

Strand Descriptions:

Disciplines - What unique challenges do the disciplines face in the assessment of learning? What tools and assessment practices lend themselves most to the field? What can be done with findings to improve teaching and learning in the discipline? What evidence suggests that these efforts make a difference to learning? How can faculty collaboration expedite and strengthen student learning?

Each of the following strands will help to answer these questions by highlighting successful teaching and assessment strategies that contribute to student success, particularly in basic skills courses. Sessions will include interactive presentations, evidence describing how the success was assessed and explanations to see how this process could be modified as a model for incorporation on other campuses. Where possible, useful classroom materials, assessment tools and student artifacts will be shared.

1. **Mathematics** – The Mathematics strand will emphasize college level and pre-collegiate Mathematics assessment and instruction techniques as well as theory and research in teaching Mathematics. Coverage will include curriculum, diagnostic assessment, intervention strategies and program development. Sessions will include interactive presentations, evidence describing how the success was assessed and explanations to see how this process could be modified as a model for incorporation on other campuses. Where possible, useful classroom materials, assessment tools and student artifacts will be shared.
2. **English** – The English strand will emphasize college level and pre-collegiate assessment and instruction techniques. Coverage will include diagnostic assessment, intervention strategies and program development. Sessions will include interactive presentations, evidence describing how the success was assessed and explanations to see how this process could be modified as a model for incorporation on other campuses. Where possible, useful classroom materials, assessment tools and student artifacts will be shared.
3. **Reading** – The reading strand will emphasize college level and pre-collegiate literacy assessment and instruction techniques as well as theory and research in teaching reading to adults. Coverage will include reading curriculum, diagnostic assessment, intervention strategies and program development. Sessions will include interactive presentations, evidence describing how the success was assessed and explanations to see how this process could be modified as a model for incorporation on other campuses. Where possible, useful classroom materials, assessment tools and student artifacts will be shared.
4. **ESL** – The ESL strand will emphasize college level and pre-collegiate ESL assessment and instruction techniques as well as theory and research in teaching ESL to adults. Coverage will include curriculum, diagnostic assessment,

- intervention strategies and program development. Sessions will include interactive presentations, evidence describing how the success was assessed and explanations to see how this process could be modified as a model for incorporation on other campuses. Where possible, useful classroom materials, assessment tools and student artifacts will be shared.
5. **Student Services** – The Student Services Strand will highlight student services strategies (Counseling, DSPS, EOPS, Library, etc) that contribute to student success, particularly in the basic skills pathways. Sessions will include interactive presentations, evidence describing how the success was assessed and explanations to see how this process could be modified as a model for incorporation on other campuses. Where possible, useful classroom materials, assessment tools and student artifacts will be shared.
 6. **Career Technical Education (CTE)** – The CTE strand will highlight successful teaching and assessment strategies in CTE that contribute to student success, particularly in the basic skills components of CTE courses. Sessions will include interactive presentations, evidence describing how the success was assessed and explanations to see how this process could be modified as a model for incorporation on other campuses. Where possible, useful classroom materials, assessment tools and student artifacts will be shared.
 7. **Student Learning Outcomes (SLO) and Assessment** – The SLO and Assessment strand is designed to provide training for SLO coordinators throughout California. Topics in this strand will address assessment methods (particularly in courses, programs and General Education), organizing data, closing the assessment loop, and developing sustainable assessment processes.
 8. **Cal-PASS** –The California Partnership for Achieving Student Success (Cal-PASS) collects, analyzes and shares student data in order to track performance, improve practice and increase success from elementary school through university. Using Cal-PASS data, member institutions learn how students are doing both within and across systems. The data are used by faculty and administrators to inform practice to achieve better student outcomes.
 9. **Successful Teaching Strategies and Learning Theory to Advance Basic Skills** – This strand will address teaching strategies and learning theory that are particularly effective for basic skills students--whether those students are enrolled in designated developmental classes or in other classes across campus. Sessions will highlight ways to make the learning process visible to students and teachers. In addition, this strand will examine the connections between the professional learning of faculty and student learning. Sessions will include interactive presentations and evidence describing how success was assessed. Where possible, classroom materials, assessment tools and student artifacts will be shared.

10. **Student Progression beyond Basic Skills** – This strand will address those strategies that enable students to progress from basic skills and beyond to transfer. Sessions will address the important components that help students to be successful when passing into the next level of their education. Sessions will include interactive presentations, evidence describing how the success was assessed and explanations to see how this process could be modified as a model for incorporation on other campuses. Where possible, useful classroom materials, assessment tools and student artifacts will be shared.

THEMES of Strengthening Student Success:

- ✓ **EQUITY**
- ✓ **PROFESSIONAL LEARNING and DEVELOPMENT**
- ✓ **STUDENT VOICES**

The purpose of the conference is to bring together practitioners to share new ideas and current assessment practice around strengthening student success through the themes of equity, professional learning and development, and student voices.

Equity– Is there equity across the college? Do students of different backgrounds have equal likelihood of achieving student success? How are teaching strategies varied to account for differences in learning styles and cultural diversity? Does the campus participate in dialogue about the facilitators of and barriers to equity? What changes happen on campus to improve equity? How are basic skills students impacted by equity issues?

Professional Learning and Development – Students come to community colleges under-prepared for college level work and the colleges and teachers themselves are under-prepared to address the needs of those students. Increasing campus capacity to educate students depends on effective professional learning and development. Although professional development has had an uneven history in community colleges, the review of effective practices in basic skills recognized that staff development makes a vital contribution to student success. Research in successful schools, in writing instruction and in mathematics, shows clearly that when professional development is directly connected to the essential educational work of the institution - to developing curriculum, to articulating learning outcomes, and to creating assessments- it pays off in student learning. Sessions will highlight well established campus professional development efforts that reflect this approach. This will include Faculty Inquiry Groups, a form of professional development where faculty collaboratively examine a range of evidence to gain greater understanding of what supports successful student learning.

Student Voices – How are students voices used to improved student success? How can we succeed if we do not include student feedback in our assessments

and interpretation of data? We want to include examples of processes where students have contributed to the student success discussions.