



**Student Learning Outcomes and Assessment Institute
July 8, 2009 - Sheraton Park Hotel at the Anaheim Resort**

8:30 AM CONTINENTAL BREAKFAST AND REGISTRATION

9:15 AM – 9:30 AM GENERAL SESSION

Introduction and President's Welcome

Jane Patton, Academic Senate

Park and Plaza Ballroom

9:30 AM - 10:30 AM GENERAL SESSION

Back to the Future: Where We've Been and Where We're Going

Lesley Kawaguchi, Chair, Accreditation and Student Learning Outcomes Committee (Facilitator)

Angela Caballero de Cordero, Allan Hancock College

Janet Fulks, Bakersfield College

Richard Mahon, Riverside City College

Robert Pacheco, Barstow College

Maggie Taylor, Fresno City College

Lloyd Thomas, West Los Angeles College

Gary Williams, Crafton Hills College

Park and Plaza Ballroom

The 2002 Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards are seven years old, and colleges have until 2012 to reach proficiency on the ACCJC Student Learning Outcomes (SLO) Rubric. Think back to 2002 and ask, where was your college in its SLO development and assessment of those SLOs? Where did your college stand within the last three years when it gave its annual report to ACCJC? Where do you plan to be by 2012 and how will you get there? This General Session will focus on small group discussions of these questions determining the current state of the field in SLOs and Assessment.

10:30 AM – 10:45 AM BREAK

10:45 AM – 12:15 PM

FIRST BREAKOUT SESSIONS

1A. De-mystifying Assessment

Angela Caballero de Cordero, Allan Hancock College

Richard Mahon, Riverside City College

Lloyd Thomas, West Los Angeles College

Park BC

The shortest distance to learning is not always a straight line. In education, assessment is an ongoing process and we do it even when we don't know we are doing it. Assessment can create feedback loops to inform faculty and students about the gaps that need to be filled in and the progress that has been made toward achieving learning outcomes. While faculty are comfortable using summative assessment like grades, there are many types of formative assessment that help faculty help students. Come to this session to discuss and learn about other types of assessment.

1B. Working Towards an Institutional Assessment Plan

Caroline Sheldon, Santa Monica College

Gary Williams, Crafton Hills College

Plaza BC

Your institution has student learning outcomes and assessment activities, but no one seems to know what to do next, where to put evidence, when to have dialog or how to move forward. This session will discuss the logistical considerations involved in organizing your campus' assessment efforts into a coordinated institution-wide plan, aimed at sustaining ongoing assessment at a proficient level.

12:15 PM – 1:00 PM

LUNCH WITH MENTORS

Park and Plaza Ballroom

Presenters will sit with SLO Coordinators to network and discuss pertinent issues on individual campuses.

1:15 PM – 3:00 PM

SECOND GENERAL SESSION

The Power of Change: Using the ACCJC Rubric to Improve Learning

Steve Maradian, ACCJC

Robert Pacheco, Barstow College

Accreditation and SLO Committee Members

Park and Plaza Ballroom

Colleges need a renewable energy source to sustain assessment efforts. The ACCJC has created a rubric to help us self-assess what we do to help students learn. We need to be "proficient" at learning outcomes by 2012, but what does proficiency look like? How will we know we've made it? How do we take steps to improve? Participants will examine the elements on the ACCJC rubric and self-assess their college's progress. Participants will also evaluate the outcomes work at a fictional two-year college, recognizing its accomplishments and suggesting ways to improve using the rubric to guide the discussion.

3:00 PM – 3:15 PM

COFFEE BREAK

3:15 PM – 4:45 PM

SECOND BREAKOUT SESSION

2A. Shaping the Dialog... It Takes a Village

Angela Caballero de Cordero, Allan Hancock College

Maggie Taylor, Fresno City College

Gary Williams, Crafton Hills College

Plaza BC

Participants will discuss how dialog connects outcomes and assessment to resource allocation and planning, and how to make this happen on their campus. Characteristics of model dialog will be explored during this session.

2B. Closing the Loop: SLOs, GE SLOs, Assessment, Curriculum, Program Review, Planning, and Budgeting

Marcy Alancraig, Cabrillo College

Janet Fulks, Bakersfield College

Lesley Kawaguchi, Chair, Accreditation and SLO Committee

Park BC

The program review process has been repeatedly cited as a factor in recent sanctions by the ACCJC. What are the components of a good program review? What is the relationship among curriculum, program review, SLOs, assessment, planning, and budgeting? Do your course outlines of record contain “objectives” or “outcomes?” This session will address these questions in an effort to show how program review links curriculum and SLOs and assessment to planning, thus becoming a tool to drive budgeting and maintain quality work.

4:45 PM – 5:00 PM

Park and Plaza Ballroom

GATHERING, EVALUATIONS, AND SUMMARY

5:00 PM

DISMISSAL

2009 SLO Institute Presenters

Marcy AlanCraig, English, Cabrillo College

Janet Fulks, Biology, Bakersfield College

Richard Mahon, Humanities, Riverside City College

Steve Maradian, Vice President, Policy and Research, ACCJC

Jane Patton, President, Academic Senate (Mission College)

Caroline Sheldon, Dean, Institutional Research, Santa Monica College

2008-09 Accreditation & SLO Committee

Lesley Kawaguchi, Chair, Santa Monica College

Angela Caballero de Cordero, Counseling, Allan Hancock College

Robert Pacheco, Researcher and Accreditation Liaison Officer, Barstow College

Maggie Taylor, SLO Coordinator, Fresno City College

Lloyd Thomas, SLO Coordinator, West Los Angeles College

Gary Williams, Instructional Assessment Specialist, Crafton Hills College

