



PIPPIPHooray!

How Teaching and Learning Assessment Led to Innovation at Los Medanos College

Jill Buettner, Scott Hubbard, & Briana McCarthy
Los Medanos College

Friday, February 7th

11:15-12:15

BMC201

LOS MEDANOS
COLLEGE



Agenda

11:15-11:25 Introductions & Objectives

11:25-11:45 Story of Rebranding Assessment

11:45-12:10 The Pedagogy Innovation Project (PIP)

12:10-12:15 Questions

Link to proposal & presentation

<http://bit.do/SLOPIP>



Our Objectives

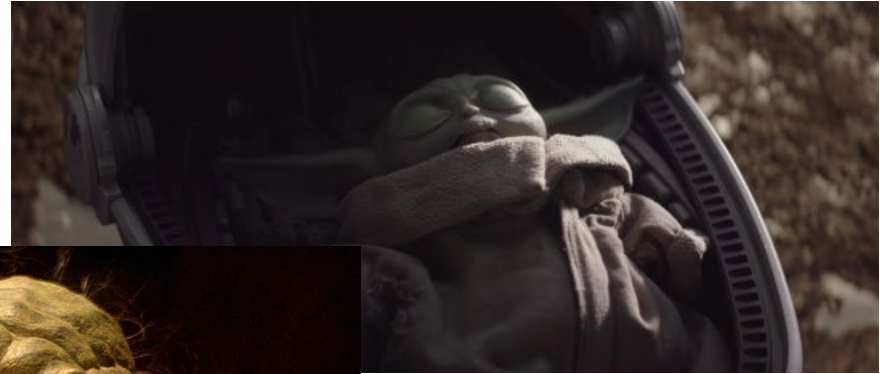
LOS MEDANOS
COLLEGE

- Share our attempt to rebrand assessment at our college.
- Outline a model for an intensive professional development program that was born out of assessment coaching and workshops.





Which Picture Do You Identify With Most, re: SLO Assessment at Your College



Los Medanos College: the ~~low~~ view



STUDENT INFORMATION

(view historical trend)

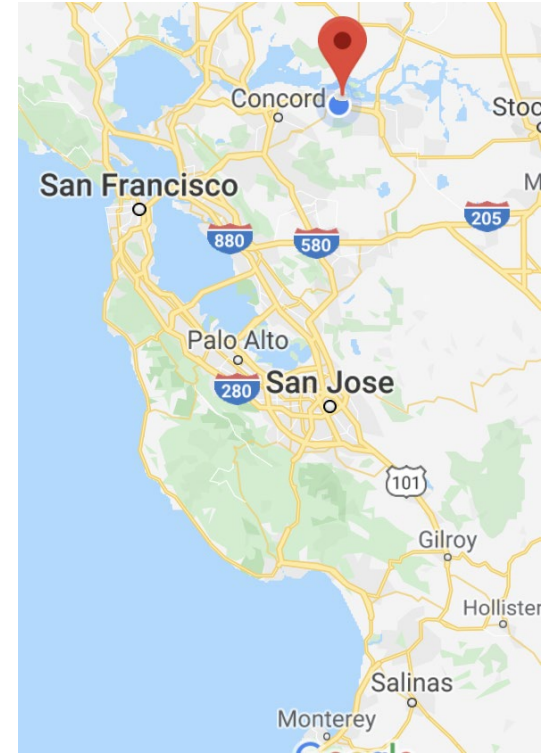
Students 12,626

Gender		Ethnicity/Race	
Female	53.9%	African American	15.4%
Male	44.9%	American Indian/Alaska Native	0.2%
Unknown	1.3%	Asian	5.0%
Age		Ethnicity/Race	
Less than 20 years old	34.0%	Filipino	4.7%
20 to 24 years old	33.6%	Hispanic	40.1%
25 to 39 years old	23.3%	Pacific Islander	0.5%
40 or more years old	9.1%	White	25.6%
Unknown	0.0%	Two or more Races	7.8%
		Unknown	0.6%

INSTITUTIONAL INFORMATION

Full Time Equivalent Students 6,796.7

- Full-time faculty: 120
- Part-time faculty: 264





Teaching & Learning Comm



- Support assessment efforts
- Coordinate professional development related to assessment & pedagogy

Assessment runs on a 5-year cycle at LMC:

Years 1 - 4: CSLOs assessed
Year 5: PSLOs assessed

But what do we really do?

- A lot of meetings and emails
- Stress about assessment completion #s
- Try to make assessment meaningful AND manageable

Rebranding Assessment & TLC

Goals:

- Make assessment palatable (even delicious?)
 - Situate assessment where it belongs (heart of teaching and learning)
- Develop deeper rapport with faculty & staff
- Build trust in work of TLC
 - Pedagogy innovator, not just assessment enforcer



Rebranding Assessment & TLC V

Methods: Refresh PD Efforts



Come Engage in Professional Dialogue around Pedagogy and Assessment in the new Professional Learning Space in the LMC Library (L215)!

Paula Gunder (Professional Learning Facilitator), Briana McCarthy (CSLO/PSLO Assessment Coordinator), and Cindy McGrath (GE Program Assessment Coordinator) will all be available to offer coaching support for the following:

- Developing CSLOs (Course-Level Student Learning Outcomes)
- Planning Assessments for CSLOs and PSLOs (Course- and Program-Level Student Learning Outcomes)
- Mapping CSLOs to PSLOs and GE SLOs
- Writing and revising COORs (Course Outlines of Record)
- And much more!



- Try out different assessment tasks by rotating from station to station.
- Keep your sheets with you as you go!



If I Only Had a Plan...
Using Brains, Heart, and the Nerve in Learning Design

Presented by the LMC Teaching and Learning Committee!

Nina Ghiselli, Scott Hubbard, Briana McCarthy, Shondra West

INNOVATE YOUR PEDAGOGY!



COME JOIN TLC TO DIALOGUE ABOUT...

Date and Time	Topic	Leaders	Location
Friday, 10/25 3:30-5pm	How to Teach Study Skills (FLEX Credit available!)	Scott Hubbard (Math)	SS4-409
Wed, 10/30 3-4pm	Conversacolor: A Classroom Discussion Tool	Liz Green (English)	L-215
Friday, 11/8 9-10am	Active Learning & Peer Assessment	Maria Perrone (Math)	L-215
Wed, 11/13 1-2pm	Classroom Equity Moves	Briana McCarthy (Biology)	L-215
Friday, 11/15 3:30-5pm	Metacognition (FLEX Credit available!)	Scott Hubbard (Math)	SS4-409
Tuesday, 11/26 2-3pm	Sharing Ideas for GE	Cindy McGrath (Journalism)	L-215
Monday, 12/9 1-2pm	Reflecting Back on the Semester	Briana McCarthy (Biology)	L-215

You can also set up a phone appointment / video conference!
Email Briana (bmccarthy@losmedanos.edu) or Scott (shubbard@losmedanos.edu)



Rebranding Assessment & TLC Work

Outcomes/Needs Identified:

- Faculty demand for more intensive professional development
- Inherent campus culture of collaboration and reflection
- College-wide gap in understanding instructional design (specifically how SLOs and assessment are part of teaching and learning)





Visioning an Immersive, ~~Classroom~~ Based PD Program

- Attended backward design 3-day workshop led by Jay McTighe to inform instructional design.
- Collected feedback from faculty on pedagogical and PD needs and wants.
- Networked with deans and other stakeholders to plant seed.
- Drafted research proposal (found on Dropbox link below) and pitched to President's Cabinet, VP, TLC, and Office of Equity





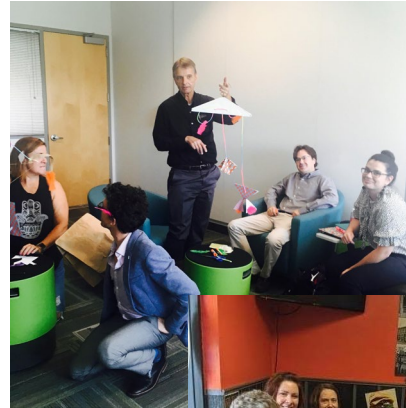
Structuring PIP (Pedagogy Innovation Project)

- Put out call for co-lead of PIP
- Pitched program at dept chair meeting & college-wide assembly
- Advertised and continued building interest at drop-ins
- Released applications & recruited first cohort
- Met regularly as a planning team to iron out last-minute details & fight fires



Pedagogy Innovation Project, Pilot Year

- 2 coordinators
- 10 faculty participants from different disciplines, both adjunct and full-time
- 2 day-long retreats
- Cohort meetings every other week



Participant Incentives

- ★ Instructional design & pedagogy expertise and **resources**
- ★ Opportunity to observe colleagues in action and gain **best practices**
- ★ **In-class coaching**
- ★ Access to **audio and video equipment**
- ★ **Certificate** of Completion
- ★ A \$1500 professional development **stipend** at culmination of program





PIP Objectives

Semester 1

- ★ Examine **learning theory** and motivation behind teaching and learning.
- ★ Collaborate on designing **instructional plans** that utilize best practices and peer feedback.



Semester 2

- ★ Experiment with new **instructional moves**, collect data on their effectiveness, and analyze data with cohort.
- ★ **Observe** one another in action and engage in peer coaching to provide feedback and support.
- ★ **Reflect** on changes in teaching practice.





Fall 2019 Instructional Design Focus

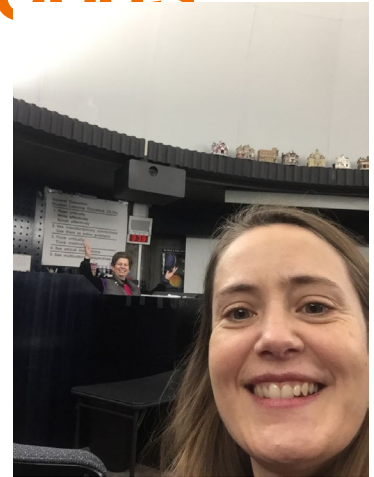
- Began with an off-campus fall retreat focused on team building, instructor identity, and a student-centered syllabus workshop.
- Data Collection
 - Faculty **videotaped** an early class session.
 - Faculty **audio-recorded** every class session of one course.
- Meetings focused on pedagogy, including:
 - Adult learning theory
 - Equity-focused teaching practices
 - Backward Design (focus on alignment & assessment)
 - Building instructional plans





Spring 2020 Pedagogical Moves Focus

- Began with spring retreat focused on analyzing fall audio data, getting feedback on recorded class session, and active learning strategies.
- During meetings, group members share out teaching strategies, activities, and “instructional moves”
- Faculty observe each other in their classrooms twice over the course of the semester.
- Faculty video record a final session of their class for reflection on their growth throughout the program.



Example of classroom evidence

Tool for Assessing Use of Active Learning: **DART**

- o How can we gain insight into our use of active learning? When, as instructors, are we doing anything BUT lecture?

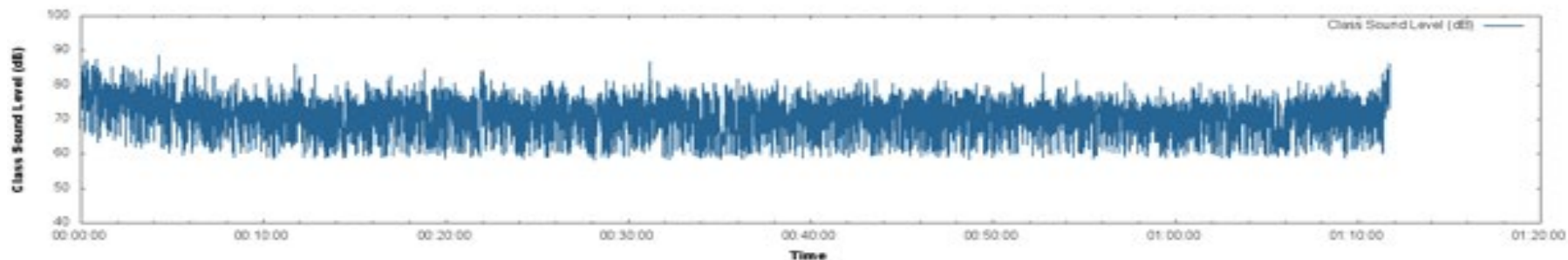


**DART: Decibel Analysis
for Research in Teaching**

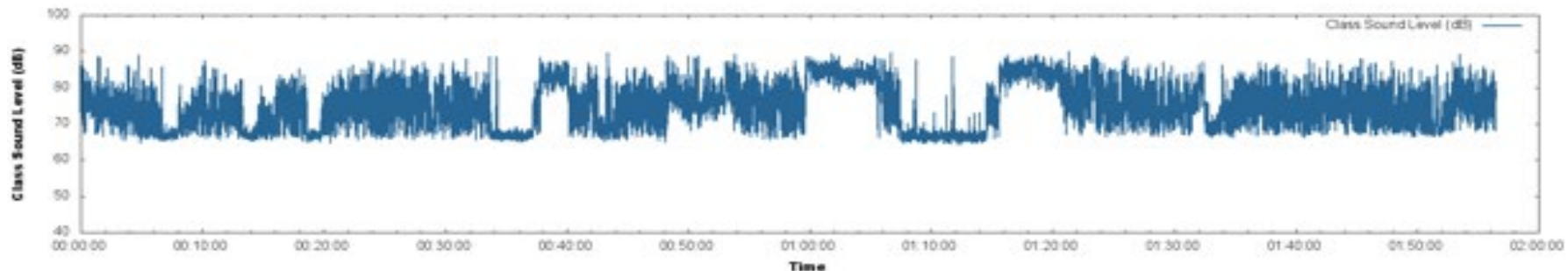
<https://sepaldart.herokuapp.com/>

What do you think is going on in each of the class sessions?

Class Waveform
INST9012 0303 2015 CCB FEST



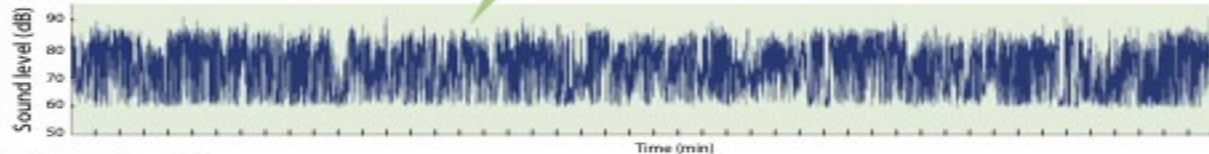
Class Waveform
INST1966 0218 2015 HHMI BIO FEST



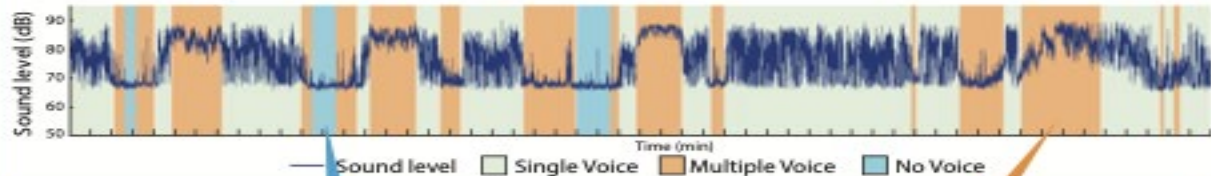
Single Voice:
Average Volume
High Variance



Lecture



Active Learning



— Sound level □ Single Voice ■ Multiple Voice ■ No Voice

No Voice:
Low Volume
Low Variance



Multiple Voice:
High Volume
Low Variance





Future of PIP?

- ★ Working on a promotional video to recruit next group of faculty
- ★ Plan to recruit Cohort 2 in April
- ★ Hope to secure funding for next few years with support of VPI & Office of Equity





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Questions?

Jill Buettner – Co-Lead PIP, English Faculty
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Scott Hubbard – TLC Chair, Math Faculty
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Briana McCarthy – Co-Lead PIP, SLO Coordinator
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bmccarthy@losmedanos.edu



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