

February 2020

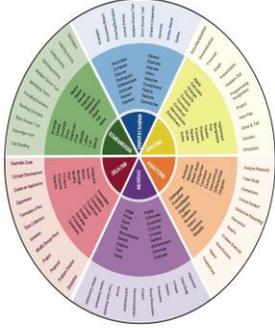
Equitable Syllabi: Is your syllabus welcoming, encouraging and supportive to our students?

“...seemingly thorough and well-organized syllabi,... can still be very intimidating and overwhelming visually, tonally, and psychologically for our students.”

Many San Diego Continuing Education faculty attended Arnita Porter’s workshop: “**The Equity Centered Classroom: Syllabi Redesign**” to kick-off the spring semester. Faculty learned that equitable syllabi, like equity centered classrooms, are welcoming, encouraging and supportive of all students, and seemingly thorough and well-organized syllabi, those containing everything the student needs to know to be successful in the class, can still be very intimidating and overwhelming visually, tonally, or psychologically for our students. To determine if your syllabus is equitable to your students, assess it with the syllabus evaluation tool shared in Porter’s workshop. Click below to assess your syllabi and to access Dr. Arnita Porter’s presentation: [The Equity Centered Classroom: Syllabi Redesign Materials](#)



Arnita Porter, JD Speaks to SDCE Faculty during Spring FLEX 2020



- BLOOM'S TAXONOMY
- BROAD END PRODUCTS OF LEARNING
- MEASURABLE STATEMENTS
- COMPREHENSIBLE BY STUDENTS

ABCs of SLOs:

- + Student Learning Outcomes (SLOs) are the end products of a course and describe what students should know, think, and do as a result of the teaching
- + Each course should have at least 2 BUT no more than 4 or 5 measurable (demonstrable/observable) student learning outcome statements
- + Each course should have the EXACT same learning outcomes regardless of who teaches the course to help ensure consistency of outcomes for all students
- + Use verbs from new Bloom's Taxonomy to describe what successful students do
- + Consider using/describing the course capstone project, or a couple of its parts, as the SLO(s)
- + Using SLOs and their assessment as exit criteria (for certificates & grades) is a best practice and ensures that students have mastered the competencies/content standards prior to course/program completion.

Spring FLEX Program Meetings Included Student Learning Outcomes

Program and course SLOs need to be updated as programs have been split and courses have been added or revised. In response, departments set aside time for their faculty to review SLOs during their program meetings. The desired outcome of the activity was for faculty to:

- + meet by courses taught
- + audit their program and course SLOs and update them accordingly (see SLO materials below)
- + select one (1) course SLO to assess during the spring semester
- + agree on an assessment for that SLO, and
- + agree on week to assess the SLO(s), **with all assessments completed by the last week of April 2020.**

The data collected will be used for the Campus Labs' Outcomes & Assessment Module and training being launched later this spring, which will also inform the upcoming SDCE Midterm Accreditation Report (March 2021). Click on the link below to access program meeting materials: [SLO Materials](#)

“Students seeking the High School Equivalency take summative assessments in the form of full-length practice tests to determine their readiness to pass the official HiSet, GED, or TASC exams..”

High School
Equivalency –
Program Review
Cycle 4 Response

Learning Outcomes in High School Diploma (HSD) - High School Equivalency (HSE) Programs

Learning Outcomes in the High School Diploma (HSD) /High School Equivalency (HSE) Programs

HSD/HSE - Program Review

During Cycle 3 & 4 Program Review, programs were asked to discuss SLOs. The following are reflections from the HSD/HSE program.

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

SLO development is an on-going program-wide activity. Faculty may update or revise SLOs as needed, aligning SLOs first to SDCE’s Institutional Student Learning Outcomes and then to College and Career Standards and/or Common Core State Standards where appropriate. Faculty measure student success by utilizing a range and varied combination of methods including diagnostic, formative, summative, and ipsative assessments. This may take the form of student reflections, pre-testing and post-testing for knowledge, short/long answer responses, project-based opportunities to demonstrate understanding. Based on student results, faculty have the opportunity to offer remediation, differentiation, or extra-support services (ie. Tutoring through DSPS or TRACE). Students seeking the High School Equivalency take summative assessments in the form of full-length practice tests to determine their readiness to pass the official HiSet, GED, or TASC exams. Where deficiencies exist, the opportunity for directed learning and instruction arises.

Program: High School Diploma Program

Course(s): U.S. History II

Course SLOs: United States History II students apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it.

SLO Assessment: Students were given a writing prompt where they were asked to evaluate the past using historical methods learned and practiced in class.

Describe the quantitative or qualitative results:

11/15 students (73.3%) demonstrated competency as outlined in the grading rubric.

Discuss any actions taken so far (and results, if known): The remaining 4 students participated in a small-group activity to review historical methods as they apply to evaluating the past, and were then given an opportunity to revise and resubmit their paper.

The Faculty Spotlight Celebrates Black History Month by Highlighting SDCE's Black Faculty



Cassandra Caesar, MS
Rising to Success (R2S)
Counselor | Fun Fact: I love to sing, if you see me in my car and my mouth is moving I'm not talking on the phone; I am singing like no one else's business....off tune, off pitched but feeling good. No one can tell me I don't sound like CeCe Winans.



Gwendolyn Chamberlain, MA
Intake Coordinator,
CalWORKs
Fun Fact: Became a storyteller in 5th grade; encouraged by my classmates. The oral tradition has been part of me to this day!



Veleka Cassie Iwuaba, Ph.D.
ABE/ASE Program Chair
FELI/ Career and College
Readiness Coordinator
ABE/ASE Faculty
Fun Fact(s): I enjoy fishing with my family, especially my parents.



Marne Foster - MA, MDE
College & Career Readiness|
High School Equivalency
Faculty| SLO & Program
Review Coordinator | Fun
Fact(s): I lived in Sweden, and I'm a hot yoga yogi, a former Miss Howard University School of Business and a former SDUSD School Board President.



Abdullahi M. Haybe
Intake Coordinator, CalWORKs
| Fun Fact(s): I was the captain of the Boy Scouts during Middle School in Ethiopia.



Marcia Grant, MS
Career | CTE | ESL Counselor
ECC Campus | Fun Fact(s):
 I collect Star Trek autographs.



Jo Hart-Lloyd, MS
Counselor, ECC Campus| Fun
Fact(s): I love kite flying and toboggan sliding.



Diya Spellman, MS
Intake Coordinator,
CalWORKs| Fun Fact(s):
 Cooking is therapy for me and I love to swim.



Chinazome Iwuaba, Ph.D
College & Career Readiness |
High School Equivalency
Faculty | Fun Fact(s): I'm the
author of "Shaped by
Struggles," a four star book on
Amazon.



Anisha Jackson
Youth Workforce Case
Manager, Gateway to
College and Career Program |
Fun Fact(s): People who love
me tell me that I leave them
feeling heard, appreciated
and inspired.



Robert Jackson
Automotive Program Faculty,
Master Mechanic, ASE
Certified | Fun Fact(s): I'm a
former Marine with a Micro
Master's in Instructional
Design. An A+ (106 out of
100) on a high school English
exam inspired me and
changed my life.



Anetha Johnson, Ed.S.
Business Information &
Technology Faculty
Fun Fact: I'm a Native San
Diegan. I earned my BA,
MA, and Ed.S. between the
ages of 50 – 53 and have 8
grandchildren, ranging in
age from 9 to 27.



Wanda Katepa
High School Equivalency
Faculty | Fun Fact(s): I play with
a 65+ women's softball team,
and a men's co-ed team. I love
traveling and meeting new
people. One day, I would like a
leading role in a play.



Sharion Lott, MS
Business Information &
Technology Faculty
Fun Fact(s): I played the cello
and toured with my college
choir.



Jessica Walton, MA
Counselor, CalWORKS | Fun
Fact(s): I run half marathons,
and I played basketball for
Point Loma Nazarene
University.



Kenneth Parker, MS
Health Care Careers
Faculty | Fun Fact(s): I love
blue shell crabs from the
Chesapeake bay.



Charles Watkins, MS
Instructor Accelerated High
School Program
Fun fact(s): I once had the
opportunity to sit and talk with
baseball legend Tony Gwynn.



Michael Watkins, MS
Accelerated High School
Program Faculty
Fun Fact(s): I participated on
"Family Feud" game show,
and I like to collect shoes.



Harold Williams
ASE Certified
Master Mechanic
Automotive Program Faculty



Lisa Cork, MS
Program Director &
Program Chair of Healthcare
Careers | Fun Fact(s): I have
an identical twin and people
continue to confuse us.



Henry Merritt, MA
High School Equivalency Faculty | Fun Fact(s): I worked in human resource development for more than 25 years and with professional sports for more than 15 years. I have represented the LA Lakers, Clippers, Padres and Chargers.



Vickie D. Taylor, MS
Healthcare Careers Faculty | Fun Fact(s): I'm a published author of children's books and frequent children's book fairs. I'm Director of my family sponsored non-profit charity that provides services to seniors & people experiencing housing insecurity.



Terry Washington, MA
Child Development/Parent Education Faculty | Fun Fact(s): She prides herself in being a lifelong learner and published author. Her book, Bridging the Gap between Teenagers and Parents, was published in 2008.

Gerry Liggins, MA
Business Information & Technology Faculty | Fun Fact: I served as an IT specialist in the U.S. Navy, and I love helping those in need throughout the community.

Carolyn Dunlap
English as a Second Language Faculty | Fun Fact: I used to be a news reporter and sportscaster for San Diego's KTTY Channel 69. I'm a blooming jazz musician who plays the piano.

Final Fun Facts:

It is widely understood that:

- African American History is 365 days a year and is American History
- The survivors of the Middle Passage built America
- The Black Migration has influenced every aspect of American life

The African American in America comes from a rich cultural heritage of African kings, queens, philosophers, artists and scientists and, like the rest of the world, is linked to the earliest man whose remains were found in Africa. This means regardless if we are European American, Mexican American, Filipino American, Latin American, Asian American, Native American, or African American, we are all Americans who are connected to or come from Africa – the world's Motherland.

Ubuntu ~“I am because we are!”





The SLO Taskforce

- **Mary Burns**
- **Lisa Cork**
- **Marie Doerner**
- **Marne Foster**
- **David Holden**
- **Veleka Iwuaba**
- **Wanda Katepa**
- **Donna Namdar**
- **Diana Vera-Alba**

The SLO Taskforce Needs **YOU** **R Voice!**

The focus of the SLO Coordinator and SLO Task Force is on the improvement of teaching and learning through the understanding, use and assessment of learning outcomes, including the following best practices:

- transparent assignments
- Backwards Design/Understanding By Design
- aligning grades/certificates to SLOs
- mapping SLOs to program and institutional outcomes
- ongoing faculty trainings aimed at institutionalizing a student assessment process.

The SLO Taskforce typically meets at ECC on the third Tuesday of the month at 1:00 PM; this is right before the program chair meeting. The taskforce, chaired by the SLO Coordinator, helps to inform and review the SLO process so that it consistently supports faculty and fosters student success. SLOs are the purview of faculty. Therefore, it is important that programs be represented on the taskforce and have input on the institutional effectiveness efforts regarding SLOs:

1. Implementation of SLO software system
2. Student Learning Outcomes assessment
3. Professional Development as it relates to student learning



SDCE Black History Month Celebration, February 2020

SDCE focused on the national theme:
“The Black Vote.”

Deans Maureen Rubalcaba and Stephanie Lewis organized a wonderful program!

Dean Stephanie Lewis shared 8 Reasons to Vote to engage students. Click on link below to access:

[8 Reasons To Vote](#)

For more information please contact:

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Special Thanks to Mary Burns, Marie Doerner, Lisa Cork, David Holden, Diana Vera-Alba, Wanda Katepa, Veleka Iwuaba and Donna Namdar for your work and serving on the SLO Task Force!



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:

- The National Institute for Learning Outcomes Assessment (NILOA) website is a great resource for faculty!
<http://www.learningoutcomesassessment.org>
- NILOA Assignment Library gives assignment design ideas.
<https://www.learningoutcomesassessment.org/ourwork/assignment-library/>
- Using Canvas Outcomes to Track Mastery in Your Course
 This presentation will help faculty using Canvas to track SLOs
<https://www.asccc.org/content/using-canvas-outcomes-track-mastery-your-course>
- Wait, Why Are We Doing This?: Making SLO Assessment Meaningful and Useful for Teaching Faculty
 2018 Student Learning Outcomes (SLO) Symposium
<https://www.asccc.org/content/wait-why-are-we-doing-making-slo-assessment-meaningful-and-useful-teaching-faculty>
- 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>