"It's all about transparency: Or, being clear about our expectations. Well-designed assessments require clear assignments."

*- from Best Practices: Improving Student Success - Nancy Quam-Wickham, Ph.D.*

The Speedy S.L.O.

National Institute of Learning Assessment (NILOA) Coach Returns to SDCE to Train-the-Trainers

Dr. Quam-Wickham's first visit to SDCE was in March 2018 as a part of the National Institute for Learning Outcomes Assessment's (NILOA) coaching program. Then, she spent the day with SDCE leadership and faculty to discuss our SLO plan and to provide workshops on student learning outcomes (SLOs), effective assessment practices, and assignment design.

On Monday, January 28, learning outcomes assessment expert, Dr. Quam-Wickham, returned to SDCE to train program chairs and instructional leaders. This second visit was funded by our Institutional Effectiveness Partnership Initiative (IEPI) Plan with a goal to develop a cadre of faculty who will help extend the training and information to SDCE programs and departments – similar to a Train-the-Trainers (T-t-T) program.
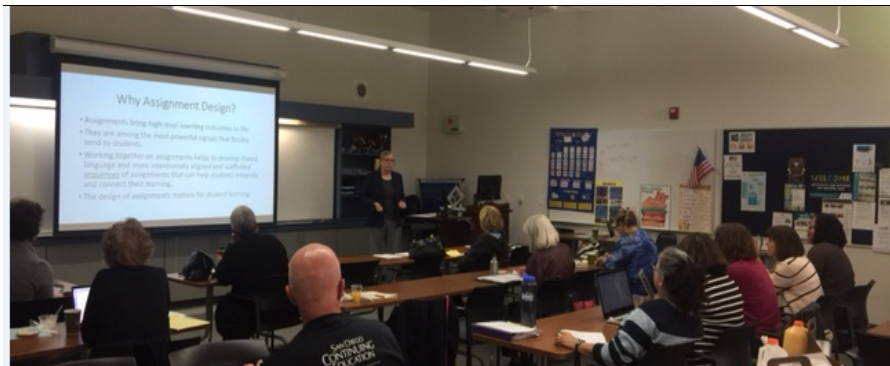
SDCE Faculty leaders in T-t-T workshop with Nancy Quam-Wickham, Ph.D.

The T-t-T approach provided SDCE program chairs and instructional leaders with assessment tools, time-saving strategies and best practices for SLO develop and assessment with Guided Pathways in mind. Quam-Wickham defined transparency with a demonstration of clear expectations (assignments and assessments) that provide a roadmap to student success – Guided Pathways.

SDCE Faculty in workgroups discussing assessment and assignment design

The assessment trainings had a total of 25 participants with all disciplines represented, and survey results of the workshops revealed that 99% of respondents (22 survey respondents) felt the discussions and workshops were very valuable. One responded said, "Thanks for making the process so clear! Great presenter and workshop!" Two participants suggested Nancy keynote a future convocation – nice going Dr. Quam-Wickham!

The SLO Task Force Meets with National Outcomes & Assessment Expert - Nancy Quam-Wickham, Ph.D.

Quam-Wickham met with members of the SLO Task Force after the workshops. Marne Foster, SLO Coordinator, provided highlights of SDCE assessment practices, SLO plan and database-dashboard project. Quam-Wickham shared a few considerations and presented some effective solutions for documenting and presenting student learning data. Quam-Wickham will return next month to continue this conversation and training with guided pathways in mind, including use of curriculum mapping tool, surveys for data tracking, and quick formative/summative assessments using mobile phone applications.

Work Smarter **N**ot Harder! Look out for future trainings on software associated with Assessments, Assignment Design, Rubrics and Curriculum Mapping on the Spring 2019 FELX Calendar.

Update on Institutional Effectiveness Partnership Initiative (IEPI) Plan for SCDE Student Learning Outcomes

The Student Learning Outcomes (SLO) section of the Institutional Effectiveness Partnership Initiative Plan, authored by SLO Coordinator Marne Foster, has been extended through fall 2019. Preparation and work with Dr. Quam-Wickham, SLO Task Force and faculty workshops have contributed to the implementation of the SLO plan.

San Diego Continuing Education
Institutional Innovation and Effectiveness Plan
Date: January 2019

AREA: Student Learning Outcomes and Assessment

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status: Description of Progress/Completion as of Date:
A. Student Learning Outcomes Assessment Development, Student Assessment, Training and Implementation	1. Document and institutionalize a student assessment process	SLO coordinator, SLO taskforce, Program Chairs	a.-d. November, 2018	a. Document current and best practices and develop instructor training process for student assessment. b. Create communication plan and continuous process improvement plan for training. c. Provide training and disseminate documentation for training. d. Redesign SLO Website and implement it.	a. Current and best assessment practices and training plan for instructors completed. b. Communication plan and process improvement plan completed. c. Trainings conducted. d. Redesigned SLO website implemented	A. Best and current Assessment practices a. Examples from other Institutions: • Effective Practices for Increasing Student Success: https://foothill.edu/staff/irs/programplans/docs/appendix-a.pdf • Understanding by Design: https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/#template • Authentic Assessment Toolbox: http://jfmueller.faculty.noctrl.edu/toolbox/howstep4.htm#holistic • Creating a Rubric	Online Tutorial for Faculty: http://www.ucdenver.edu/faculty_staff/faculty/center-for-facultydevelopment/Documents/Tutorials/Rubrics/index.htm b. List of SDCE's Assessment Practices used for each ISLO SDCE Assessment Practices c. Training Process includes Upcoming Train-the Trainers (SLO Leaders by disciple)

(Click here to see SLO plan: https://www.dropbox.com/s/n8bdx9nols0rggx/SLO%20-IEPI%20Plan_0120_19-MRF-UPDATE.docx?dl=0)

The plan focuses on SLO assessment development, training and tracking with two related objectives:

1. Document and institutionalize a student assessment process
   a. Document current and best practices and develop instructor training process for student assessment: (√: The SLO section of IEPI plan has been updated with links to current and best assessment practices, including a snapshot of SDCE instructional program assessment practices. SDCE is executing its T-t-T program with national assessment expert Quam-Wickham where SDCE instructional leaders are trained on student assessment to share with their program faculty).
   b. Create communication plan and continuous process improvement plan for training. (√: The communications plan includes dissemination of SDCE learning outcomes and assessment efforts

via SLO Newsletter, Website, Task Force, database-dashboard, and reports to participatory governance committees)

c. Provide training and disseminate documentation for training (√:established through the FLEX Calendar, Email announcements, Committee reports, SLO Newsletter)

d. Redesign SLO Website and implement it (To be Launched in February 2019)

2. Implement a software system for SLO data collection and student performance tracking.

In-progress: The SLO Task Force and the Planning Research and Institutional Effectiveness (PRIE) office are exploring Campus Labs software solutions for learning outcomes & assessment.

Last month, the SLO Task Force met with Michael J. Weisman, Vice President & Co-Founder of Campuslabs (data solutions company) to review the company's outcomes and assessment module. The software can serve as a repository, assessment sharing and documentation tool for SDCE instructional programs. The Task Force found Campulabs useful, particularly the ability to evaluate whether SLO statements are measurable and aligned with the new Bloom's Taxonomy, SDCE goals and objectives. The assessment module is being considered and will incorporation administrative units assessment needs. In the meantime, the Task Force is piloting a SLO database-dashboard, under development by PRIE, as a possible in-house repository for SLOs. The Task Force is also launching an improved SLO website next month that may become a place to access course SLOs...***more to come in our spring newsletter.***

Program:	BUSN	Update Data Courses and SLO's	HOME
Course name:	STARTING YOUR OWN BUSINESS		
Course #:	540		
Data available:	YES		
SLO(s) Developed?	YES	**Data Input Author**	**Date**
SLO(s) on Syllabus?	YES	Janet Johnson	2/1/2019
Last Assesment:	Spring 2018		
Next Assessment:	Summer 2019	San Diego	
Assessment Results:	Y	Continuing Education	
Summary of Assessment Result(s):	SLO Results Form	SLO DATABASE	

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Data Driven Innovation

Culinary Arts & Sciences at Work

Learning Outcomes in Hospitality & Consumer Science (HCS)

Culinary Arts & Sciences - Program Review

During Cycle 3 Program Review, programs were asked to discuss SLOs. The following are reflections from the Culinary Arts & Sciences Program.

How are clear student learning outcomes (overarching learner goals/competencies) developed and measured?

When courses and programs are written, the SLOs and the exit criteria for program certificates are written. There are SLOs for every course and program in our department.

Program: Culinary Arts and Sciences Program

Course(s): Culinary Arts and Sciences I & II

Course SLOs: Upon completion of Culinary Arts and Sciences, student will be able to:

1. prepare and serve food in a safe and sanitary manner applying appropriate local, state, and Federal guidelines; as well as the ability to safely and properly use knives, measuring tools, and kitchen equipment in the production of American Regional Cuisine.
2. develop a menu, including recipe conversions and food costing.
3. prepare stocks, soups, and sauces using kitchen staples, herbs, spices, flavorings, applying heat-transfer methods, and culinary terminology.
4. identify bakeshop ingredients and products, and produce a variety of breads, pastries, and frozen desserts.

Describe the quantitative or qualitative results:

Formative and summative assessment results show students demonstrating:
- food production techniques
- soft skills (i.e. working in diverse groups),
- college level writing and math skills in food costing
- organization and time management skills from food preparation to presentation

Assessment:

Quality food preparation, time management, writing, computer skills and managing a diverse group dynamic is measured by the student's ability to pass labs, group and individual competency-based projects.

Discuss any actions taken so far (and results, if known):

This is a newer course and our course outline and syllabus have driven the class in a positive direction with minimal changes to the original course documentation. Faculty use daily formative assessments to improve teaching and learning so that students are successful. Since implementing this new program curriculum, we have seen an increase of quality jobs students have been able to attain in the Hospitality industry sectors.
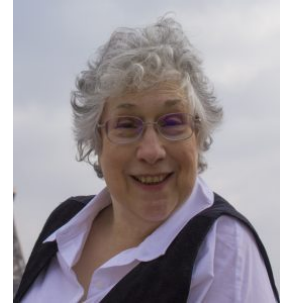
Department Spotlights

Kudos to Joan McKenna, HCS Program Chair

McKenna set a best practice with the development of a department website. The website (shown below) provides faculty and staff access to course curriculum, students learning outcomes, best practices, and employers looking to hire students from HCS programs.

Click on the link below to check out the HCS website!

(http://www.fashionandfoods.com/test/)

Kudos to Laurie Mikolaycik, Child Development Program Chair

Mikolaycik set a best practice by developing an end of course SLO survey for child development students. The survey captures whether or not course SLOs were met, and it is mapped to the department/program SLOs.

Click on the link below to check out entire survey!

(https://www.dropbox.com/s/afxp020lg737lgp/Child Development Evaluation form.docx?dl=0)

Child Development

Student End of Course Survey of Student Learning Outcomes

1- Strongly Disagree	2- Disagree	3-Neutral	4-Agree	5-Strongly Agree

See scale above and rate each statement below (1 to 5):

Knowledge and Skill Development	Rate 1 - 5
1. This course gave me information about the latest research in Child Development.	
2. This course provided me with practical skills to use when working with children and families.	
3. This course has helped/will help me in my career and/or vocational choice.	
4. This course challenged me to think and apply information.	
5. This course introduced me to new ways of thinking and expanded my understanding of child development and family systems.	
6. This course provided me chances to communicate with others and express my ideas, opinions, thoughts, etc.	
7. This course provided me with information about outside resources for children and families.	
8. This course was enjoyable for me.	

SLO Task Force Members

The SLO Task Force typically meets on the 2nd Thursday of the month at ECC from 2:30-4:00 PM in room 134.

For more information, please contact:

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The Speedy SLO is the official Student Learning Outcomes newsletter of San Diego Continuing Education (SDCE). Published biannually by the San Diego Continuing Education SLO Task Force, the Speedy SLO provides SDCE faculty and professional staff with the most up to date information relating to student learning outcomes at the institution. Checkout hot topics and SLO websites by clicking on links below:

• Transparency in Learning and Teaching Project: UNLV research demonstrates that students do better when faculty employ teaching methods that help them understand *how* and *why* they are learning the course content.
https://www.unlv.edu/provost/transparency

• Give and Take: Finding the Value in Classroom Feedback
https://www.campusintelligence.com/blog/2016/11/02/finding-the-value-in-classroom-feedback/

• Curriculum Mapping Tool Carnegie Mellon University: Eberly Center for Teaching Excellence and Educational Innovation
https://www.cmu.edu/teaching/assessment/assessprogram/tools/Curriculum%20Mapping%20Tool.html

• The National Institute for Learning Outcomes Assessment (NILOA) website is a great resource for faculty!
http://www.learningoutcomesassessment.org

• SDCE Outcomes & Assessment page
http://sdce.edu/content/sdce-outcomes-and-assessment