

13th ANNUAL

SLO SYMPOSIUM

2026



COACHes
CALIFORNIA
OUTCOMES
ASSESSMENT
COORDINATORS
HUB

13th annual
SLO SYMPOSIUM

FRIDAY 1/30/26
8AM - 3PM (PST)

&

SATURDAY 1/31/26
8AM - 12PM (PST)

FULLY
ONLINE

The background features a dark purple gradient with a subtle radial pattern of fine lines radiating from the center. A bright blue diagonal beam of light cuts across the lower left side. A yellow speech bubble with the text 'FULLY ONLINE' and a green dot is positioned in the upper right area.

Welcome,

The California Outcomes Assessment Coordinators' Hub (COACHes) is pleased to invite you to the 13th Annual SLO Symposium, to be held January 30–31, 2026. For more than a decade, this symposium has convened community college and higher education professionals to share effective practices and critical insights that advance student learning and success. Throughout its history, the event has emphasized the creation of high-quality educational environments that support the development of skills and competencies.

We are proud to continue this tradition by welcoming colleagues from California Community Colleges and higher education institutions across the state and beyond. The 2026 theme, *“Assessment of What Students Can Do: Making Learning Observable,”* will be examined through an engaging program that includes breakout sessions, panel discussions, and thought-provoking keynote and plenary presentations.

We anticipate that these collaborative discussions will encourage the adoption of student-centered, equity-minded approaches to teaching and learning. Together, we can promote meaningful education and within our institutions contribute to sustained and systemic improvement in higher education and ensure that a focus on student learning yields lasting benefits for students and the broader community.

- If you haven't already registered, please [follow this link to reserve your spot at the 13^h 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 2026.

Collegially Yours,
COACHes



SCHEDULE OF EVENTS

Friday, January 30th, 2026

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. Ghada Al-Masri, VP Ed, Services & Inst. Effect., Fresno City College
Bethany Tasaka, San Bernardino Valley College

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

KEYNOTE SPEAKER:

Dr. Tamara Tate, Associate Director of the Digital Lab

Tamara Tate is Associate Director of the Digital Learning Lab. Her research focuses on technology-supported learning, secondary and post-secondary school-based digital literacy interventions, and analysis of digital writing. Tamara leads the Lab's work on generative AI and writing in secondary and post-secondary settings. As the PI of an NSF-funded grant, she is studying the use of generative AI in undergraduate upper division writing courses. She is also part of an intersegmental team looking at enhancing academic writing and digital literacy across the University of California, California State University, and California Community College Systems under a California Education Learning Lab AI Grand Challenge grant.

MODERATORS: Zola Aponte, Santa Ana College; Dr. Jarek Janio, Santa Ana College; Enrique Jauregui, Fresno City College

SLO SYMPOSIUM 2026 BREAKOUT SESSIONS

Breakout Session # 1

10:00am – 11:00am

1. Presenter: Allen Beck, Bowie State University

AI and Digital Literacy in Action: Making Student Learning Visible Through Direct Assessment

Presentation category: Innovations and Emerging Issues in Learning Outcomes Assessment
Presentation description: This session explores how digital literacy, supported by artificial intelligence, can be leveraged to make student learning visible through direct assessment. At Bowie State University, the College of Professional Studies has embedded AI-supported tools into the Next Gen Internship Pipeline and classroom practices, enabling faculty to assess competencies through observable outcomes such as project portfolios, AI-assisted research briefs, case-based simulations, and internship deliverables. By combining structured rubrics with digital platforms, students' demonstrated knowledge, skills, and applied behaviors are captured in measurable ways. The session also highlights how students are engaged in evaluating their own work with AI-assisted feedback loops, increasing transparency and accountability in the assessment process. Equity-focused strategies ensure that diverse learners benefit from these innovations, reducing barriers and creating inclusive, skills-based assessments. Participants will leave with practical methods to align AI, digital literacy, and direct assessment strategies that authentically capture what students can demonstrably do.

2. Presenter: Margaret Sass, Boise State University

Assessing AI-Supported Reflection and Learning in an Online Community-Based Course

Presentation category: Methods and Tools for Direct Assessment of Student Learning
Presentation description: This session explores how artificial intelligence (AI) tools can be used to support and assess observable student learning outcomes in a fully online community-based learning (CBL) course. In the Spring 2025 offering of IPS 490: Community-Based Learning Project at Boise State University, students used AI tools such as ChatGPT and Grammarly to assist in brainstorming, reflection, and written expression. The course was designed to integrate community engagement with academic inquiry, while also prompting students to articulate their learning through reflective writing and project planning.
To measure student growth, we administered a pre- and post-course survey with 16 items evaluating perceptions of academic identity, belonging, and skill development. Statistically significant improvements were observed in 9 areas, including academic gratitude, satisfaction with learning, and sense of community. These were assessed not through inferred participation, but through direct student products as weekly reflections, final presentations, and survey responses.

3. Presenter(s): Kate Ashbey and Jeanne Veich, Shasta College

Light Bulbs: How CBE transformed our thinking about student outcomes

Presentation category: Innovations and Emerging Issues in Learning Outcomes Assessment
Presentation description: This presentation will guide participants on a journey of transformation, from the initial exploration of competency-based education, to a total realignment of the program, with a focus on student learning outcomes. Faculty in the Early Childhood Education department at Shasta College began in 2021, asking key questions about whether our student learning outcomes truly reflected the kinds of skills our students need when they start teaching. This process took us down a 5-year path that has truly transformed our program, particularly in the area of outcomes. We are beginning to collect outcome data that before was just a dream. Our students can now select from several pathways - Competency-Based Education, Credit for Prior Learning, traditional face-to-face, videoconference, and online courses - that are aligned not only to SLOs, but to PLOs as well. We are excited to share how a simple question sparked an ongoing discussion and set of changes that has led to amazing improvements in student learning and faculty engagement.

4. Presenter: Vincent Nunez, Santa Ana College

Increasing Active Learning Online Through Rapid Reformatting of Zoom Chat Logs

Presentation category: Methods and Tools for Direct Assessment of Student Learning
Presentation description: The presenter will demonstrate Zoom chat log conversion techniques that he has used successfully during the past three years in beginning and advanced ESL remote live classes. After attending, participants will be able to quickly extract and variously reformat Zoom chat logs for anonymized error correction, student discussion, and pivot-table measures and record keeping.

5. Presenter(s): Dr. Andrea Brewster and Jessica Schaid, Calbright College

Strengthening Industry Partnerships in SLO Assessment: Innovating in the “Next Phase” of Alignment

Presentation category: Innovations and Emerging Issues in Learning Outcomes Assessment
Presentation description: Postsecondary education is increasingly being called upon by government entities, policymakers, and other stakeholders to demonstrate the relevance of higher education degrees and certificates to meaningful careers for students [e.g., Deming et al., 2023; Burning Glass Institute and Strada Institute for the Future of Work, 2024.] While it has become common practice in higher education to leverage labor market information tools to inform program design and to invite employer advisory committees to help align academic programs with industry standards, it is less common to involve these committees in more than a quick “validation check” of PLOs and CLOs.

Calbright College has just piloted the inclusion of employer advisory committee input into the course-level assessments for a non-credit certificate program. Advisory committee members evaluated scenario-based assessments for their real-world applicability. We are excited to share strategies for assessment refinement and initial impacts of this in-depth aligning process between SLO-linked assessments and industry/field partners.

6. Presenter(s): Francesca Astiazaran, UC Riverside and Mauricio Cadavid, CSU San Bernardino

Show, Don't Tell: Making Learning Visible through Authentic Assessment

Presentation category: Pedagogical Approaches that Lead to Observable Learning

Presentation description: How can we move beyond assuming learning to truly observing it? In this session, an English faculty member, along with an instructional designer/project management lecturer, share their collaborative approach to designing authentic, scaffolded assessments that make student learning visible. By guiding students through a sequence of smaller, formative tasks that build toward final artifacts, we create opportunities for learners to demonstrate knowledge and skills in meaningful ways.

Our cross-disciplinary examples highlight how scaffolded assignments lead students to apply concepts in real-world contexts, producing evidence of growth and competency. Participants will leave with practical strategies for structuring assessments that both engage students and provide instructors with observable outcomes. This session provides a model for integrating authentic assessment into diverse courses, empowering educators to design learning experiences where students demonstrate—rather than merely report—what they have learned.

7. Presenter(s): Erin Bentrim and Erin Kennedy, eLumen Insights

Making Learning Visible with Insights by eLumen: Outcomes Aligned, Data Driven

Presentation category: Using SLO Assessment Data for Institutional Improvement

Presentation description: As California Community Colleges continue to advance equity-minded, outcomes-driven education, institutions are challenged to capture learning as observable skills, performances, and products rather than abstract indicators. This session will demonstrate how assessment practices and technology tools together make learning visible and measurable.

Presenters will show how Insights by eLumen streamlines direct assessment within Canvas, aligns SLOs with course and program expectations, and generates transparent evidence for accreditation and program review.

Attendees will see how Insights empowers faculty and SLO coordinators document student performance, visualize gaps, and strengthen decision-making with reliable data. Participants will leave with practical strategies and examples from peer community college institutions that show how technology can support faculty-driven, student-centered assessment while keeping learning visible, measurable, and meaningful.

We will have a partner institution that will share their experiences and expertise as to what works on their campus.

Breakout Session # 2

11:15am – 12:15pm

8. Presenter: Derek Salinas-Lazarski, National Louis

Practical Assessment Principles informing Continuous Improvement

Presentation category: Using SLO Assessment Data for Institutional Improvement

Presentation description: This presentation will provide participants with an assessment framework—including methodology, principles, and templates—to adapt to their own purposes. Presenters will walk participants through the process, principles, and framework, including sharing templates and fielding questions regarding how to implement any of the information.

9. Presenter(s): Brendan Olson & Kristy Motte, Texas A&M Naresh K. Vashisht College of Medicine

Uncovering Potential Barriers to Objective Assessment of Observed Behavior: Objective Structured Clinical Examinations (OSCEs) in Distributed Campus Settings

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

Presentation description: Objective Structured Clinical Examinations (OSCEs) are designed to provide standardized assessments of observed clinical competencies. However, in distributed campus settings, variability in Standardized Patient (SP) feedback may introduce unintended subjectivity. We analyzed OSCE records across four campuses and several cohorts to explore how SP training, timing, and location influence grading outcomes. The presentation will present inconsistencies and external influences that may impact student performance and perceptions of fairness. This session will highlight implications for assessor training, student feedback, and assessment design, offering strategies to improve reliability and support learner development using assessment of observable behavior.

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

From Checklists to Cockpits: Making Student Learning Outcomes Observable and Actionable

Presentation category: Methods and Tools for Direct Assessment of Student Learning

Presentation description: Too often, assessment of student learning is reduced to reporting numbers or tallying indirect measures. The result is compliance without clarity and data without improvement. This session reframes assessment around observable evidence of student learning—performances, products, and demonstrations that showcase what students can actually do. Drawing from institutional and national practice, the session provides participants with a practical model for moving SLOs from vague intentions (“students will understand...”) to concrete, observable outcomes tied to authentic student work.

Through interactive activities, participants will practice rewriting fuzzy outcomes into observable statements and aligning them with assessment tasks that generate direct evidence. The session will highlight how rubrics, structured observation tools, and intentional assignment design make learning visible in ways that both improve teaching and meet accountability standards. Special attention will be given to scaling classroom assessments into program- and institution-level reporting without losing focus on student learning, as well as leveraging AI tools to support equitable and scalable approaches.

11. Presenter(s): Erin Thomas and Sue Stanley, Coastline College

Show, Don't Tell: Designing Assessments that Demonstrate Competence

Presentation category: Methods and Tools for Direct Assessment of Student Learning

Presentation description: Direct Assessment (DA), Competency-Based Education (CBE) requires assessments that measure what students can do, not just what they know. This session highlights how the Coastline College Pace+ program integrates Mursion simulations and work-experience education to create authentic “show me” assessments. Through realistic scenarios and workplace projects, students demonstrate competencies through observable performance aligned with program outcomes and industry expectations. Participants will explore sample tasks, rubrics, and implementation strategies that move beyond traditional exams and written assignments. We will share lessons learned from scaling these methods across multiple courses, including practical considerations for design, equity, and evaluation. Attendees will leave with concrete strategies to adapt assessment tools to their own contexts, enhancing both rigor and relevance in student learning evaluation.

12. Presenter(s): Andrea Brewster, Sandra Hiebert, Melissa Ko, Adriana Signorini, Corin Slown, Carla M. Strickland-Hughes. Institutions: CalBright, McPherson College, UC Berkeley, UC Merced, California State University Monterey Bay, Colorado School of Mines

From Their POV: Engaging Students in Defining and Measuring Learning

Presentation category: Innovations and Emerging Issues in Learning Outcomes Assessment

Presentation description: How can we ensure the assessment of student learning is authentic and meaningful, while capturing what students can do? This presentation explores a transformative shift: engaging students as partners in the assessment process, which ensures that our work is both grounded and relevant. Drawing from the data and experiences of participants in a multi-institutional community of practice, we argue that involving students in the design, implementation, and dissemination of assessment is a powerful strategy for making learning visible. When students co-create assignments and/or analyze resulting work, they not only produce more authentic evidence of learning, but these student partners also demonstrate observable, higher-order skills of metacognition, integration, and evaluation. This session will share the promises, pitfalls, and possibilities of student-faculty assessment partnerships. Facilitators will offer practical models for partnership that empower students, enrich evidence of student learning, and align with the direct, observable goals of the modern assessment movement.

13. Presenter(s): Dr. Ruth Lane, South University

Assessing Mathematical Discussions in the Online Environment

Presentation category: Methods and Tools for Direct Assessment of Student Learning

Presentation description: In this session, we will focus on the vital role of assessing student learning through online mathematics discussion forums. Participants will explore strategies for designing effective discussion assignments with faculty input and assignment types that foster engagement and demonstrate learning outcomes. We will also discuss creating meaningful rubrics that support both students and instructors. Additional topics include accurate record keeping, identifying student challenges, and the impact of AI on assessment. Emphasis will be placed on delivering weekly feedback that helps students reflect on their mistakes and enhance their performance in the following week. Finally, we'll look at how thoughtful assessment feedback can help shift students from a fixed to a growth mindset, especially when past experiences affect their approach to learning. By the end of the session, participants will have practical tools to enhance their discussion assessment strategies in online math discussions.

14. Presenter(s): Aiden VanderStouwe and Michal Temkin Martinez, Boise State University

Student Engagement in Evaluating Learning Outcome Assessments

Presentation category: Innovations and Emerging Issues in Learning Outcomes Assessment

Presentation description: This presentation outlines steps taken by a small department in evaluations of the success and usefulness of program learning outcomes, and changes that have been enacted as a result of these activities. Each year, department faculty host a workshop with graduating students at the end of their capstone experience. In this workshop, the program's learning outcomes are shared, and students are asked to recall and connect classes, assignments, assessments, and experiences to each of the learning outcomes. Through repeating this process annually, patterns emerged that were able to be taken into consideration. After students reported lower confidence in some learning outcomes compared to others, changes to graduation and course requirements within the program were made to address the disparities found. Such changes have proven effective in bridging the gap between confidence levels among learning outcomes measurable through direct and indirect measures, providing students with a stronger department-level educational experience.

15. Presenter(s): Dr. Esha Chatterjee, Dr. Divya Bheda, Santa Clara University

From Policy to Practice: Integrating AI Literacy into Student Learning Outcomes and Assessment

Presentation category: Methods and Tools for Direct Assessment of Student Learning

Presentation description: Artificial Intelligence (AI) tools such as ChatGPT are transforming how students learn, create, and demonstrate knowledge. Colleges and universities are grappling with how to uphold academic integrity while preparing students to use AI critically and responsibly. As AI reshapes learning, institutions must address issues of access, the hidden and null curriculum,

and the intentional infusion of AI into program curricula-clarifying the how, why, and baseline framework for aligning AI literacy with learning outcomes. Building on the VBHAASKs (value, behaviors, habits, attitudes, abilities, skills, and knowledge) model, we propose a framework and dialogue around PLOs that make explicit the habits, skills, and ethical discernment students need to know when and how to use AI effectively. This session highlights a campus-wide initiative to embed AI literacy into program-level student learning outcomes (SLOs) and to align assessment practices with those outcomes. By the end of this initiative, participants will be able to:

Identify key competencies for AI literacy that align with institutional or program learning outcomes.

Apply strategies to integrate AI-related outcomes into curriculum maps and assessment plans.

Use sample rubrics and assignment templates to measure student ability to use AI tools critically and ethically.

Student Panel Discussion ([main room](#))

12:45am – 1:45pm PST

Title: Discussion about the Meaning of Learning

A panel of undergraduate and graduate students will discuss how learning is defined, demonstrated, and assessed in higher education. Moving beyond grades and test scores, panelists will share how they recognize learning in themselves, what kinds of assessment and feedback feel most meaningful, and how faculty can better observe and document learning through authentic, skill-based practices.

PANELISTS:

Lia Chang, University of Toronto

Samantha Rae, University of California, Los Angeles

Beau Scott, Indiana University

Bill Yuqi, Carnegie Mellon University

DISCUSSION MODERATORS:

Alisha Bettencourt, San Diego City College

Dr. Jarek Janio, Santa Ana College

Enrique Jauregui, Fresno City College

Breakout Session # 3

2:00pm – 3:00pm

16. Presenter(s): Shannon McCarty, Vice President of Learning and Instruction at Calbright College & Mara Woody, Director of Strategic Partnerships at Riipen, Institution: Calbright College

Beyond the Grade: Creating Assessments that Capture Skills for Career Readiness

Presentation category: Methods and Tools for Direct Assessment of Student Learning

Presentation description: As higher education evolves to include more non-traditional learning pathways like skills-first and work-based learning, how can educators ensure and measure the effectiveness of such programs? While standard assessments can measure a student's theoretical knowledge, they often need to adapt in order to capture the nuances of practical skills and the depth of real-world experiences—creating a bridge between theory and application. Featuring institutional leaders and work-based learning experts, this session will explore proven methods and innovative strategies designed to evaluate and amplify experiential learning. From direct observation to reflective journals, speakers explore a range of assessment tools that measure learning outcomes and significantly enhance student engagement and motivation.

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

Forging New Paths: Challenges of AI Implementation in Learning Outcomes Assessment

Presentation category: Innovations and Emerging Issues in Learning Outcomes Assessment

Presentation description: As narratives around artificial intelligence (AI) shift from apprehension to implementation, several unanswered questions remain for professionals in learning outcome assessment. In response, this presentation discusses a variety of challenges facing assessment professionals regarding AI and seeks to begin conversations on achieving a common direction. For example, there is unclear, or an absence of, final institutional policy guidance for AI usage ranging from the national level to accreditors. Similarly, there has been limited discourse on the interplay between the usage of AI and the methodological robustness of the assessment process. Other matters that will be discussed include large-scale updating of rubrics to account for AI usage for faculty and students; lack of clear intent from assessment management software companies to support AI use in assessment. The interplay between AI tools integrated into learning management systems and external AI tools is also explored.

18. Presenter(s): Louisa Villeneuve, Lisa Pitts, Bradley Franklin, and Ariel Sales Martinez
Institution: Chaffey College

Beyond Assumptions: Evidence, Equity, and Credentials in Action

Presentation category: Methods and Tools for Direct Assessment of Student Learning

Presentation description: At Chaffey College we've shifted from "we think they learned" to "here's the evidence." Using Canvas rubrics aligned with Academic Community Employability Skills

(ACES-ILOs), we've assessed over 432,000 outcomes and awarded ~85,000 credentials—with Critical Thinking and Communication as top demonstrated skills. In this session, we present ACES-ILO results to highlight institutional assessment gaps. Disaggregating by demographic and course characteristics, we'll explore how data can inform equity-minded strategies. Our three-prong approach—direct evidence of ACES, equity-focused analytics, and verifiable credentials—ensures students can see and share the skills they've earned. This system provides insight into how students demonstrate key skills and where focused efforts are needed to improve equity. Faculty are also aligning Course Learning Outcomes to Program Learning Outcomes, laying the foundation for discipline-specific assessment at scale and expansion of our credentialing system. At Chaffey, learning isn't assumed—it's seen, scored, celebrated, and continuously advanced.

19. Presenter: Nicole Espinoza, Nevada State University

Partnering with Faculty to Foster a Culture of Assessment at a Small-Medium Sized University

Presentation category: Faculty and Institutional Development for SLO Assessment

Presentation description: What if assessment wasn't something we had to do, but something we were excited to do together? This presentation reimagines assessment as a collaborative, empowering process by partnering with faculty to build a stronger culture of evidence and improvement at Nevada State University, a medium-sized teaching university. Through creative collaboration, transparency, and data storytelling, we can transform assessment from a compliance exercise into a shared journey toward better teaching and learning. Participants will explore practical strategies to engage faculty as co-creators of meaningful assessment, aligned with both program goals and institutional mission. Real examples from Nevada State will illustrate how faculty-led initiatives, professional development, and peer networks are helping shift mindsets. Attendees will leave with actionable ideas for strengthening assessment culture through authentic faculty engagement to make assessment engaging, purposeful, and sustainable

20. Presenter: Tom Haymes, Houston City College

The End of Academic Dishonesty

Presentation category: Methods and Tools for Direct Assessment of Student Learning

Presentation description: In an era where artificial intelligence is reshaping how we write, learn, and think, this presentation explores a critical recalibration of our assumptions around academic integrity, automation, and creative collaboration. We argue that “academic dishonesty” must give way to a richer understanding of academic aspiration, as AI invites us to shift from policing student behavior to cultivating literate, ethical agency. We frame AI not as an automated replacement but as an augmenting partner—one whose affordances demand critical awareness, intentionality, and collaborative sensibility. We map pathways for creating with machines, stewarding emergent literacies, and ensuring that human flourishing remains central in our evolving AI-infused learning ecologies.

21. Presenter(s): Ruben Campos, University of Hawai‘i at Mānoa, Mānoa Political Internship Program

Assessing the Mānoa Political Internship Program

Presentation category: Methods and Tools for Direct Assessment of Student Learning

Presentation description: This presentation outlines a clear assessment model focused on the direct measurement of student learning within the Mānoa Political Internship Program. I detail how we redesigned the application process to transition from a gatekeeper function to an observable training module, utilizing a rehearsal interview and introduces the framework for a professional portfolio. The complete assessment system uses a three-part survey suite (Post-Application, Pre-Internship, and Exit), supported by ongoing conversations with political office supervisors. This integrated design is aligned to seven learning outcomes, requiring students to demonstrate observable skills such as applying communication strategies, evaluating collaborative goals, and correlating academic theory with real-world cases. This framework delivers verifiable evidence of student competence, providing us with the necessary data for continuous program improvement.

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

MODERATORS:

Dr. Jarek Janio, Santa Ana College

Enrique Jauregui, Fresno City College

Bethany Tasaka, San Bernardino Valley College

Dr. Michele Dunbar, California State University, Dominguez Hills

END OF DAY 1

SATURDAY, JANUARY 31st, 2026

(All events in main room)

8:00 – 8:10am Welcome and Introductions

Dr. Jarek Janio, Santa Ana College,
Enrique Jauregui, Fresno City College,
Dr. Ghada Al-Masri, VP Ed, Services & Inst. Effect., Fresno City College
Bethany Tasaka, San Bernardino Valley College

8:10 – 8:55am

PLENARY SPEAKER:

Ciji Heiser, Ph.D.

In this keynote, we will return to the heart of our work: enhancing the educational experience in meaningful, measurable ways. We'll explore how strategic assessment leadership can significantly change educational outcomes as we use assessment not just to measure learning, but to highlight and respond to patterns in engagement, access, and student outcomes. Drawing insights from a study of over 500 higher education professionals, we will examine effective strategies at individual, organizational, and systemic levels. Attendees will leave with tools to use assessment as a lever for meaningful and sustainable change.

Dr. Ciji Heiser is the Founder of Co-Creating Action and an award-winning researcher and assessment professional with over 15 years of experience leading evaluation, research, and strategic planning initiatives across sectors. She collaborates on projects that reduce racial disparities in prison diversion programs, explore how policy shapes equity work in community colleges, and translate data into action through accessible guidebooks. A leader in the field, she helped launch the Grand Challenges in Higher Education strategic plan and served as faculty at the ACPA Assessment Institute. She holds degrees from Bucknell, Kent State, and UNC Greensboro.

MODERATORS:

Dr. Sheryl Hathaway, Golden West College
Dr. Jarek Janio, Santa Ana College
Enrique Jauregui, Fresno City College
Bethany Tasaka, San Bernardino Valley College

9:00am – 9:55am

SPEAKER: Robert L. Stewart Jr. ASCCC Vice-President, Biological Sciences Faculty at Los Angeles Southwest College

Observing Science in Action - Authentic Assessment Practices for STEM Labs

This session explores how experiential STEM laboratory environments can be leveraged to make student learning observable and measurable. Using Biological Sciences as an example, attendees will examine authentic assessment approaches that capture what students can do, from experimental techniques to analytical reasoning, and discuss practical methods for aligning lab activities with meaningful SLO assessment.

MODERATORS:

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

10:00am – 10:55am

SPEAKER: Nickawanna Shaw, Vice-President, Accrediting Commission for Community and Junior Colleges (ACCJC)

Demystifying SLO Expectations: ACCJC Standards, Disaggregation, and Meaningful Assessment

This session clarifies current ACCJC expectations regarding assessment of student learning at the course, program, and institutional levels. Participants will review the Standards that define evidence of learning, including direct assessment, alignment across levels, and the use of “meaningfully disaggregated” data. We will address common questions about whether disaggregated SLO results are required, what constitutes convincing evidence of improvement (“closing the loop”), and how colleges can design assessment practices that feel purposeful rather than compliance-driven.

With more than 25 years of higher education experience, **Nickawanna Shaw** is dedicated to expanding equitable access to higher education for all students. She has held numerous faculty and administrative leadership positions, including 16 years as classroom faculty. She served 15 years in the faculty leadership roles, including 8 years as a senate President and other executive leadership roles, and two additional years as Curriculum Chair. She has co-chaired college-wide gap analysis, helmed as a dean of Language Arts and Library, and served as an ACCJC Commissioner before joining the Commission in 2024.”

MODERATORS:

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

11:00am – 11:50am

SPEAKERS:

Joe Levy, Excelsior University; Natasha Jankowski, University of Wisconsin-Milwaukee

Past to Present and Beyond: Trends and Tips for Assessment

While assessment has been around for decades, there are still people just now meaningfully starting their work in this space, as well as others who continue to feel like they are going about it all wrong. This session will explore a contextualized history of assessment, discuss latest trends and challenges with current practice, while forecasting future possibilities and opportunities for assessment of student learning.

Joseph (Joe) D. Levy is Associate Vice Provost of Accreditation and Quality Improvement at Excelsior University, USA. He has led academic and student affairs assessment and quality assurance for multiple institutional types. Scholar, author, presenter, and consultant, Joe enjoys leveraging his experience to talk assessment, quality assurance, and institutional betterment.

Natasha A. Jankowski is Executive Director of the Center for Advancing Student Learning at the University of Wisconsin-Milwaukee, USA. She is the former Executive Director of the National Institute for Learning Outcomes Assessment (NILOA). Scholar, author, presenter, and consultant, Natasha examines philosophies, transparency, evidence-based storytelling, and student engagement in assessment.

MODERATORS:

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

END OF DAY 2

SEE YOU NEXT YEAR!

*Friday, January 29, 2027
Saturday, January 30, 2027*

Friday SLO Talk

February 27, March 6, 13, 20, 27, 2026

April 17, 24, 2026

May 1, 8, 15, 2026

LinkedIn page: <https://www.linkedin.com/company/california-outcomes-assessment-coordinators-hub-coaches/?viewAsMember=true>

COACHES website: <https://coaches.institute/>

YouTube channel: <https://www.youtube.com/channel/UCuHeiKTKT2jOZ3jSPeUBtqA>

COACHES blog: <https://coaches.institute/blog/>

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