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Activity:

In one minute, as quickly as you can, list as many words that come to mind from the phrase the scholarly look at teaching and learning.

Building on existing knowledge.
Some 25 years ago, the Carnegie Foundation proposed a novel idea: the examination of teaching and learning in higher education was scholarly work—as worthy an endeavor as any academic or scientific pursuit. The goal of the Scholarship of Teaching and Learning (SOTLOTL), as it is called, is to “render teaching public, subject to critical evaluation, and usable by others in both the scholarly and the general community.” The Strengthening Student Success Conference has been at the forefront of looking at learning and sharing good work to improve practice and advance our students’ learning. Come with us on a brief history of learning assessment through an examination of past presentations of the conference. See how we have moved from then to now, and how, after a look into the past, we might imagine where we will be in the years to come.
LEARNING OUTCOMES

1. Summarize some of the wisdom and efforts from those who pioneered in the development of learning outcomes assessment/scholarship of teaching and learning.

1. Describe future steps that will help achieve the goal of “making learning public.”
SHARING BACK

• Please share back with us what you wrote down regarding the scholarly look at teaching and learning.
SCHOLARSHIP OF TEACHING AND LEARNING

- Systematic reflection on teaching and learning
- Inquiry into how students effectively learn a discipline
- Inquiry into how and what teaching practices influence the learning process
SCHOLARSHIP OF TEACHING AND LEARNING

• Characteristics
  • Self-reflection
  • Application of results to practice
  • Results shared publicly
  • Findings become an object of critical review by discipline peers (publish)
  • Peers build upon and develop prior work
Faculty as a group...
- Articulation of an intended learning outcome
- Design of preparatory learning experiences
- Development of an assessment “venue” & strategy
- Declaration of expected performance levels
- Development of evaluation criteria & application to student work
- Aggregation of scored data
- Consideration and interpretation of results
- Deliberations about future directions for assessment work
- Sharing of results and future plans
ROOTS OF LEARNING ASSESSMENT

• Quality in Higher Education
  • Carnegie Foundation for the Advancement of Teaching (1916)

1928 PA study, 3,200 items 12 hours. 70% of college seniors, 75% of high school seniors who were retested in college.
• Robert M. Hutchings, President- University of Chicago (1928)

• A graduate student who plans to be a teacher must be in touch with the most recent and most successful movements in undergraduate education, of which he/she now learns officially little or nothing.

• Getting in touch is best done by seeing experiments carried on in undergraduate work by the members of the department in which he/she is studying for the degree...
STUDENT LEARNING IN COLLEGE (1930-1979)

- Application of educational & developmental psychology
  - Alexander Astin - *Four Critical Years* (1977)
    - Value added & longitudinal study

    - Synthesis of research
RETENTION & STUDENT BEHAVIOR

- Vincent Tinto - *Leaving College* (1975)
  - Action research to inform interventions
BIRTH OF A MOVEMENT

• First National Conference 1985, Columbia, SC
  • American Association for Higher Education (AAHE)
    • Individual faculty members, administrators, students, staff in higher education
    • Founded 1870

• National Institute of Education (NIE)
  • Involvement in Learning (1984)

• Higher levels of student achievement could be promoted
  • Give students active learning environments, prompt & useful feedback
  • Colleges could learn from feedback on their own performance
A COLLEGE IS

• An organization composed of learners

Some of whom also teach
DISCUSSION QUESTION

• What big issues or events in the California community college system were taking place around this time (early to mid 1980s)?
COMPETING AGENDAS

- Proposition 13 1978
- “Curriculum Hit List” 1981
- Course Outline of Record Regulations 1983
- First Student Enrollment Fees 1984
FROM INSIDE THE ACADEMY

• William Bennett-
  • To Reclaim A Legacy (1984)

• Earnest Boyer-
  • Scholarship Reconsidered (1990)

• Pat Cross & Tom Angelo- Classroom Assessment Techniques (1993)
FROM INSIDE THE ACADEMY


• Carnegie Foundation creates Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) (1998)

What big issues or events in the California community college system were taking place around this time (late 1980s and 1990s)?
COMPETING AGENDAS

- Matriculation Act 1986
- AB 1725 1988
- Fees “Roller Coaster” 1990s-2012
- Proposition 184 (3-Strikes) 1994
- Propositions 209 1996 & 184 1998
- Basic Skills state initiative started 2006-07
- Student Equity 1992 policy, 1996 plans idea, 2002 plans required, 2005 update required, 2014 $100 million provided
- Student Success Task Force & Legislation 2012
  - 3SP Plan required 2015
FROM OUTSIDE THE ACADEMY

• U.S. Department of Education
  • **A Nation At Risk** (1983)

• National Governor’s Association
  • **Time for Results** (1986)

• Regional Accreditors
  • Standards in 1990s started asking for learning outcomes and assessment work
    • North Central (Higher Learning Commission)
    • Southern Association of Colleges and Schools (SACS)
EARLY IMPLEMENTATION

• First Wave
  • Alverno College, Milwaukee, WI (1979)
  • Northeast Missouri State (aka Truman State), Kirksville, MO (1973)
  • University of Tennessee, Knoxville

• Second Wave
  • James Madison University, Harrisonburg, VA
  • Kean College/University, Union, NJ
  • Kings College, Wilkes-Barre, PA
  • Miami-Dade Community College, Miami, FL
  • Sinclair Community College, Dayton, OH
LITERATURE OF PRACTICE

- Assessment Update (started 1989)
- Change: The Magazine of Higher Learning (started 1968)
- International Journal for the Scholarship of Teaching and Learning (started 2007)
LITERATURE OF PRACTICE

• Major U.S. Publishing Firms
  • Jossey-Bass (John Wiley & Sons) - San Francisco, California
  • Anker (John Wiley & Sons) - Bolton, Massachusetts
  • Stylus - Sterling, Virginia
  • Allyn and Bacon (Pearson) - Boston, Massachusetts
ORGANIZATIONS

• International Society for the Scholarship of Teaching and Learning (ISSOTL) (www.issotl.com)

• Society for Teaching and Learning in Higher Education (STLHE/SAPES) (www.stlhe.ca)

• Association for the Assessment of Learning in Higher Education (www.aalhe.org)

• Discipline Societies- assessment/scholarship of teaching and learning
  • Communities of interest
  • Annual conference tracks

(See cloud resources for organizations and conferences list)
ASSESSMENT IN CALIFORNIA COMMUNITY COLLEGES

- 1997 First Conference - sponsored by ACCJC & RP Group
  - Annual from then until 2002, California Assessment Institute
- 2002-2003 RP Group Regional Workshops
- 2004- Workshops by contract with RP Group
- 2005- Summer Institute for SLO leaders with RP Group
- 2006 First Strengthening Student Success Conference (RP Group & CalIPASS)
SSSC THEMES & ASSESSMENT PRESENTATIONS

- 2006- What Counts (32)
- 2007- Making A Difference
- 2008- Basic Skills & Beyond (15)
- 2009- Learning from Assessment (16)
- 2010- Assessment, Dialog & Change (10)
- 2011- Emerging Issues in Assessment & Learning (12)
- 2012- Embracing and Leading Change (13)
- 2013- Power of the Collaborative (6)
- 2014- Crossing Boundaries (3)
- 2015- Looking Back, Looking Forward (3)
• In addition to the SSSC, where has assessment of student learning been a focus for faculty and administration to learn about the topic and share practices?
ALTERNATIVE VENUES OPTIONS

- WASC & ACCJC Assessment Workshops
  - 2007 to 2012
  - WASC Sr. (Assessment Leadership Academy)
- Academic Senate
  - SLO and Assessment Institute (2007-11)
  - Accreditation Institute (2009-present)
- 3CSN projects
- ACCJC Regional Workshops on Assessment
  - 2014-15
- Carnegie Foundation
  - SPECC Project & Faculty Inquiry Groups (2008)
California Assessment Institute

“Teaming Up For Results”

Oakland Marriott City Center Hotel

October 22-24, 2000

Co-Sponsors:
Accrediting Commission for Community and Junior Colleges
Chancellor’s Office of the California Community Colleges
Research & Planning Group of the California Community Colleges
California Community College Chief Instruction Officers (CIO)
California Community Colleges for Staff & Organizational Development (4C/SD)
Faculty Association of California Community Colleges – Education Institute

Host:
PERALTA COMMUNITY COLLEGE DISTRICT
College of Alameda, Laney College, Merritt College,
Vista College
1998 AAHE Assessment Session Reference Guides

In this section we have posted session reference guides from the 1998 AAHE Assessment Conference, including:

- Accreditation
- Benchmarking
- Critical Thinking
- Departmental and Unit Level Assessment
- Diversity
- General Education
- Graduating Students
- Learning Communities
- Program Review
- Student Affairs
- Technology
Accreditation Institute 2008

Driving the Accreditation and SLO Highway: Navigating the Roads of Change

(Subject to change)

Proposed Accreditation Institute Presenters
Barbara Anderson, Pierce College
Marcy Alancraig, Cabrillo College
Barbara Beno, ACCJC
Kenneth Bearden, Butte College
Angela Caballero de Cordero, Allan Hancock
Janet Fulks, Bakersfield College
Scott Lee, Antelope Valley College
Mark Wade Lieu, ASCCC president, Ohlone College
Richard Mahon, Riverside Community College
Virginia Moran, Victor Valley College
San Manuel Indian C...
DISCUSSION QUESTION

• Do you think your college as an organization and your colleagues are well prepared to do assessment of student learning outcomes?

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Source: ACCJC Newsletter, Summer 2015
DISCUSSION QUESTION

• Where would you like to see assessment of student learning presentations or workshops sponsored as a means to share ideas and receive professional development assistance?
A. Take a look at the words you wrote. What word was reinforced as a result of this session?

B. Summarize one of the future steps to advance the scholarship of teaching and learning/learning outcomes assessment that resonated with you the most?