

June 8, 2018

National Institute of Learning Assessment (NILOA) Coach Visits SDCE

*“Assessment
activities
prioritize
communication
within and
across
programs at an
institution”*

*- from
Managing
Assessment for
Busy Faculty &
Staff - Nancy
Quam-
Wickham,
Ph.D.*

On Tuesday, May 22nd SDCE faculty participated in workshops led by learning assessment expert, Nancy Quam-Wickham. As a part of the National Institute for Learning Outcomes Assessment’s (NILOA) coaching program, Dr. Quam-Wickham 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.

SDCE’s SLO Coordinator submitted a proposal to NILOA in February requesting to work with Dr. Quam-Wickham, and she received a favorable response in March. “I requested Dr. Quam-Wickham because of her background in assessment, assignment design and technology - a combined training faculty need to serve students better and to work smarter,” said Marne Foster -SLO Coordinator.

NANCY QUAM-WICKHAM is a Senior Assessment Specialist at Washington State University and is a Quality Matters certified reviewer in online education. She holds a bachelor's degree from San Francisco State University and a doctorate in history from the University of California-Berkeley. “When faculty create transparent assignments and use the right technology faculty become more effective and students improve,” said Dr. Quam-Wickham in a morning discussion with the SLO Taskforce and SDCE Leadership.

The morning meeting involved a small program leadership group and the Student Learning Outcomes (SLO) Taskforce who discussed, with the NILOA Coach, the SLO section of the Institutional Effectiveness Partnership Initiative Plan and solutions for capturing, improving and institutionalizing student assessment. Coach Quam-Wickham, shared some considerations and presented some effective solutions for documenting, organizing and presenting student learning data.

In the afternoon, Quam-Wickham provided two workshops to SDCE faculty leaders: **Assessment 101: "Working Smarter not Harder: Managing Assessment for Busy Faculty Members,"** and **“Assignment Design: Features of Effective Assignments.”**



SDCE Faculty with Nancy Quam-Wickham, Ph.D.

Seventeen (17) faculty members attended the afternoon workshops and a combination of eight (8) faculty and administrators attended the morning meeting - a total of 20 participants with all disciplines represented.



SDCE Faculty in Assignment Design Workshop at ECC Campus

“The information was very helpful and I look forward to applying it to our program.”

*Workshop
Survey
Respondent*

Survey results of the workshops and morning discussions revealed that 100% of respondents (13 survey respondents total) felt the discussions and workshops were very valuable. One responded said, “The information was very helpful and I look forward to applying it to our program.” The SLO Taskforce is pleased with this common response among workshop participants because it is their goal to develop a cadre of faculty who can push training like this back out to their respective programs.

The visit was successful, and Dr. Quam-Wickham acknowledged our culture in her parting words, “I had a lot of fun with your team. It’s nice to see collegiality!”

The SLO Plan for SCDE

San Diego Continuing Education Innovation and Effectiveness Plan (February 2018)

SECTION: Student Learning Outcomes

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status As of Date:
A. Student Learning Outcomes Assessment Development, 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	
	2. Implement a software system for SLO data collection and student performance tracking	a. SLO Taskforce, Program Chair Committee, OIE b. OIE c. OIE request, Technology Committee, President d. SLO Taskforce, Program Chair Committee, OIE e. OIE, SLO Taskforce f.-h. SLO Taskforce, OIE, PDC	a.-d. Spring 2019 e.-h. Fall, 2019	a. Clearly define/document processes and outcomes/reports that will be captured within the SLO software system. b. Conduct an evaluation of different software platforms (vendors). c. Purchase a software system. d. Determine person(s) to manage software platform. e. Build the data/information in the software system f. Create communication plan and continuous process improvement plan for system implementation. g. Provide training and create and disseminate documentation for using the software system. h. Launch system.	a. Completed list of SLO processes, outcomes, reports to be captured by software system documented b. Software system selected c. Platform purchased and software installed d. Management/user list drafted e. Build out completed and pilot tested f. Communication plan and process improvement plan completed. g. Training materials completed and users trained h. System implemented	

“The [SLO] plan focuses on SLO assessment development, training and tracking...”

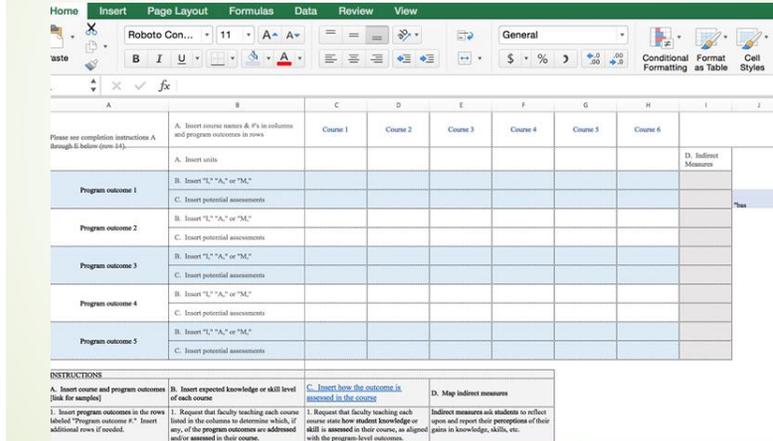
The Student Learning Outcomes (SLO) section of the Institutional Effectiveness Partnership Initiative Plan covers November 2018 through fall 2019. The plan focuses on SLO assessment development, training and tracking with two related objectives:

1. Document and institutionalize a student assessment process and
2. Implement a software system for SLO data collection and student performance tracking

Preparation and work with the NILOA Coach, SLO Taskforce and faculty workshops have contributed to the implementation of the SLO plan. The goal is to develop a cadre of faculty from NILOA workshop participants who would help extend the training to SDCE departments/programs - similar to a Train-the-Trainers program. Dr. Quam-Wickham provided practical data tracking software solutions (e.g. Qualtrics, Excel, and Tableau) that the SLO Taskforce will explore in the fall.

Work Smarter Not Harder! Look out for future trainings on software associated with Assessments, Assignment Design, Rubrics and Curriculum Mapping on the 2018-2019 FELX Calendar.

Map your Curriculum -- use a ready-made tool!



“When faculty create transparent assignments and use the right technology faculty become more effective and students improve.”

Nancy Quam-Wickham, Ph.D.

✓ **Collect Data using excel, Google Sheets, Forms, or other software**

Using spreadsheets for data collection allows quick analysis and easy reporting.

Student ID	Basic	Developing	Proficient	Mastery
001		XX		
002	XX			
003			XX	

✓ **Participation and Discussion Capture Tool --** Capture student questions and participation in real time; also has Backchannel capabilities.

Today'sMeet

Enhance classrooms. Enable discussions. Empower students.
Today'sMeet gives everyone a voice

Learning Outcomes in Automotive Technology



**507B – Advanced
Drivability and performance
Educational Cultural Complex
Automotive Skills Center**

“SLOs are integrated into lectures, job sheets, lab demonstrations, and incoming repair orders for student and staff vehicles. .

In addition, each class has an SLO for the cognitive and psychomotor domains.”

Automotive Technician
Program – Program
Review Cycle 2
Response

During Cycle 2 Program Review, programs were asked to discuss SLOs. The following are reflections from the Automotive Technology Program.

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

SLOs are aligned to current industry standards according to the Automotive Service of Excellence(ASE), National Automotive Technicians Education Foundation (NATEF), emerging national and local industry trends and practices, and our own Advisory Committee. SLOs are integrated into lectures, job sheets, lab demonstrations, and incoming repair orders for student and staff vehicles. In addition, each class has an SLO for the cognitive and psychomotor domains.

As an example, there is a safety SLO for all CTE courses. On March 15, 2016 all CTE faculty attended a presentation on how to make, the importance of, and how to assess SLOs. In this training and in our disciplines, automotive faculty have discussed the broad/global goals for all students based on current and future learning needs in the industry.

Auto Tech students are tested by both traditional assessments on lecture presented information (pre and post course assessments, and weekly chapter quizzes), as well as project-based assessments. Students complete approved worksheets that represent the NATEF required specific tasks, and then present them to the instructor for verification and grading. Instructors also measure these competencies with performance demonstrations to ensure students have mastered all necessary skills. For example, students in the Brakes & Suspension course must successfully operate the Tire changer and Tire balancer to demonstrate a proper mount and balance.

“This increase in traffic has helped the completion of NATEF tasks and increased student exposure to a variety of repairs on more makes and models.”

Automotive
Technician
Program –
Program Review
Cycle 2 Response

Describe an example of how your program/department used course SLO data from past year (2016/17) to impact student learning or achievement.

Course: 507B – Advanced Drivability and performance

Course SLO: Auto Tech Students will demonstrate the competence to identify and diagnose vehicle repairs related to engine performance and drivability.

Describe the quantitative or qualitative results: Students must successfully perform 47 NATEF tasks in the lab using the technical skills and the proper operation of technology and equipment. Results showed that students can benefit from increased access and exposure to a variety of vehicles repairs.

Discuss any actions taken so far (and results, if known): More effort is now directed towards increasing the efficiency of invoicing and dispatching repair orders on SDCCD staff and faculty vehicles. This increase in traffic has helped the completion of NATEF tasks and increased student exposure to a variety of repairs on more makes and model.

The SLO Taskforce Needs YOU R Voice!

The SLO Taskforce typically meets at ECC on the second Tuesday of the month at 1:15 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 upcoming institutional effectiveness efforts regarding SLOs:

1. Implementation of SLO software system
 - Determine process, outcomes and reports to be captured within the SLO software system
 - Evaluate SLO tracking software and making recommendations
2. Review of SDCE SLO website and recommendations for improvements
3. SLO assessment trainings and supports



Nancy Quam-Wickham and Marne Foster

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Special Thanks to Mary Burns Prine, Marie Doerner, Antoinette Griffin, David Holden, Wanda Katepa, Laurie Mikolaycik, Pat Mosteller, 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:

- 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>
- Culture Shifting session at the 2017 SLO Symposium
<file:///C:/Users/Instructor/Downloads/Outcomes%20Assessment%20Practices%20Summation.pdf>
- 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>
- Writing SLOs for Course Syllabi (covers SLOs, syllabi and assessment)
<http://uwf.edu/offices/cutla/supporting-pages/writing-slos-for-course-syllabi/#form>
- The National Institute for Learning Outcomes Assessment (NILOA) website is a great resource for faculty!
<http://www.learningoutcomesassessment.org>