out a sustainable process that includes a cross-section of stakeholders, promotes substantive and meaningful discussion, and results in a measurable increase in student success. In this session, I will share how Porterville College revamped its systems for assessing ILOs and GELOs, engaged diverse members of the college community, and culminated in positive transformations for our students. I will also present concrete strategies participants can use to build these processes at their own colleges, my own appeals to committees and colleagues that persuaded them to embrace these changes, our triumphs and failures on that journey, and the specific products of those outcome assessment cycles.

Equity link: Whereas Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) are assessed in specific courses and programs, higher-level outcomes like Institutional-Level Outcomes (ILOs) and General Education Learning Outcomes (GELOs) affect every person who comes to campus and really gets to the purpose of the community college in serving all students. Our mission at Porterville College is to provide "our local and diverse communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success." We can make small (but important) moves toward equity within a specific discipline or division when we assess courses or programs, but in analyzing and evaluating GELOs and ILOs with a wide cross-section of the college community, we can make transformative changes that have a powerful impact on equitable outcomes across the campus.

13. Patti Manley & Anne Gloag
pmanley@sdccd.edu and agloag@sdccd.edu
San Diego Miramar College

Title: Aligning Outcomes with Assignments

Description:

Aligning Outcomes with course assignments can be an important first step in the outcome's assessment process. This presentation will guide instructors on how to track which outcomes are being assessed, how often in the course those outcomes are assessed and on what assignments.

Equity Link:

By identifying which outcomes course assignments are assessing, faculty can analyze their assessment methods and frequency of assessments. The ultimate goal would be for instructors to them reflect on their assignments/assessment methods to determine if course outcomes are truly aligned with the assessments & if frequency of assessments is equitable.

14. Lee Anne McIlroy
Cerritos College
lamcilroy@cerritos.edu

Title: Including Students in the SLO Process

Description:
Student voices are rarely included in the SLO design and assessment process. But faculty know that from creating SLOs to assessing them, student voices can make a meaningful contribution to instruction and assessment of their learning. This presentation will discuss and explore ways to include students. We will share some of the practices and ideas that include students in the SLO design and assessment process. This presentation relates to student equity in that it seeks to include students and elevate student agency in their own learning.

15. Rachel Rose
San Diego College of Continuing Education
rrose@sdccd.edu

Title: Creating Equity and Access Online

Description:
Refresh your knowledge on Bloom's taxonomy and learning outcomes as you consider equity from the lens of open educational resources with a non-credit twist, principles of accessible course design, universal design in lesson planning, being equity-minded, and teaching underserved populations of color.
Equity Link: Provides applicable suggestions to increase equity for students through increased access. mindful creation of courses with ADA accessibility, purposeful universal design lesson planning for access as well as inclusion of underserved populations.

16. Stacy Teeters & Maeve Katherine Bergman
Guided Pathways Implementation Team, Foundation for California Community Colleges
steeters@foundationccc.org

Title: Guided Pathways - Creating Equity-Minded Learning Environments with Intentionality

Description:
Guided Pathways and Equity: maybe you have been hearing about this movement on your campus, but you have not been involved and/or don't see how this work might be affecting your classroom or work in other instructional spaces. In this interactive session, we will be doing a deep dive into Guided Pathways, particularly Pillar Four: Ensuring Learning, to discover how we all connect to this important work. In addition to learning more about equity-minded the Guided Pathway framework, we'll discuss strategies for creating intentionality in constructed learning environments by utilizing principles of backwards, outcomes-based design. Lastly, we will talk about how we can lean into being "learning leaders", regardless of whatever our positionality at our institutions, to help create the equitable and transformational learning environments our students deserve.
Equity Link:
Student equity and creating equitable, transformational environments is a central theme to our presentation. We will be discussing how important it is to bring in an equity-minded lens to Guided Pathways work happening around learning, and how everyone can contribute to making equity-minded changes in their own spheres of influence.

17. Karen Wong, Skyline College and Amanda Taintor, Reedley College FEATURED
    wongk@smccd.edu

Title: Student Services Outcomes Survey Results

Description:

Student Services Outcomes is an area often underrepresented on Community College Campuses throughout California. To find out how to address the gap in SSOs assessment, we have sent out a survey to Outcome Coordinators throughout the state. In this breakout session, we will present results of the survey and recommendations for next steps.

18. Sam Farley,
    GoReact – Vendor
    sfarley@goreact.com

Title: Go React: Assessment Tool for Skills of the Future!

Description:

Whether you teach hard skills online or soft skills face-to-face, GoReact makes learning more active and feedback more actionable. Giving personalized feedback takes more time than most instructors have. Put down your clipboard—and maximize your time—with automated marker sets plus text, audio, and video feedback that's time-coded to precise moments in learner videos. Unless you teach video production, you shouldn't have to be an expert on video technology. GoReact eliminates complexity for A/V gurus and non-gurus alike with simple, time-saving tools that keep the focus on skill development.

19. Eddie Lin, NexusEdge Education - Vendor
    NexusEdge Education - representing 53 California Community Colleges
    Eddie@NexusEdge.com

Title of the presentation: Industry-developed assessments in Canvas - students receive job opportunities

Description:

NexusEdge democratizes access to economic opportunity by integrating learning materials from Google, Apple, Citi, Shopify, etc. into Canvas. Faculty can assign employer materials in class directly from Canvas in 2-clicks, and students that pass employer quizzes receive automatic interviews, free Shopify stores, digital credentials and more.

The employer materials have been used across a variety courses including business, technology, kinesiology, veterinary, culinary, early childhood education, cinematic production, marketing, global logistics, entrepreneurship, business law, ESL, and more.

This has made life easier for faculty by having free access to current industry materials in real time created by leading employers. Grading is both automated as well as some project-based

assignments, grades can automatically flow into the grade book and students receive digital credentials while saving money as everything is OER.

SLO creation is automated, and students have received opportunities they would not have traditionally been recruited for. Now every student irrespective of background can be evaluated in an unbiased manner by employers, and they do not need to have a separate job application. Many students have responsibilities outside of class and do not always have time to complete additional applications. The homework the students complete in class is their application. Instead of resumes, students receive opportunities with leading employers based purely on the work they put together. Students are evaluated on a results-driven approach and not the typical evaluation processes like resumes that introduces bias. Any student can get a job with leading employers regardless of their background, where they go to school, or what field they study.

20. Paul DeSante Director of Information Experience & Business Intelligence, Nuventive
   Scott Johnson, Strategic Accounts, Nuventive
   sjohnson@nuventive.com

Title: Nuventive Improvement Platform: Turn Your Plans into Progress across Your Institution

Description:

Join us to get an inside look at the latest developments around the Nuventive Improvement Platform. You'll learn how you can turn your plans into progress by:
   •   Combining the best information and the best thinking across your institution
   •   Supporting a culture of data-informed decision-making
   •   Managing any process consistently, from strategic planning to learning outcomes, program review and more.

Panel Discussion

12:45am – 1:45pm

MODERATORS:
Karen Wong, Outcomes Coordinator, Reedley College
Tina Mendoza, Outcomes Coordinator, Taft College

- Dr. Nancy Quam-Wickham, California State University, Long Beach, NILOA
- Stacy Teeters, Regional Guided Pathways Coordinator;
- Foundation for California Community Colleges
- Dr. Joseph Levy, National Louis University, SAAL

2:00pm – 3:00pm

21. Paul J. Antonellis, Jr., Ed.D.
    Endicott College (Beverly MA)
    pantonel@endicott.edu

Title: Lessons Learned: Program Review, Assessment Coach, Mentor and Director

Description:

This workshop will focus on lessons learned from external program review during COVID. The focus, being an assessment coach, mentor and director. The presenter will provide insight as to the administration and faculty perspective on receiving coaching, mentoring and directing from the office of assessment, while creating a partnership of assessment in a shared governance environment during an external program review process. Discussion will be cover what worked, what did not work, and what will be done going forward.

This workshop will focus on lessons learned between faculty and administration and how to incorporate new faculty, Chairs, and Deans in to the process, while ensuring the tenants of assessment are maintained during a pandemic (Smith, Finney & Fulcher, 2018; Tarr, Jerolimov & Rao, 2017). External program reviews should be incorporating DEI and this presentation will touch on how we can establish a level of equity in learning in the program.

22. Shelly Blair, Kim-Leiloni T. Nguyen, Erin Thomas　　　FEATURED
    Coastline College and Mt San Antonio College
    knguyen@mtsac.edu

Title: CBE Collaborative Pilot, Update from 2 Community Colleges

Description:

Eight community colleges have been participating in the California Community College Chancellor's Office CBE Collaborative Pilot. We are in year 2 of a 5-year project. Coastline College and Mt San Antonio College will share our lessons learned, resources for those wanting to learn more about CBE, and suggestions for CBE exploration at your college. We will also discuss one competency set from each college to demonstrate how to craft competency statements in this new model.

CBE will benefit student populations who are not currently served by our traditional semester/quarter schedule. This format will attract diverse learners who has skills and want to advance in their careers but do not consider college because of the rigid schedule and time constraints.

23. Shannon Jessen, Laura Picklesimer, Matt Morin and Angela Burk-Herrick
   Chaffey College
   laura.picklesimer@chaffey.edu

Title: Bridging College Coursework and Career Readiness: Using Canvas Outcomes to Assess Academic, Career/Community, and Employability Skills

Description:

Chaffey College has developed a faculty-driven, rigorous approach to assess and authenticate Academic, Career/Community, & Employability Skills (ACES) within all courses offered at the college. ACES outcomes have been aligned to our institutional learning outcomes (ILOs) and integrated into Canvas Outcomes, providing a mechanism for identifying attainment of transferable skills across programs and empowering all faculty to map coursework to the appropriate outcomes. An evaluation rubric has been developed for transparency and equity, enabling certification of progress and achievement while ensuring quality and consistency of assessment across the curriculum. Presenters will describe the framework supporting assessment of ACES outcomes; provide a brief demonstration for embedding ACES-ILOs into assessments, highlighting examples from across the curriculum; introduce data outcomes and digital badging from Canvas and data management platforms; and discuss scaling to engage in campus-wide assessment of institutional outcomes. A Q&A session will conclude the presentation. By aligning assignment outcomes with institutional learning outcomes, Chaffey's ACES-ILO framework inextricably links college assessments with personal, academic, and career readiness. This holistic approach to education promotes equity through transparency and development of personal, professional, and academic skills. Learning outcomes associated with each ACES-ILO skill are aligned with the American Association of Colleges & Universities Value Rubrics and other vetted equity-based resources. Completion of quality coursework includes highly valued transferable skills such as critical thinking, collaboration, and respect for diversity. Faculty and student services professionals evaluate and substantiate these skills at Chaffey, highlighting student achievement, and promoting retention and success for all student populations.

24. Denise Kruizenga-Muro and Jude Whitton
   Riverside City College
   Denise.Kruizenga-Muro@rcc.edu

Title: Begin with the End: Designing Rubrics with SLOs in Mind

Description:

According to Montenegro and Jankowski (2020), equitable assessment has several guiding principles, two of which are meaningful student involvement and transparency in results (p. 13). Student involvement in the assessment process, such as choosing which assignments are assessed or helping develop the criteria by which they are assessed, allows for the voices of the marginalized to be heard. Meanwhile, transparency gives students agency over their own learning by helping them to internalize the criteria by which they are evaluated and use that criteria for self-improvement. In order to teach attendees how to incorporate these two principles into their assignments, this interactive workshop will guide attendees through the process of evaluating a course SLO, connecting the SLO to an assignment, and finally creating a rubric for the assessment. This process can be used by individual faculty with their students, thus making the assessment process transparent and subject to student input.

Equity Link: Equitable assessment is transparent and allows for meaningful student participation. Using a Jamboard, this presentation will walk attendees through the process of evaluating a course SLO, connecting the SLO to an assignment, and then creating a rubric for assessing that assignment. Thus, this presentation will show attendees how to involve their students in creating an assessment and connecting the course SLO to the assessment, both of which can empower students to have agency over their own learning.

25. Sarah Minslow, Kathryn Perry, Linda Greenberg
California State University, Los Angeles
sminslo@calstatela.edu

Title: Developing & Assessing Engaged English Learning Outcomes

Description:

This presentation will provide an overview of how our English Department developed an "engaged English" component and how we revised our SLOs accordingly. We will explain how we implemented this component, the necessary considerations from a department chair perspective, and our plans for assessing engaged English learning.

Equity Link:
Employers often seek graduates who have applicable experience beyond the classroom, and only those students with time and connections are able to access those experiences. This makes such engagement part of the curriculum and combines the resources of faculty and students to ensure all students are better prepared upon graduation.

26. Patrick Morriss
Foothill College
morrisspatrick@foothill.edu

Title: If It Feels Normal, It's Not Equity: Assessment for Racial Equity

Description:

Assessment is the epicenter of racially disparate outcomes in higher education. Pursuing the ideas of historian Dr. Ibram X. Kendi, that standardized tests are the most effective racist policies ever devised, I've identified quantitative assessment models as the beating heart of racial oppression in higher education. Grounded in the eugenicist myth of objectivity and normalized over decades of practice, points are the problem.

One antidote is "assessment for racial equity," my name for a three-decade synthesis of culturally relevant teaching, authentic assessment, not-yet grading, contract grading, grading for equity, ungrading, and my own qualitative assessment techniques.
Honestly, it's all about equity. Specifically, racial equity, and specifically how normal assessment policies perpetuate the racist educational outcomes that we see. It's in the title. When something feels normal, it's a sure sign of dominant culture at work, and a sure sign that we're acting to reinforce the dominant system.

27. Nasreen Rahim and Renee Albrecht
Evergreen Valley College
nasreen.rahim@evc.edu

Title: Equitable Solution through Teacher Education

Description:

With the landscape of education changing, what essential areas must we focus on to provide opportunities for individuals to obtain employment while adapting to the needs of the current job market? How can we offer an equitable solution in educating teachers to provide students with a high probability of success? How can we provide opportunities to improve online instruction skillsets to allow individuals to be competitive in the field? In this interactive session, Evergreen Valley College shares information and strategies for current and future online teachers to excel in their practice. We discuss strategies for a high-quality, online learning experience using the best practices and proven techniques based on the successful programs at Evergreen Valley College. Programs that support the colleges and the district goals of decreasing barriers to education, access, retention, and completion, and increasing career pathways in high-demand education.

Equity Link:
All the courses in this certificate program are Open Education Resources and are zero text cost. The technologies are used in ways that strengthen student voices and foster an inclusive course community. Access to resources and support services (campus and district IT, tutoring, library, etc.) are part of the course-related activity. Students are invited to make suggestions about how to improve course activities with Universal Design Learning (UDL). Students analyze how diversity improves learning in classrooms, workplaces, and communities. Finally, students connect with other class participants, college or community members, and professionals in their field.

28. Linda Suskie
Educational Consultant, Author
linda@lindasuskie.com

Title: Creating Great Rubrics

Description:

Rubrics have become the centerpiece of efforts to assess student learning. In this fast-paced session, learn how to create rubrics that truly focus on key learning goals, articulate clear standards for student performance, and yield results that can be used to understand and improve student learning. A well-crafted rubric is above all an important tool in our effort to be fair to all students. It forces faculty to focus solely on student achievement of key learning goals, not irrelevant extraneous factors, and to base judgments of student achievement on criteria that are consistent and consistently applied.

29. Rachel Dwiggins-Beeler, Director of Marketing & Communication, eLumen
Amber Hroch, Director of Institutional Effectiveness, Research and Planning, Cerritos College
Linda Clowers, Dean of Academic Affairs and Strategic Initiatives, Cerritos College
rachel@elumen.info

Title: Institutional Change Begins With Planning

Description:

Competency-based assessment isn't just for compliance. It is needed for true institutional change. But where to begin? Learn how Cerritos College has evolved its process to include comprehensive annual planning of curricular and co-curricular areas, strategies for communicating those plans to encourage full community support, and increased data integrity through integrated learning outcome development and mapping. Also, a sneak peek at eLumen's new community-focussed data tool- Data Dashboards! These dashboards support the visualization of competency-based assessment scoring at the course, program, and institutional levels. Get ready for the whole college to be a part of the transformation!

Evaluation

3:00pm – 3:15pm

MODERATORS:
Patricia Manley, Outcomes Assessment Coordinator, San Diego Miramar College
Brandon Tenn, Student Learning Outcomes Co-coordinator Merced College

DAY 2:

SATURDAY, JANUARY 29TH, 2022

(all events in main room)

8:00am welcome

Jarek Janio, Outcomes Coordinator, Santa Ana College
Enrique Jauregui, Outcomes Coordinator, Fresno City College
Don Lopez, Vice President of Instruction, Fresno City College

8:15 – 9:15am
MODERATOR:
Dr. Steve Cirrone, SLO Coordinator, Sacramento City College
Dr. Grace Estrada, SLO Coordinator, Green Valley College

SPEAKER: Dr. Aisha Lowe, CCCCO

Dr. Aisha Lowe is a passionate educator who has dedicated her life to improving education for all students and communities. As Vice Chancellor of Educational Services, Aisha provides leadership for Educational Services division activities including transfer and non-credit curriculum, technology strategic planning, global education, special project management, and system wide technical assistance delivery.

Dr. Lowe is going to deliver an update on CBE efforts at California Community Colleges in California.

9:15 am – 10:15am
MODERATOR:
Amber Gillis, SLO Coordinator, Compton College

SPEAKERS:

Sarah DeMark and Kacey Thorne, Western Governors University/Open Skills Network
sarah.demark@wgu.edu ; kacey.thorne@wgu.edu

Description of the Presentation:
The need for upskilling and reskilling is real—but so is the complexity of the range of solutions emerging. The Open Skills Network (OSN) is a coalition of employers, educational institutions, military, and other stakeholders dedicated to advancing—and clarifying and simplifying—the world of skills. The OSN was founded to reduce costs, increase benefits, and improve the overall quality of skills data translation, management, and publication by education institutions and employers using open standards, open-source tools, and shared best practices.

Equity Link:
During this session we will share progress to-date of the OSN towards these goals, including exciting outcomes, impact, and learnings of OSN sponsored projects resulting in the first published open skills libraries and skills data adoption use cases. We will also discuss the OSN's vision to scale and proliferate the adoption of open skills and engage workshop participants in discussion about how to get involved.

10:15 – 11:15am
MODERATOR:
Bethany Tasaka, SLO Coordinator, San Bernardino Valley College

SPEAKERS:
Cheryl Aschenbach, ASCCC Secretary, Lassen College
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Randy Beach, Southwestern College
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Erin Thomas, Coastline College
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The panelists will discuss ASCCC position on CBE, challenges and faculty roles in the CBE implementation process.

11:15 Evaluation and Next Steps
MODERATOR:
Eliza Rabinovich, Outcomes Coordinator, San Diego Mesa College
Dr. Jarek Janio, Outcomes Coordinator, Santa Ana College

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We would like to express our gratitude to the institutions and organizations which have helped to support this year's conference. We would also like to extend a special thank you to this year's host institution **Fresno City College** and **Santa Anna College** for their generous assistance in helping us adapt the annual symposium to a virtual format for 2022 and their logistical and technical support throughout the event.