National Institute for Learning Outcomes Assessment

February 7, 2020 | Monterey Peninsula College

#OccupyLearning

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Hello Dr. Christian,

I hope this note finds you well and I hope you had a restful summer break.

I am writing to you because I am planning for the SLO Symposium next year and I would like to know if you could be available to be a keynote speaker at the event.
# My Professional Journey in Student Learning

Today’s Plan

<table>
<thead>
<tr>
<th>Phase #1: On-the-Ground Learning</th>
<th>Phase #2: Institutional Leadership</th>
<th>Phase #3: The Power of Technology</th>
<th>Phase #4: #OccupyLearning</th>
</tr>
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<tbody>
<tr>
<td>October 21, 2011 – DQP Presentation in Oregon</td>
<td>April 2015 – Redesigning America’s Community Colleges was published</td>
<td>May 18, 2018: CCCCCO $2.3M Innovation Award</td>
<td>February 7, 2020: SLO Symposium</td>
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<td>February 18, 2016: Summit in Bakersfield</td>
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<td>June 2016: CA Guided Pathways Task Force Launch</td>
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https://2016sitearchive.lanecc.edu/newsroom/n/nr1567.html
1. Learning is Socially Constructed  
*Degrees that Matter: Consensus*

2. Coherent learning pathways  
*Degrees that Matter: Aligned*

3. Take Teaching to the Learner  
*Degrees that Matter: Learner Centered; Pillar 4: Learning Facilitation*

Equity-Mindedness Prioritizes Relevance  
*Pillar 4: Internships, field trips, and project-based learning. AACU: HIP*

4. Learning Visible  
*Degrees that matter: Communication. WICHE Passports. Badges*

Learning Transcends Compliance  
*Beyond “academic excellence” to “societal engagement”*
2011 - Degree Qualification Profile

Specialized Knowledge

Applied Learning

Civic Learning

Intellectual Skills

Broad Integrative Knowledge
"Students, faculty and employers will have a common understanding of what an associate or bachelor's degree really means," said Dr. Sonya Christian, executive vice president and chief academic officer at Lane, and co-principal investigator of the grant. "By documenting learning outcomes and competencies, there will be a greater level of clarity of students' knowledge and skill set beyond seat time at the course, program and degree level." (August 8, 2012)
Phase #1: On-the-Ground Learning

One minute paper:

What are one or two things that excited you about this section?

Tweet: #OccupyLearning, #GPpillar4 #CACCsLearn
Phase #2: Institutional Leadership
2013 to 2016

• January 2013: Became President of BC
• November 2014: BC ILO Conference
• April 2015: Redesigning America’s Community Colleges was published
• October 2015: Joined AACC Pathways Project
• February 18, 2016: Summit in Bakersfield
• June 2016: CA Guided Pathways Task Force Launch
Upon completion of a degree program at Bakersfield College, students will...

Think.
Think critically and evaluate sources and information for validity and usefulness.

Communicate.
Communicate effectively in both written and oral forms.

Demonstrate.
Demonstrate competency in a field of knowledge or with job-related skills.

Engage.
Engage productively in all levels of society — interpersonal, community, the state and nation, and the world.
BC’s Core Values

Learning
We foster curiosity, inquiry, critical thinking, and creativity within a safe and rigorous academic environment so that we might be empowered to radically transform our community into one that gives voice and power to all people.

Integrity
We continue to develop and follow an ethical and moral consciousness which places the collective wellbeing and health above the self; this principled environment allows for open, constructive conversations and teaches us to trust each other’s vision so that we will be useful and effective in providing support, resources, and encouragement.

Wellness
We believe health and wellness to be integral and foundational elements, and we understand that a holistic education improves all aspects of the individual and the society including the mind, body, and spirit; through education, we will positively impact the health of the natural environment and the global community.

Diversity
We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities.

Community
We commit to the wellbeing of all members of our community; we maintain strong ties with the surrounding community, and we respond to their needs by serving as an open institution which engages all students, faculty, and staff; in our college, we have built and continue to build an environment in which all members participate as a community through democratic engagement.

Sustainability
We recognize our responsibility for continuing and maintaining this institution which has been shaped by over 100 years of resolute and tenacious labor and judicious foresight, so we unceasingly place our energies into imagining how we might sustain and renew our fiscal, human, and environmental resources into the future.
Learning in a Guided Pathways College vs. a Cafeteria College
(Chapter 3, page 97)

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<th>Knowledge Transmission (pg. 85)</th>
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<td><strong>Conceptual Learning</strong> (pg 83)</td>
<td><strong>Procedural Learning</strong></td>
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<td>Learner-centered: Focus on concepts over facts. Students build and organize their conceptual understanding with active support</td>
<td>Memorization rules: Focus on facts of concepts. Emphasis on rote learning activities and demonstration of learning.</td>
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<td><strong>Meta-Cognitive Skills</strong></td>
<td><strong>Active management</strong></td>
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<td>-Learner-controlled: students reflect on, organize, and improve their own thinking and learning</td>
<td>-Instructor-controlled: Instructors require attendance, assign discrete homework tasks, test students’ knowledge frequently</td>
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## Equity-Mindedness in Teaching & Learning

### Learning in a Guided Pathways College vs. a Cafeteria College

**Learning Facilitation (pg. 87)**
- **Conceptual Learning (pg 83)**
  Learner-centered: Focus on concepts over facts. Students build and organize their conceptual understanding with active support.

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The Social Construction of Learning

James Smith
Third Generation College Student
Hometown: Bakersfield, CA

Maria Lopez
First Generation College Student
Hometown: McFarland, CA
Guided Pathways
Measuring Learning

Knowledge & Skill Acquisition
- I have the knowledge that the slope of the line is the rate of change. I have the skill to solve an equation.

Cognitive Development
- Making meaning out of knowledge. Critical thinking, communication, adaptation, problem solving.

Value Development
- Civic engagement, valuing the human race, spirituality (teacher’s college at Columbia)

Performance
- Novice → Intermediate → Expert
Phase #2: Institutional Leadership

One minute paper:

What are one or two things that excited you about this section?

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Phase #3: Technology Revolution

2017 to now

January 2017: $150M for CA Guided Pathways
2017: Elumen, Program Pathways Mapper
May 18, 2018: CCCCCO Innovation Award
November 2018: Educational Systems & Intersegmental Pathways Task Force Launch
2019: Badging; CSU Mapper Project Funded
Technology Revolution

- **Increased Faculty Time** (eLumen, Program Pathways Mapper)
- **Data Accessibility & Use** (eLumen, PPM, Starfish)
- **Portable Learning Portfolios** (Badgr, Canvas)
- **Neural Networks** (Future thinking, artificial intelligence, etc.)
Program Mapper

Program Map

**Chemistry** Associate in Science for Transfer

Pathway To: CSU
Time to Completion: 2 years

**1st Term**
- **CHEM B1A** 5.0 Units General Chemistry I
- **MATH B6A** 4.0 Units Analytic Geometry/Calculus I
- **ENGL B1A** 3.0 Units Expository Composition
- **ANTH B1** 3.0 Units Physical Anthropology

**2nd Term**
- **CHEM B1B** 5.0 Units General Chemistry and Chemical Analysis
- **MATH B6B** 4.0 Units Analytic Geometry/Calculus II
- **ENGL B2 or PHIL B9** 3.0 Units Choose a course
- **COMM B1** 3.0 Units Public Speaking

**3rd Term**
- **CHEM B30A** 5.0 Units Organic Chemistry for Science Majors, I
- **PHYS B4A** 4.0 Units Mechanics and Wave Motion
- **Arts** 3.0 Units Choose a course from Group 3A.
- **Humanities** 3.0 Units Choose a course from Group 3B.

**4th Term**
- **CHEM B30B** 5.0 Units Organic Chemistry for Science Majors, II
- **PHYS B4B** 4.0 Units Heat, Electricity, Magnetism
- **POLS B1** 3.0 Units American Government: National, State and Local
- **HIST B17A** 3.0 Units History of the United States

_Bakersfield College_
Quality Meets Technology

- Issuer Information
- Criteria
- Tags
- Alignment with Standards
- Date of Issuance
- Expiration Date
SLO 1: The student will upload to a server...

SLO 2: The student will ...

SLO 3: The student will ...

SLO 4: The student will ...
Phase #3: Technology

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Phase #4: #OccupyLearning

- September 5, 2019 – Jarek’s Invitation
- January 29-30, 2020: CHEA-CIQG conversation
- February 7, 2020: SLO Symposium
- March 2020: Review of 2017 Degrees that Matter
Quality in Education

“Quality assurance should go beyond academic excellence to take into consideration: equity, social engagement, ethics and the pursuit of truth.”

Jamil Salmi
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   Degrees that Matter: Consensus

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