

# ***1<sup>st</sup> Annual K.C.C. Closing the Loop Institute***

**May 14, 15 & 17, 2012**

Ask and you shall receive! In the Fall 2011 KCC Faculty Survey, 91% of you said you were willing to work with colleagues on learning assessment. 80% of you asked for examples of student learning assessment. YOUR opinions were the force behind the upcoming assessment institute.

The “Closing the Loop (CTL) Institute” provides two days jam packed with showcase samples of completed student learning assessment, information you’ve asked for on how to design and implement meaningful assessment (including rubric design!), thought provoking discussion related to the next steps for those courses with completed learning assessment, coaching assistance by experienced colleagues and MORE.

Your input will be instrumental in helping shape long term strategies for continuous learning improvement at K.C.C. and policies on how best to use learning assessment for driving vital college decisions such as budget and other resource allocations.

**The third day, May 17<sup>th</sup>, brings it all together  
and closes the loop for you! \***

\*May 16<sup>th</sup> is for collecting your thoughts as well as evidence for completing your Course Learning Reports on May 17<sup>th</sup>. Faculty who have completed Course Learning Reports for their courses will only participate in the first two days.

**May 14 & 15 - 8:00 to 3:00**

**May 16 – On Your Own**

**(Reflection & Collection in Preparation for Thursday Completion)**

**May 17 – Closing the Loop with Completed Course Learning Reports!**

**Open to all faculty – spaces are limited**

**\$300 stipend**

**RSVP today to [Renner@hawaii.edu](mailto:Renner@hawaii.edu) or [Pestana@hawaii.edu](mailto:Pestana@hawaii.edu)**

# Closing the Loop Assessment Institute May 2012

## Program at a Glance Olapa 214

Presented by Assessment Coordinators  
Sally Pestana & Tanya Renner

### Monday, May 14

- 8:00-8:30 Sign in and refreshments
- 8:30-8:45 Welcome by Vice-Chancellor
- 8:45-9:30 Showcase by Institute Mentors
- 9:30-10:15 Table Talk
- 10:15-10:45 Feeling Fuzzy about Forms, Files & PLR Forms?
- 10:45-12:00 How to *Get Your Assessment Mojo* OR  
*MIRROR MIRROR: How Can SLOs Assessment Make You Look Hot?*
- 12:00-1:15 Working Lunch with Mentors
- 1:15-3:00 Facilitated discussion: *Keep on Keeping On: Motivation & Recognition Plan*
- 3:00 Evaluation

### Tuesday, May 15

- 8:30-9:00 Sign in and refreshments
- 9:00-9:45 Showcase by Institute Mentors
- 9:45-10:30 Table Talk
- 10:30-11:00 Using ArtiFAQs, Etc.
- 11:00-12:15 *Been There, Done That: What's Next? OR  
Got Rubric?*
- 12:15-1:30 Working Lunch with Mentors
- 1:30-3:00 Facilitated discussion: *Beyond the Course: Closing the Loop  
Recommendations*
- 3:00 Evaluation  
Sign up for Thursday mentoring and lunch

### Thursday, May 17

- 9:00-3:00 Study hall to complete your CLRs; mentoring & refreshments provided

# Closing the Loop Assessment Institute

## Session Descriptions

### May 2012

#### A. Informational Sessions

##### Feeling Fuzzy about Forms, Files, and Findings? - Monday

- CAP, CLR, and PLR forms: What are they, how do I fill them out, and where can I find them?
- Where are completed CAP and CLR forms archived?
- How do the CLR, PLR, and ARPD align?
- What standards will the ACCJC use to assess our SLOs activities and culture of evidence?

##### Using ArtiFAQs, Etc. - Tuesday

- How do I choose student artifacts to assess?
- What if there are multiple sections of a course?
  - How can we all use the same artifacts?
  - Do we have to use the same ones?

#### B. Concurrent Sessions - Monday

##### How to Get Your Assessment Mojo!

- What could possibly be sexy about assessment?
- What are the four options for course level assessment?

Small groups will be facilitated by mentors to explore what the different options offer and how various types of student artifacts can be used with each option

##### MIRROR, MIRROR: How Can SLOs Assessment Make You Look Hot?

- How can I use course level assessment results to reflect my role in engaging students, stimulating learning, and promoting student achievement?
- How do I demonstrate that I used course level assessment results to take action to improve student learning?
- What does course level assessment say or not say about me?
- What should I say or not say about course level assessment?

Participants will engage in facilitated discussion about sharing assessment data, evaluation of that data, and using the data to determine action steps.

## **B. Concurrent Sessions -Tuesday**

### **Got Rubric?**

- How can I find a rubric that will work for my course level SLOs assessment?
- If I need to adapt or design my own rubric, how do I do it? Where can I get help?
- Okay, I've got a rubric but there are several instructors for the course - do we all have to use the same one? What if we don't have the same assignments?

Mentors will share how they solved the rubric questions, and how they have used rubrics individually and with other instructors. Small groups will work with mentors so that questions specific to a course or discipline can be addressed.

### **Been There, Done That: What's Next?**

- How do I choose the actions to take once the course assessment is completed?
  - What are some examples of next steps that were successful?
  - How do I document these next steps?

## **C. Facilitated Large Group Discussions**

### **Keep on Keeping On: Motivation & Recognition Plan - Monday**

Brainstorming and problem-solving will be used to develop a plan to inspire faculty to see the value of SLO assessment and to feel motivated to participate in a meaningful, authentic way. We will also consider best ways to recognize those who have taken leadership roles within their own disciplines and how to make sure that their work is shared widely across the campus.

### **Beyond the Course: Closing the Loop Recommendations - Tuesday**

Brainstorming and problem-solving will be used to develop a plan to submit to Faculty Senate and KapCC administration to expand the value of course level and program level SLOs beyond course modifications. The primary questions are whether SLOs data and resource allocation are connected in a meaningful way on our campus, and what steps could we take to clarify and strengthen the connection?

## **Mahalo to our Fabulous MENTORS!**

Rosalie Fernandez

Lisa Kobuke

Elizabeth Nakoa

Veronica Ogata

Naresh Pandya

Tony Silva

Steve Singer