

# 12<sup>th</sup> ANNUAL SLO SYMPOSIUM 2025

Fully  
Online

FRIDAY 1/24/25  
8AM - 3PM (PST)  
SATURDAY 1/25/25  
8AM - 12PM (PST)

## 12<sup>TH</sup> ANNUAL SLO SYMPOSIUM

Navigating the Challenges of Assessment

**COACHes**



CALIFORNIA OUTCOMES  
ASSESSMENT COORDINATORS HUB

Welcome,

The California Outcomes Assessment Coordinators' Hub (COACHes) is delighted to invite you to the 12th Annual SLO Symposium, taking place on January 24th and 25th, 2025. For over a decade, this event has brought together community college and higher education professionals to exchange insights and best practices that support student learning and success. Our continued focus has been on fostering exceptional educational environments where skill and competency development thrive.

We are excited to continue this tradition by gathering with colleagues from California Community Colleges and other higher education institutions across and beyond the state. This year's theme, "Navigating the Challenges of Assessment," will be explored through a dynamic program featuring breakout sessions, panel discussions, and inspiring keynote and plenary speakers.

We hope these meaningful conversations will inspire us all to adopt student-centered, equity-minded approaches to teaching and learning. Together, we can drive transformation within our institutions and organizations, contributing to lasting, systemic changes in higher education. By prioritizing student learning, our efforts can create positive, far-reaching impacts on students' lives and society.

- If you haven't already registered, please [follow this link to reserve your spot at the 12<sup>th</sup> Annual SLO Symposium.](#)
- The Symposium is held on Zoom Events and is free of charge.

With that, we extend our best wishes for a memorable and meaningful SLO Symposium 2025.

Collegially Yours,  
COACHes



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# SCHEDULE OF EVENTS

## Friday, January 24<sup>th</sup>, 2025

All events are Pacific Standard Time Zone

8:00 am Welcome and Introductions ([main room](#))

Dr. Jarek Janio, Santa Ana College  
Enrique Jauregui, Fresno City College  
Dr. Lisa Gaetje, Fresno City College  
Amanda Taintor, Reedley College  
Cheryl Aschenbach, ASCCC

8:15 – 9:45am Keynote Speaker ([main room](#))

### KEYNOTE SPEAKERS:

#### **In Pursuit of Closing the Loop: Connecting Assessment and Change Management**

The most meaningful point in assessment activity is the satisfaction that comes when results help inform a positive change. Yet, this “closing the loop” step in the assessment cycle tends to get the least attention and is the most difficult to execute. Evidence of the use of assessment data for change and improvement is elusive. In this session we introduce a practical framework for bringing together the assessment process with change management frameworks to help college and university leaders and educators set themselves and their institutions up for greater assessment success. Following the presentation of change management theories and assessment we share practical examples from organizational change in academic affairs at the course, program and institution-level and recommend five approaches to assessment that leaders at the top, as well as deans and department heads, can take to amplify assessment for organizational change in academic affairs.

**Dr. Jillian Kinzie** is the Associate Director of the National Survey of Student Engagement (NSSE) at the Center for Postsecondary Research, Indiana University School of Education. She specializes in research and project leadership focused on leveraging student engagement data to enhance educational quality. Dr. Kinzie also serves as a senior scholar with the National Institute for Learning Outcomes Assessment (NILOA).

**Cindy Cogswell, Ph.D.** has worked in assessment, evaluation, and research since 2011 at private, public, research intensive and Ivy League institutions. In addition to her administrative role, Dr. Cogswell has taught at the graduate level in higher education administration. Her work focuses on strengthening campus efforts to measure and demonstrate impact.

**MODERATORS:** Dr. Alisha Bettencourt, Dr. Jarek Janio, Santa Ana College, Amanda Taintor, Reedley College

# SLO SYMPOSIUM 2025 BREAKOUT SESSIONS

## Breakout Session # 1 10:00am – 11:00am

1. Presenter(s): Shani D. Carter, Ph.D. Stevens Institute of Technology

### **Navigating the Campus-Wide Assessment Process to Meet Accreditation Requirements of Multiple Agencies**

Presentation category: **Assessment**

Presentation description: Due to its wide range academic fields of its nearly 150 undergraduate and graduate programs in STEM, humanities, social sciences, and business, Stevens Institute of Technology is required to meet the varied assessment requirements of six accreditors: MSCHE; ABET; AACSB; ACS; NCAE-C; and PMI.

Each accrediting agency has different assessment requirements, and while there is some overlap between the agencies' requirements, Stevens maintains separate data collection processes for the business and other (i.e., STEM, humanities, and social sciences) programs.

This session will review the assessment requirements of the six accrediting agencies and discuss the processes used to gather, analyze, and share assessment data within Stevens. Particular attention will be given to data visualization, curriculum maps, PLO, CLO, and to direct and indirect measures.

The assessment processes are designed to inform program directors and faculty members of course-level and program level assessment results by consolidating CLO-level data. Faculty members can use the data to redesign their courses to ensure all students gain mastery of the material. Additionally, faculty members are asked to provide reflections on the reasons why mastery on CLO were or were not achieved.

2. Presenter(s): Tom Haymes, Ideaspaces

### **Navigating Learning in the Age of AI**

Presentation category: **Pedagogy**

Presentation description: We tend to think of education linearly when learning is anything but. It is this disconnect that technology creates because it empowers students in ways that were not possible in the analog era. AI is just the latest iteration of this. Educators need to assess students' ability to navigate and create maps of knowledge instead of demonstrating where they are on the teacher's map.

How does your presentation relate to student equity?: Equity is about all students finding their own pathways to learning. Rigid, institutional pathways do not meet students where they are and therefore create unnecessary inequities in outcomes. Properly implemented technology solutions can democratize educational pathways.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: Artificial intelligence is the latest democratizing technology if we implement it properly into our learning strategies.

3. Presenter(s): Alice Wu Swift, Ph.D.; Christy Jersin Woods, M.Ed., University of Hawai'i System; Colorado State University

### **Ready or Not, AI is Here: Exploring its Potential in Higher Education (and Beyond)!**

Presentation category: **Assessment**

Presentation description: Buckle up, educators! Remember when calculators were controversial? Well, AI is shaking things up even more! In this eye-opening session, we'll tackle some key questions: Why is there resistance to integrating AI into online education? How is AI transforming our roles as educators? And most importantly, how can we harness this tech to supercharge student learning and assessment?

We'll explore everything from individual AI use to system-wide implementation, sharing real-world examples and use cases. Get ready for practical tips on integrating AI into your course development and teaching to improve your work productivity and assist with building course content like crafting savvy syllabus statements. We'll even take it to the next level with ideas on how to design AI-friendly assignments for your students. Whether you're an AI enthusiast or skeptic, walk away inspired with some fresh ideas to consider. Let's evolve education, together!

The presentation directly addresses the impact of AI on student learning assessment by exploring how educators can design AI-friendly assignments to varying degrees of integration. The onset of AI in higher education has emphasized the need to rethink traditional assessment methods. Let's go beyond the typical tests and quizzes and lean toward creating authentic assignments that embrace higher-order thinking skills, creativity, and problem-solving abilities. Where can AI potentially fit into all this? Instructors can leverage AI to help design curriculum and assessments. AI can even be incorporated into assignments to support AI literacy while learning the course subject matter. This shift in assessment strategies (and corresponding mindset) can lead to more genuine submissions of coursework and foster student learning and growth.

4. Presenter(s): Ashley Newman, Adelphi University

### **Empowering Voices: Cultivating Student Ownership in Meaningful Learning Assessment**

Presentation category: **Assessment**

Presentation description: This presentation will delve into the critical role student affairs professionals play in promoting meaningful assessment practices that actively engage students in their own learning. By fostering a supportive environment and leveraging co-curricular experiences, student affairs can enhance assessment approaches that empower students to take ownership of their educational journey.

This presentation emphasizes student equity by promoting inclusive assessment practices that engage all students in meaningful ways. By involving diverse voices in co-curricular and reflective assessments, student affairs can address varying needs and experiences, ensuring equitable opportunities for learning and growth. Strategies discussed will help create supportive environments where all students feel valued and empowered to participate, thereby fostering a more equitable educational landscape that recognizes and uplifts diverse perspectives and backgrounds.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: The presentation relates to AI's impact on student assessment by highlighting how AI tools

can personalize learning experiences, analyze performance data, and provide timely feedback. This enables educators to create more tailored and equitable assessment practices that engage all students. Additionally, AI can streamline administrative tasks, allowing student affairs professionals to focus on meaningful interactions and support, ultimately enhancing the overall effectiveness of assessment in promoting student ownership and reflection in their learning journeys.

5. Presenter(s): Nathan Holloway, University of Arkansas at Little Rock

### **Revising Rubrics: Assessing Writing Process in an AI Era**

Presentation category: **Assessment**

Presentation description: In First Year Writing courses, we often prioritize the writing process: a combination of recursive steps like invention, drafting, and revision; however, a great deal of faculty, including many of my peers, still focus on rubrics that assess final products as the culmination of student learning. With new AI tools becoming heavily integrated into student writing processes, however, a new challenge faces faculty to address AI information literacy and ethics and results in a demand for revised rubrics and grading processes. This presentation will explore how to revise rubrics to reflect a robust writing process that incorporates traditional composition pedagogy with the realities of AI-assisted drafting and revision. Rather than viewing AI as a shortcut or a threat, this session offers a framework for assessing process work through workshops and student documentation akin to field notes.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: This presentation addresses the impact of AI on the assessment of student learning by proposing a shift from product-focused rubrics to process-based assessment that incorporates AI tools and AI literacy. With the increasing use of AI in student writing and in the demands of employers, faculty must rethink how we evaluate student work in order to ensure our students are competitive in the workforce and are better equipped to balance the increasing demands on their time. This presentation focuses not only on assessment of student performance but also on providing AI literacy and resources to develop in students an understanding of ethical constraints and time-saving opportunities that AI presents. This approach allows educators to focus on core learning outcomes while adapting to the evolving role of AI tools in student writing.

6. Presenter(s): Jarek Janio, Santa Ana College

### **Instant AI-Driven Feedback: Revolutionizing Student Learning and Skill Attainment**

Presentation category: **Equity**

Presentation description: This presentation explores the power of AI-driven tools in providing instant feedback to students, improving student learning outcomes and saving time for faculty. Participants will learn how automated grading systems, adaptive learning platforms, and AI-powered chatbots deliver real-time feedback tailored to student performance. Case studies will demonstrate how institutions have successfully implemented these technologies, leading to increased student engagement and progress. Attendees will leave with practical tips for integrating AI into their classrooms, addressing common challenges like equity and academic integrity. Whether you're new to AI or looking to refine your strategies, this session offers valuable insights into leveraging instant feedback for meaningful student learning.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: This presentation directly addresses the impact of artificial intelligence (AI) on the assessment of student learning by showcasing how AI tools transform traditional assessment methods. Through AI-driven instant feedback systems, faculty can assess students' learning in real-time, providing them with immediate, personalized feedback on their performance. AI automates routine grading tasks, enabling formative assessments that adapt to students' progress, giving educators deeper insights into student understanding and skills development. The presentation will demonstrate how AI-powered assessments can identify learning gaps early on, allowing for timely interventions. Additionally, the session will explore how AI reshapes assessments by analyzing patterns in student work and performance, offering a more nuanced evaluation of learning outcomes. This shift allows faculty to focus on higher-order assessments while AI supports continuous, data-driven learning improvements.

7. Presenter(s): Shamini Dias, Claremont Graduate University

### **Ungrading: The Secret Sauce to Formative Student Self-Assessment**

Presentation category: **Assessment**

Presentation description: Ungrading as an approach has many advocates among faculty as a strategy to address grade anxiety and deep learning, from the perspective of equity (Crogman et al., 2023; Rapchak, Hands, & Hensley 2023) and creativity and engagement (Gorichanaz, 2022). Ungrading has been a growing movement from its popularization by Jesse Stommel and work by Susan Blum and others (2020). However, it has also raised questions about the process, fairness and other unintended consequences (Supiona, 2022). This presentation shares an experience of ungrading to show the underpinning principles and strategies of ungrading that offer equitable and scaffolded pathways into student engagement in developing learning how to learn capacities.

Assessment has many hidden inequities in the socio-emotional space of learning where anxieties are differently experienced by students as a result of their specific social determinants of learning. The presentation clarifies how ungrading not only includes all learners but also removes barriers of differently abled students with different learning circumstances.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: Ungrading both can include AI in the process (e.g., summarizing student work, developing mind maps of learning) as well as create engagement scaffolding that can defuse unethical use of AI.

8. Presenter(s): Andy Toshiwal, FeedbackFruits

### **Personalizing growth: Shifting to competency-based education with FeedbackFruits**

Presentation category: **Competency-Based Education**

Presentation description: As more and more students express dissatisfaction with "one-size-fits-all" learning, higher education is at a turning point to find more inclusive and authentic approaches. Competency-based education (CBE) has been identified as an effective model for establishing a personalized, skill-oriented curriculum that emphasizes lifelong learning and mastery of essential skills for the workplace.

However, implementing CBE can be a challenging process, both due to a lack of standards for defining competencies and to technical limitations on scaling the process to large student cohorts,

such as difficulties with combining and accessing learner analytics, insufficient configurability of learning tracks and rubrics, and the prioritization of age-based, rather than mastery-based cohorts.

This presentation will first explore the fundamentals and best practices of CBE, and then share 3 use cases of successful CBE implementation at 3 institutions: Rotterdam School of Management at Erasmus University (RSM), Leiden University, and NHL Stenden University of Applied Sciences. Furthermore, the session will also introduce Competency-based Assessment, a flexible pedagogical solution to empower a smooth implementation of CBE in higher education.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: This presentation connects to the impact of AI on supporting student learning by addressing how artificial intelligence (AI) can support scalable, competency-based education (CBE) models. It will explore how institutions can integrate Generative AI and AI-driven solutions into the curriculum to support personalized learning experiences and shift to mastery-based cohorts. With AI, institutions can provide personalized, timely, formative feedback and guidance for students during the learning process, thus promoting critical thinking, AI literacy, and feedback skills development.

## **Breakout Session # 2**

### **11:15am – 12:15pm**

9. Presenter(s): Kristen Ferris, Carly Preston, Judith Tomasson, Central New Mexico Community College

#### **Streamlined data collection process through the LMS**

Presentation category: **SLO assessment data collection and analysis**

Presentation description: In this presentation, we will discuss how we recently revamped our assessment data collection process through Brightspace, our learning management system (LMS), in response to accreditor feedback. Faculty previously spent 90% of their time collecting data, leaving just 10% for analysis and action planning. To address this inefficiency, we developed a systematic approach to automatically aggregate data tied to student learning outcomes within the LMS. This process allows faculty to easily disaggregate and analyze data, offering deeper insights into student performance across various demographics, such as race/ethnicity, gender, and declared major. By reducing time spent on data collection, faculty now focus more on interpreting results, helping to create a richer narrative about student learning and achievement of general education outcomes across disciplines.

One of the most significant contributions to equity is the ability to disaggregate assessment data by race, ethnicity, gender, and other demographic factors. This allows the institution to identify disparities in student performance across different groups. By pinpointing which student populations may be underperforming in critical learning outcomes, our new assessment process enables targeted interventions that address these gaps, promoting a more equitable educational environment.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: We've shifted our process to ease the burden of data collection so faculty can focus on data analysis. The data analysis can only be as good as the data going into the dashboard. Some faculty are rightfully concerned about students generating their assessment responses using AI. As



we work with faculty in selecting an assessment tool we need to be focused on authentic assessments such as hands on activities. If AI can easily create a response for students we ask faculty to think about the skills students will need in the workforce that AI cannot easily replicate and then incorporate those types of tasks into their assessments. This way the data being analyzed can be a good measure of student learning rather than a measure of a student's ability to use AI.

**10. Presenter(s):** Rio Waller and Rick Gonzalez, Fresno City College

### **TRevolutionizing Open Education Resources: Harnessing Generative AI for Discipline-Specific Content**

Presentation category: **Other, please describe the category in the presentation description**

Presentation Description: Join us as we explore the cutting-edge intersection of artificial intelligence and education technology. Our team is excited to introduce a groundbreaking generative AI application seamlessly integrated with Canvas, our learning management system. This innovative solution empowers educators to create customizable, discipline-specific Open Education Resources (OERs) with unprecedented flexibility.

During this presentation, we will delve into the concept of leveraging generative AI to transform OER options, making high-quality educational content more accessible and adaptable to diverse academic disciplines. Our application harnesses the power of machine learning algorithms to generate engaging, accurate, and relevant materials that cater to the unique needs of various subjects and courses.

Discover the vast potential of generative AI in education and how our application is poised to revolutionize the way we approach OERs. Join us on this exciting journey and explore the possibilities of AI-driven educational innovation!

Culturally responsive content: Our AI algorithm can generate materials that are sensitive to diverse cultural backgrounds, reducing cultural bias and promoting inclusivity.

Accessibility features: We incorporate accessibility tools, such as text-to-speech functionality, font size adjustment, and high contrast mode, to ensure that students with disabilities can engage with the content effectively.

Language support: Our application can generate content in multiple languages, catering to linguistically diverse student populations and supporting English language learners.

Adaptive difficulty levels: The AI algorithm can adjust the complexity of the content based on individual students' needs, abilities, and learning pace, ensuring that every student has an equal opportunity to succeed.

**11. Presenter(s):** Andrea Brewster, Jessica Schmidt, Calbright College

### **Fixing the Train While We're Riding: Roundtable Discussion about the Impacts of AI in an Online, Asynchronous Competency-based Education (CBE) Model**

Presentation category: **Competency-Based Education**

Presentation description: Since ChatGPT was released in late 2022, students have become increasingly savvy about using AI to complete coursework. Fast forward to today and students' AI use

has increased beyond our expectations! Many postsecondary institutions (and we as assessment practitioners) are still learning how to adapt and respond meaningfully.

We will welcome participants within this Roundtable Discussion to engage in discussion related to AI and assessment. We will facilitate discussion on student use of AI in their assignments and exams; automated scoring of student work on meaningful assessment; drafting equity-minded policies for student use of AI; and the roles educational assessment can play in meeting the challenges and opportunities around AI. The facilitators will draw on their experiences in an online, asynchronous CBE model but welcome into conversation individuals working with other types of institutions, models, and modalities.

How does your presentation relate to student equity?: Equity is relevant to any discussion on students and educational assessment in the context of AI. For instance, we know from recent scholarship that algorithms & chatbots can reinforce bias, that AI access can have hidden costs, and students are provided with unequal preparation to leverage AI with critical and ethical lenses. Meanwhile, as this Digital Divide related to AI grows, we as assessment professionals are called upon to center equity and support ALL students.

**12.Presenter(s):** Will Miller, Embry-Riddle Aeronautical University

### **Chasing Coherence: Maximizing Student Success by Putting Our House in Order**

Presentation category: **Assessment**

Presentation description: Embry-Riddle Aeronautical University has undertaken a transformative effort to enhance coherence across its academic programs. This presentation, Chasing Coherence: Maximizing Student Success by Putting Our House in Order, highlights the university's strategic initiative to move from three separate catalogs to a unified one. By standardizing course descriptions, course learning outcomes, and program goals, Embry-Riddle has created a consistent academic structure. Faculty played a key role in this process, engaging in meaningful dialogue to align curricular standards and ensure that student success remains at the core of these efforts. Attendees will learn how this comprehensive approach fosters greater clarity, improves institutional efficiency, and strengthens the alignment between course content and program objectives, ultimately driving student success.

This presentation relates to student equity by ensuring all students, regardless of their campus or program, have access to consistent and high-quality educational experiences. By standardizing course descriptions, learning outcomes, and program goals across Embry-Riddle, the institution removes disparities in academic expectations and opportunities. This coherent approach ensures that all students are equally prepared to meet program requirements, fostering an equitable learning environment where success is attainable for every learner, regardless of their background or location.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: This presentation highlights how artificial intelligence (AI) played a critical role in standardizing formats during Embry-Riddle's catalog unification process. AI was utilized to analyze existing course descriptions, learning outcomes, and program goals, identifying inconsistencies and areas for alignment. By leveraging AI-powered tools, the institution streamlined the process of format standardization, ensuring that all materials adhered to common guidelines more efficiently. Additionally, AI-assisted analytics provided insights into how these changes might impact student

learning outcomes, allowing for data-driven decisions that support equitable and consistent student success across programs.

**13.**Presenter(s): Yunkyung Julie Lee,

Agribusiness, College of Agriculture, California State Polytechnic University

### **Embedding Micro-Internships into Curriculum Design: Enhancing Student Learning Outcomes through Community Partnership**

Presentation category: **Competency-Based Education**

Presentation description: In an evolving educational landscape, it is crucial to provide students with practical learning experiences that complement traditional academic assessments. This presentation will explore how integrating micro-internships into curriculum design for Agribusiness can effectively bridge the gap between classroom theory and real-world application, enhancing student learning outcomes and career readiness.

The presentation promotes student equity by providing all students, regardless of background or prior experience, access to experiential learning through collaboration with Cal Poly Pomona Nursery. We carefully chose this community partner because of their commitment to inclusivity and willingness to support diverse student needs. By working on consumer surveys, generating customer personas, and conducting market analyses for the nursery, students gain real-world experience and develop essential skills. This partnership helps level the playing field by ensuring that all students, especially those from underrepresented groups, have equitable opportunities to engage in meaningful projects that enhance career readiness.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: The presentation will highlight how AI is used to assess student learning through coursework involving community partners. Throughout the course, students work with a local nursery to create customer personas, design AI-driven consumer surveys, analyze data, and perform market analysis. These projects incorporate AI to evaluate students' abilities to interpret data and develop business strategies. By using AI for real-time feedback, the assessment measures skills such as critical thinking and problem-solving more effectively than traditional methods. This approach demonstrates how AI transforms student learning assessment by enabling deeper engagement and practical applications through collaboration with community partners.

**14.** Presenter(s): Jarek Janio, Santa Ana College

### **Automating the Assessment Process: Advancing Student Learning, Competency, and Skill Attainment**

Presentation category: **Equity**

Presentation description: This session will explore how AI is transforming the assessment of student learning, specifically in the context of skills and competency attainment. By automating parts of grading and evaluation, AI tools provide immediate, actionable feedback that helps students monitor their progress in achieving targeted competencies. This frees up faculty to focus more on guiding students toward mastery, rather than spending time on repetitive tasks. We'll also discuss how AI can identify gaps in competency attainment, offer personalized guidance, and enhance the overall assessment process. The ultimate goal is to create a more dynamic approach to evaluating student

growth in specific competencies, allowing educators to concentrate on fostering measurable skill development rather than administrative duties.

The presentation directly supports student equity by highlighting how AI-driven assessment tools can offer personalized feedback and targeted support for every learner, regardless of their background or learning style. By automating routine grading tasks, AI allows educators to focus more on individual student needs, helping to close achievement gaps. These tools can identify specific areas where students struggle, providing tailored interventions that empower all students to succeed at their own pace. This ensures that students who may have been underserved or face barriers to learning receive the attention and resources they need to attain essential skills and competencies. By leveling the playing field and offering equitable support, AI in assessment can be a powerful tool for promoting fairness and equal opportunities for student success.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: The presentation examines how artificial intelligence (AI) is reshaping the assessment of student learning by streamlining and enhancing the evaluation process. AI tools can automate repetitive tasks, such as grading, providing immediate feedback to students and enabling a more efficient assessment of skills and competencies. Additionally, AI systems can analyze patterns in student performance to identify learning gaps and offer personalized recommendations for improvement. This dynamic approach to assessment allows for more targeted, data-driven insights into student progress, helping institutions focus on measurable skill attainment. By leveraging AI, the assessment process becomes more responsive, allowing educators to prioritize deeper learning outcomes over administrative work.

**15. Presenter(s):** Joe Levy, Excelsior University

### **ASMR: Assessment Streamlined, Meaningful, and Robust**

Presentation category: **Assessment & AI**

Presentation description: This session exemplifies how one institution streamlined and combined assessment and program review reporting into a single report, process, and timeline for all programs at the institution (including those with special accreditation). Beyond the process streamlining, efforts also describe how metrics were determined, multiple data sets combined, and a new interactive dashboard created with PowerBI. Attendees will see how faculty feedback and assessment professional goals for elevating practice combined to enhance practice for a more meaningful and robust reporting process without asking for more work from faculty. (NOTE: I put this category as "other" because this session is truly a blend of assessment and program review)

The presentation will provide an excellent example of how equity was at the heart of a reporting revision process to include more perspectives/voices in the decision-making and report-writing process. Additionally, the presenters fought hard and overcame data-related barriers in order to include student demographic data to enable some first-of-their kind identity-related dashboards at their institution.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: This presentation will discuss existing and future opportunities to leverage artificial intelligence in such processes, particularly in easing the manual data review and reporting activity previously undertaken by assessment and business intelligence staff, as well as faculty and administrators reviewing program data.

**16. Presenter(s):** Gretchen Ehlers, SLO Coordinator Samantha Brewer, Coordinator of Institutional Effectiveness & Assessment, Kris Costa, Vice President of Educational Services, Chief Instructional Officer (Lemoore College), Jerry Anderson, Regional VP , West Valley College, Salem Community College, eLumen, Luis Gonzalez, Vice President of Academic Affairs & Student Learning, Accreditation Liaison Officer (Oxnard College), Adam Bledsoe, Faculty & Student Learning Outcomes Coordinator (Taft College), Rachel Dwiggins-Beeler, Vice President of Client Experience and Communication (eLumen)

## **Elevating Assessment with Insights for Canvas Outcomes**

Presentation category: **Assessment**

Join us for an engaging presentation on Insights for Canvas Outcomes, the innovative app that extends Canvas LMS to support comprehensive outcomes assessment. In collaboration with our client partners, we'll explore how Insights seamlessly integrates curriculum and assessment, providing sustainable tools for planning, evaluating, and reporting on student performance. This session will showcase how Insights empowers institutions to map outcomes and sub-competencies to higher-level demonstrations of mastery, while also enabling meaningful micro-credentials.

Hear directly from West Valley College, Lemoore College, Oxnard College, and Taft College about their assessment strategies, the climate on their campuses, and their decision to implement Insights. Learn how this tool supports campus leadership with clear visibility into quality processes and student achievement, facilitating continuous improvement and unlocking new opportunities to recognize and celebrate student success.

How does your presentation relate to student equity? Achieving equity in assessment requires ongoing effort, reflection, and adjustment from educators, institutions, and policymakers, but it is a critical step toward creating a more just and inclusive educational environment. Insights for Canvas outcomes provides the data to understand that individual student journey as well as how the institution could better support vulnerable populations.

## **Open Forum Panel Discussion**

**12:45am – 1:45pm PST**

### **PANELISTS:**

Joe Levy, Excelsior University

Tiffany Freeze Lepping, Consultant, Verity CBE Design Solutions

Johnna Darragh, Distinguished Professor, Heartland Community College

Bring your questions about assessment of student learning and any other related topic. This is an interactive session with audience participation.

Suggested topics for discussion:

### **Trends in Jobs, Training, and the Link Between Higher Education and the Workplace:**

The job market is evolving with a focus on digital literacy and technical skills due to global changes, prompting a blend of traditional and practical training that emphasizes skills and micro-credentials,

and leading to a closer interconnection between higher education and the workplace through university-industry partnerships for creating relevant, job-ready curricula.

### **Current and Future Trends in Job Markets:**

Automation and AI are transforming job markets by phasing out routine tasks and creating tech and data roles, while the rise of the gig economy, growth in sustainability and green jobs, and the shift towards remote work and digital nomadism are collectively reshaping work cultures and job security dynamics.

### **The Evolving Role of Higher Education in Job Preparedness:**

Higher education is adapting to job market demands by emphasizing the development of soft skills, lifelong learning, and continuous upskilling, while also becoming more flexible and accessible through online platforms to accommodate diverse life commitments.

### **DISCUSSION MODERATORS:**

Dr. Jarek Janio, Santa Ana College  
Enrique Jauregui, Fresno City College  
Amanda Taintor, Reedley College

## **Breakout Session # 3 2:00pm – 3:00pm**

**17.** Presenter(s): Eddie Lin, All 116 as part of statewide initiative, California Workforce Accelerator

### **Transforming Education to Employment: The California Workforce Accelerator Program**

Presentation category: **Competency-Based Education**

Presentation description: The California Workforce Accelerator is a new statewide initiative with the Governor's Office, Calbright, and NexusEdge to bring a new employer developed library of employer content into Canvas at all 116 California Community Colleges.

Faculty can incorporate material from this library in 2-clicks directly into Canvas, and students that pass material receive digital credentials upon completion. These credentials can lead to interviews at various programs with employer partners.

Students are often unfairly judged by their background. By creating credentials recognized by employers, we have created a skills-based hiring process with our employer partners and beyond.

Now students are judged for work opportunities through their ability and not their background. We have community college students receiving internships that typically required a 4-year degree including at JPMorgan, Morgan Stanley, Citi, and more.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: Some of the most important metrics to judge students is the projects they put together. This has been traditionally difficult to evaluate projects at scale, but the proliferation of AI has helped employers evaluate students for roles much more quickly. Even knowing how to use new employer AI tools is required for many new roles so beyond the tools themselves instruction on new AI tools is an expected job skill.

18. Presenter(s): Bill Moseley, Bakersfield College

### **PythonTA: Using AI to Powerfully Support Student Learning**

Presentation category: **Pedagogy**

Presentation description: Highlighting the Artificial Intelligence Chatbot he developed to support student learning in his Python Programming class, Bill will discuss principles of use for Generative AI in a supporting instructional role. Not all AI is useful or even beneficial, but it can be if we understand how AI works and we give it the right role(s) to play in our classroom. By providing the right training and constraints, we can extend our instructional availability and give students more powerful learning options across subject areas.

By using AI to provide another means of interaction with the course material, I am expanding the reach and the variety of ways people can learn. This promotes equity and diversity in my subject discipline.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: It is directly about AI and student learning.

19. Presenter(s): Seta Khajarian, Terrance Cao, Pepperdine University

### **Capturing ILOs Assessment with Good Alignment**

Presentation category: **SLO assessment data collection and analysis**

Presentation description: Challenges with institutional learning outcome (ILOs) assessment are plentiful. A combination of different sorts of misalignment - be it misalignment of ILOs and program learning outcomes (PLOs), or program learning outcomes with course learning outcomes (CLOs), or out-of-date ILOs interplay with the lack of standardized tools or frameworks to assess ILOs, PLOs, or CLOs. Other factors hindering systematic assessment are human resource changes in roles and responsibilities. Lastly, institutional accreditors are inconsistent in emphasizing ILOs in criteria for review regarding assessment; where only three of the big six mention ILOs. At Pepperdine University, the ILOs revision project, a three-year endeavor and counting, included the community in revision, reduction, and alignment of ILOs to PLOs. Now, after auditing all ILOs-PLOs maps, and embedding ILO references in the annual student assessment practices, we are ready for seamless assessment of ILOs! This assessment approach We are happy to share our successful journey in overcoming most limitations and challenges.

The institutional learning outcomes (ILOs) are the only common ground of outcomes for all students who are in hundreds of different courses or programs. Thus, by assessing ILOs, we can weave a story of how equitable the institution is to outcomes that are applicable to and learned by all students. Furthermore, having aligned ILOs-PLOs ensures that such assessment data and analysis can be used as evidence to support the institution's mission and strategic plan.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: The large-scale nature of ILO assessment can entail various complexities and large volumes of data. Not every institution of higher education may have the time and resources for its employees to address them in a timely and reasonable manner. Therefore, the application of AI to assessment is of interest, as its ability to automate large-scale processes and provide quick turnaround on complex insights makes ILO assessment more practical.

**20.** Presenter(s): Erica Bender, University of California, Davis

### **Assessing AI Literacy: A Framework for Students (and Ourselves)**

Presentation category: **Assessment**

Presentation description: Since the widespread popularization of Generative AI (GenAI) technologies in 2022, we have seen a sweeping range of responses to GenAI in higher education, ranging from reflexive returns to in-class paper exams, to full acceptance and promotion of Gen AI to students. Though much is still uncertain about the future of GenAI, these technologies are likely to here to stay. As a result, effective understanding of and interaction with AI technologies is an emergent core competency for the 21st century. Even more fundamentally, educators must be able to develop students into critical thinkers and actors in an AI world. Like critical thinking, communication, information literacy, and other competencies, AI literacy must be explicitly taught and assessed to support student learning in these skills. But unlike other core competencies, faculty and instructors have not been developing AI literacy over the course of their entire academic careers. How can instructors teach and assess AI literacy for students, and also guide their own learning and professional development in this area?

In this session, we will explore a potential framework for developing and assessing Critical AI literacy. We will ground the discussion in two central questions: what should it mean to define AI literacy as a course or program learning outcome, and how could such an outcome be assessed equitably? Drawing initial inspiration from the work of Cardon et al. (2023), we will outline a 4-pillar framework for GenAI literacy: Awareness, Applicability, Agency, and Accountability. Within these categories, the group will crowdsource performance indicators that would signal critical competency with GenAI. Finally, we will discuss opportunities for equitable assessment of the performance indicators, including how to support equitable access to GenAI tools and practice transparent, culturally-relevant assessment in GenAI-related assignments.

The presentation will, in some ways, invert this theme. Instead of exploring the impact of AI on assessment of student learning, we will focus on AI literacy as a core learning outcome and explore strategies for assessing such an outcome, particularly focusing on strategies that are foundational for equitable assessment (transparency and culturally relevant assessment).

**21.** Presenter(s): Matthew Morin, Trelisa Glazatov, Laura Picklesimer, Chaffey College

### **Achieving Competency-Based Education with Outcomes-Based Credentials in Canvas**

Presentation category: **Canvas**

Presentation description: Discover how Chaffey College is transforming education by connecting Canvas Outcomes and Canvas Credentials at the root account LMS level for the institution. This session will showcase the college's custom-built Outcomes/Credential Alignment Tool and how it has been used to scale competency-based education, assess employability skills across the curriculum, and grant nearly 30,000 digital microcredentials to over 9,000 students. This session also will feature Chaffey's latest enterprise: discipline-specific digital credentials, which allow instructional programs to build pathways toward faculty-crafted credentials in their areas. Presenters will provide participants with a comprehensive view of this process and engage in detailed exploration of the development and practical implementation of this technological innovation at Chaffey College.



This competency-based module allows students to earn and display credentials at any point in their studies unlike GPA-based degree models or transcripts, which can create barriers to students accessing and utilizing their academic record of achievements. Credentials are awarded based on demonstration of mastery in the given area rather than more arbitrary standards of grading. Credentials can serve as a "both/and" in allowing students to simultaneously pursue a certificate/degree and also develop and showcase concrete transferable skills.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: AI has demonstrated that it's all the more important to employ authentic assessment practices over some of the traditional and more arbitrary standards of grading that have been employed in the past. Chaffey's digital credentialing system is a tool to embed authentic assessment practices into Canvas assignments. Although not yet implemented, the potential for a credential pathway in the field of ethical AI use is an exciting possibility that faculty at Chaffey have expressed interest in.

**22.** Presenter(s): Michelle Deasy, Quality Assurance Commons

### **Connecting SLOs to Employability Skills**

Presentation category: **Workforce & Basic Skills**

Presentation description: The mission of the Quality Assurance (QA) Commons is to ensure today's learners are prepared for the changing dynamics of the workforce and economy. One way it achieves its mission is by working with faculty to pursue Essential Employability Quality (EEQ) Certification for their programs. The EEQs are skills related to employability that include communication, critical thinking, and teamwork (<https://theqacommons.org/essential-employability-qualities-eeqs/>).

This presentation will describe QA Commons' work with programs across various disciplines, from pre-professional to STEM and humanities (<https://theqacommons.org/eeq-certified-programs>). It will demonstrate how the EEQ Certification process identifies the content, activities, and assignments within the curriculum that develop employability skills and explains how these skills can be aligned with existing SLOs. By linking SLO assessment to the EEQs, faculty can ensure students and graduates are well-prepared for the workforce. The presentation will also illustrate how students and faculty can articulate these skills to employers, showcasing student preparedness for the workplace.

Underserved students often do not possess the same access and level of knowledge with respect to networks, career opportunities, workplace norms as their peers from more privileged backgrounds. Student outcomes, even from within the same academic program, can be very different, often tied to socio-economic status. EEQ CERT helps address this issue by bringing these important factors into the academic curricula.

**23.** Presenter(s): Erin Thomas, Elaf Farahat, Laurie Runk, Coastline College

### **Implementing Competency-Based Education (CBE): Measuring Learning and Doing**

Presentation category: **Competency-Based Education**

Presentation description: In 2021, Coastline was accepted into the Direct Assessment Competency-Based Education (CBE) Pilot project sponsored by the California Community College Chancellor's Office. In 2022, Coastline was the first college to receive ACCJC approval to offer our Direct Assessment CBE program and, in 2023, we were the first college to apply for Department of

Education Title IV Eligibility for this program. In August 2023, we were the first college to receive a recommendation for approval from the Department of Education Title IV Eligibility for this program.

In this session, faculty will share how focusing on measuring student mastery of a competency altered our course design and assessment planning work. You'll learn how backward course design is at the core of a successfully designed direct assessment CBE course. We'll show how we measure student learning outcomes and competency demonstrations in our assessments, and how this was made possible by mapping industry-driven competency statements to our lower-division college courses.

At its core, direct assessment CBE focuses on meeting students where they are by honoring the real-world competencies they bring to our courses. By disconnecting seat time from learning, we free students to move through material they've already mastered quickly while allowing them additional time, when needed, to absorb and apply new content and skills. Through student-directed pacing, we adjust our system to meet the needs of our working adult students. This allows students to move through a potentially expedited path to earning degrees and certificates.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: Direct assessment CBE requires the use of truly authentic assessments to demonstrate mastery of a competency. Multiple-choice and timed exams are used in very few of our competency assessments, except when appropriate and/or required by an industry certification body. Standard essays, where all students reply to the same prompt and consistent results are expected across students, are rare as well. Instead, assessments are crafted to be uniquely completed by each individual student, to be useful in their "real life", and to allow freedom of method to demonstrate competence. When students see that assessments are useful and valuable for building their skills, they are less inclined to try to "cut corners" in their submissions.

**24. Presenter(s):** Jarek Janio, Santa Ana College

### **Leveraging AI to Integrate Competency-Based Approaches in Traditional Classrooms: Focusing on Skill Master**

Presentation category: **Competency-Based Education**

Presentation description: This session will explore how artificial intelligence (AI) can help instructors in traditional classrooms adopt elements of competency-based education (CBE) by shifting the focus from grades to skill mastery. Unlike conventional courses that prioritize content coverage and final grades, CBE emphasizes students demonstrating mastery of specific skills and competencies. AI tools can support this transition by providing real-time insights into student progress, identifying gaps in skill attainment, and offering personalized feedback to guide students toward mastery. Through dynamic assessments, AI enables a more flexible and responsive approach, allowing educators to integrate CBE principles that prioritize skill development and practical application over traditional grading structures.

The presentation promotes student equity by demonstrating how AI tools in competency-based education (CBE) can support individualized learning pathways. In traditional classrooms, students often progress at the same pace, which may disadvantage those who need more time to master skills or those who excel and need additional challenges. By focusing on skill mastery, AI tools help ensure that each student receives the personalized feedback and support they need to succeed, regardless of their starting point. This approach helps close achievement gaps by allowing all students to

demonstrate competence at their own pace, fostering a more inclusive and equitable learning environment where each learner can reach their full potential.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: The presentation highlights how artificial intelligence (AI) is transforming the assessment of student learning, particularly within the framework of competency-based education (CBE). AI tools allow for continuous, real-time tracking of student progress, moving beyond traditional grading to focus on the mastery of specific skills and competencies. By offering dynamic assessments and personalized feedback, AI enhances the precision and efficiency of evaluating student performance. This approach allows educators to monitor skill acquisition more closely, identify learning gaps, and provide tailored interventions. AI, therefore, shifts the focus of assessment from static grading to an ongoing process of skill mastery and growth, revolutionizing how student learning is measured and supported.

**25.** Presenter(s): Amy Pietrewicz, Excelsior University

### **Artificial Intelligence & Prior Learning Assessment: Who knows what AI knows about measuring what learners know? IYKYK!**

Presentation category: **AI & Assessments**

Presentation description: In January of 1966 Phi Delta Kappan published an article, "The Imminence of Grading Essays by Computer". It presented the radical ideas of Ellis Betten Page, that computers would give instructors 'a stylistic and subject-matter analysis ... and extensive comment and suggestion' on students' work 'by the first bell the next day' (Page, 1966, p. 239)

Two decades later, Automated Essay Scoring (AES) arrived and altered Assessment in Higher Education. Given the growing popularity of deep neural networks, how might Artificial Intelligence and Machine learning techniques impact prior learning assessment, specifically written essays in adult learner portfolios? Can computers determine experiential learning credit amounts that are valid, fair and reliable? Will AI become an authentic and accepted measure of writing quality? If you're curious too, please join in the discussion.

Despite the aims of prior learning assessment implemented by Higher Education Institutions to increase access and address equity issues, for some students the potential for credit awarding based on experiential learning is impacted by the written language portfolio components (often a required essay) assessed by Artificial Intelligence.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: This presentation reviews the potential and pitfalls of Artificial Intelligence, as applied to analysis of writing components (such as required essays) in portfolios for prior learning assessment, used determine if experiential learning meets the student learning outcomes of a prescribed college course or degree program of studies for credit awards.

**26.** Presenter(s): Joe Levy, Natasha Jankowski, Excelsior University, University of Wisconsin-Milwaukee

### **Implementing Meaningful Assessment: Connecting Theory to Practice**

Presentation category: **Assessment**

Presentation description: This session will provide a contextualized history of assessment, including the theory connections behind design of assessment processes and data collection and use. Elements of assessment and considerations for practice will be presented so that audience members can look to develop an action plan to inform local implementation of meaningful assessment. This workshop provides guidance and resources pulling from a forthcoming textbook on the theory and implementation of assessment in higher education, helping audiences whether they are starting assessment, wanting to review/revise existing processes, or those looking to examine the efficacy of assessment in academic or student affairs.

The presentation relates to student equity by highlighting the opportunities and elements of equity-centered assessment practice people can consider in their approach. In addition to approach, benefits of practice with respect to equity among people and reducing educational inequity can also be outcomes of implementation of such approaches.

How is the presentation related to the impact of artificial intelligence on assessment of student learning?: This presentation will touch on implications and applications of artificial intelligence incorporated in assessment approaches. Practical examples and instances of use cases will be highlighted when describing how participants might make their assessment efforts more meaningful and efficient.

**Evaluation / Survey (All in Main Room)**  
**3:00pm – 3:15pm**

**MODERATORS:**

Dr. Jarek Janio, Santa Ana College  
Enrique Jauregui, Fresno City College  
Amanda Taintor, Reedley College

**END OF DAY 1**

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**SATURDAY, JANUARY 25TH, 2025**

*(All events in main room)*

## **8:00 – 8:10am Welcome and Introductions**

Dr. Lisa Gaetje, Fresno City College  
Dr. Jarek Janio, Santa Ana College  
Enrique Jauregui, Fresno City College  
Amanda Taintor, Reedley College  
Cheryl Aschenbach, ASCCC

## **8:10 – 8:55am**

### **PLENARY SPEAKER:**

Karen Singer-Freeman, George Washington University/Challenges in Assessment

### **MODERATORS:**

Dr. Jarek Janio, Santa Ana College  
Amanda Taintor, Reedley College  
Bethany Tasaka, San Bernardino Valley College

## **9:00am – 9:55am**

### **SPEAKER:**

Marty Alvarado, sova.org solutions

### **MODERATORS:**

Dr. Jarek Janio, Santa Ana College  
Amanda Taintor, Reedley College  
Bethany Tasaka, San Bernardino Valley College

## **10:00am – 10:55am**

### **SPEAKERS:**

Matthew Morin, Trelisa Glazatov, Chaffey College

### **MODERATORS:**

Dr. Michele Dumbar, California State University, Dominguez Hills  
Dr. Jarek Janio, Santa Ana College

## **11:00am – 11:50am**

### **SPEAKERS:**

Nickawanna Shaw, Vice-President ACCJC/questions to be generated

**MODERATORS:**

Dr. Jarek Janio, Santa Ana College  
Amanda Taintor, Reedley College  
Bethany Tasaka, San Bernardino Valley College

**11:50am – 12:00 noon**

**Next Steps for Assessment of Student Learning – SLO Symposium Evaluation Discussion**

**MODERATORS:**

Dr. Jarek Janio, Santa Ana College  
Enrique Jauregui, Fresno City College  
Amanda Taintor, Reedley College  
Bethany Tasaka, San Bernardino Valley College

**END OF DAY 2**

**SEE YOU NEXT YEAR!**

*Friday, January 23, 2026*  
*Saturday, January 24, 2026*

**Friday SLO Talk**

*March 7, 14, 21, 28, 2025*  
*April 4, 11, 18, 25, 2025*  
*May 2, 9, 16, 2025*

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