SEPTEMBER 12TH SLO FLEX DAY – List and descriptions of sessions
Look for final list with room numbers and FLEX CRN numbers soon

9:30-11:30
Morning Keynote Session – presented by Bob Pacheco from Mira Costa College
Health and Wellness Center Gymnasium

11:30-12:30
Brown bag lunch – provided by the Faculty Association (free, and consider joining the Association.)

12:30-2:00
Instructional departments/discipline sessions
Many (but not all) will be in the same location as on Aug. 14th. Check with your department chair or with HR announcement coming out soon.

12:30-1:30
Combined session for Student Services
Student Services: Speaking with One Voice
Thelma Scott-Skillman, Interim Vice Chancellor of Student Services
VART 114

1:45-3:45
Student Services department sessions
Check with your department chair or with HR announcement coming out soon.

2:15-3:45
Instructional department extended sessions
Check with your department chair or with HR announcement coming out soon.

2:15-3:45
Breakout Sessions

Assessing in Open Entry/Open Exit (Noncredit) Courses
Robin Pugh (Business) and Anna-Lisa Helmy (ESL)
MUB 188
When students come and go during the semester, it creates additional challenges to instructors' ability to assess success. This session will present strategies to create and apply SLOs that assess student achievement in this shifting environment. Discover how using SLOs to assess and revise your syllabus and activities if necessary can improve outcomes for students.

Assessing interdepartmental and interdisciplinary program SLOs
Sheri Miraglia (Biological Sciences) and Lauren Muller (Interdisciplinary Studies)
SCIE 5
Most certificate and degree programs at CCSF require courses offered by multiple departments (for example - to complete an AS in Biology, students are required to complete courses in Chemistry, Math and Physics as well as core Biology curriculum). In this workshop we will explore the logistics of assessing SLOs and sharing SLO data for courses that serve program offerings and map to program SLOs that fall outside their specific department.

Closing the Loop: Not just what students learn, but how
Tracy Burt (Child Development & Family Studies), Mary Brave woman (Mathematics) and Jessica Williams (Office of Mentoring and Service Learning), Supported by MIP (Multicultural Infusion Project) and OMSL (Office of Mentoring and Service Learning)
MUB 360
What is Closing the Loop and what opportunities does it provide to raise the level of students' learning and connect it to student achievement? We will introduce strategies that can be used in each step of the process and have been shown to raise student success, including High Impact Practices, Essential Learning Outcomes and Deep Integrative Learning Practices, tools created by the American Association of Colleges and Universities. This is part of a Series of Workshops on Closing the Loop in Fall 2012

Demonstration and practice with Health Ed tool to align course SLOs to course assignments.
Janey Skinner (Health Education)
MUB 340
This session will demonstrate and use a simple matrix used in the Health Education department to align course-level SLOs to course-level assignments, with additional steps to assess student attainment of those SLOs and to reflect on what the results mean. Participants will be able to start filling out a matrix for their own courses - if possible, bring the Course Outline of record for one or more of the classes you teach to this session, and if you like, bring a laptop to fill out in Excel (if not, you can fill out on paper).

Developing and Refining Program SLOs
Laura Walsh (ESL) and Diana Markham (Physics)
SCIE 215
Bring information about your program and leave with your program SLOs well on the way to completion. Share ideas about plans for assessment.

Editing and using departmental web page
Katryn Wiese (Earth Sciences)
BATL 313 (CMS lab)
Each department has its own SLO Assessment web page, through which it publicizes its SLO assessment process, progress, and resources. These pages are most useful for sharing information and facilitating dialogue within and amongst departments. For more information about how to edit and work with these pages (and to see examples from multiple departments), join us in BATL 313.

Improving teaching by making learning outcomes more visible to students
Jim Sauve (English)
BATL 511

Issues of concern for distance learning faculty
Cynthia Dewar (Education Technology)
MUB 398
ACCJC has specific guidelines for evaluating distance education. Understand student learning outcomes and online courses.
issues of concern to cte (career and technical education) departments

Craig Persiko (Computer Science)

BATL 413

How to assess SLO success in Career and Technical Education Programs: we’ll look at the Completers/Leavers survey data we’re all about to receive, and how best to use it. We’ll also discuss how best to use Perkins funds to improve programs, and how to work with industry advisory committees and labor market data.

issues of concern to those doing GE mapping

Simon Hanson (Biological Sciences)

SCIE 309

This workshop will focus on logistics of mapping Course level SLO's to the colleges General Education objectives. Strategies for mapping objectives while increasing program wide dialog among instructors involved in GE courses will be provided.

Providing leadership at the dean level

Terry Hall, Dean, School of Health and Physical Education and John Adams Campus

MUB 250

Providing leadership within the department, chairs and lead faculty

Karl Westerberg (Physics), Dennis Piontkowski (Mathematics) and Sean Laughlin (Physical Education)

SCIE 45

Use of rubrics

Andrea Niosi (Library and Learning Resources)

MUB 350

This session will cover the benefits of rubrics for assessments, types of rubrics and how to create them.

Using multiple measures of assessment

Dora Dye (Business)

MUB 370

In this session, attendees learn about the different methods to measure assessment, the reasons for each method, and the components and time frame for assessment. Then, attendees are given a chance to create an assessment plan using multiple measures. Please bring paper, writing instruments, and your course and program SLOs to this session.

7:40-9:10
Evening breakout sessions

Business - Mapping Business PLOs to Required Courses

Ophelia Clark (Business)

MUB 270

Connecting as a part-time faculty member

Tom Boegel, Dean of Curriculum, Tenure Review and Faculty Evaluation

MUB 160

Part-time faculty teach a significant portion of the classes at CCSF. The work they do with students needs to be brought into their department's and the college's overall assessment of learning outcomes. In this group, faculty should bring information about their department's plans for assessing learning outcomes in the courses that they teach. Faculty will get a chance to share those plans, and will discuss strategies they will use to get involved in these efforts.

English Department

Jessica Brown or Jim Sauve (English)

MUB 380

ESL

Greg Keech and Vivian Ikeda (ESL)

MUB 370

Foreign Languages

Tom Blair (Foreign Languages)

MUB 271

Where we stand in SLO’s and assessment in FL courses with background and connections to the bigger picture.

Improving assessment techniques while making them easier

Jennifer Carlin-Dawgert (Behavioral Sciences)

MUB 170

Issues of concern to CTE (Career and Technical Education) Departments

Beth Cataldo (Career and Technical Education)

MUB 280

How to assess SLO success in Career and Technical Education Programs: we’ll look at the Completers/Leavers survey data we're all about to receive, and how best to use it. We’ll also discuss how best to use Perkins funds to improve programs, and how to work with industry advisory committees and labor market data.

Issues of concern for the Sciences

Katryn Wiese (Earth Sciences)

MUB 288

Mathematics

Dennis Piontkowski (Mathematics)

MUB 350

Use of rubrics

Andrea Niosi (Library and Learning Resources)

MUB 150

This session will cover the benefits of rubrics for assessments, types of rubrics and how to create them.

6:00-7:30
Evening Keynote Session – presented by Bob Pacheco from Mira Costa College

MUB 140

[Full time faculty who started at 9:30 will have concluded their FLEX obligation for the day at this point]