<table>
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<th>Conference Sessions</th>
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<td><strong>Thursday, May 2, 10:30 - Noon</strong></td>
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| **Plenary Follow-Up:**  
  The Transactions of Trust: Creating Engaged Participation in Your Guided Pathways Redesign  
  *Room: Meeting Room 1, 1st Floor* |
| One of the traditions of the ATL Conference is a follow-up to the plenary in the form of a concurrent session immediately following, where inspired participants can continue their learning with the presenter and a smaller group of equally inspired participants. If the plenary session kindled a fire in you, and you feel you would benefit from a deeper dive into the concepts and activities of the plenary session in a more intimate setting, this session was designed for you! Enjoy more time with Tish Lopez where you can ask clarifying questions and generate ideas for practical application.  
  **Presenter:**  
  Tish Lopez, South Seattle College, tish.lopez@seattlecolleges.edu |
| **Cognitive and Affective in Cultural Appreciation**  
  *Strand: Equity and Inclusive Excellence*  
  *Room: Meeting Room 2, 1st Floor* |
| Come explore the individual and collective potential to build work and learning environments in which everyone succeeds! Awareness of human cognitive and affective dimensions is instrumental in understanding of self/others and enhances cultural competence. The cognitive, shaped by one’s cultural/mental programming, is often divisive, while the affective promotes compassion and inclusiveness. This session will assist participants in decoding their own mental/cultural programming and facilitate understanding/application of the science of compassion and appreciation towards bridging cultural gaps. Attendees will not only leave with improved awareness of how the affective domain can promote better interactions, more collaborative work, and enhanced learning environments, but will also be equipped with research-based self-regulation techniques involving care, compassion, and appreciation that will empower them to become more culturally competent.  
  **Presenter:**  
  Mihaela Cosma, Lake Washington Institute of Technology, mihaela.cosma@lwtech.edu |
| **What Works Best for Your Student and Faculty Learning?**  
  *Strand: Frameworks to Improve Learning*  
  *Room: Meeting Room 3, 1st Floor* |
| This interactive, world café organized session addresses instructional techniques for supporting student learning and success. Participants will engage in a world café style workshop focused on the application of pedagogical approaches in one’s classroom. We envision the conversation at each “café” touching on both application of approaches by faculty and professional development approaches for helping faculty implement these practices.  
  Primary topics for discussion include assessment approaches, active learning, discussion threads, inquiry-based learning, equity-based strategies, and assignment design. Six tables, six topics, 15 minutes each with facilitators moving around the room to enhance engagement among participants.  
  Finally, participants will leave with a series of best practices cards that include examples as well as |
space for reflection during discussion.

**Presenters:**
Sarah Martin, Spokane Falls Community College, sarah.martin@sfcc.spokane.edu
Bryce Battisti, Bates Technical College, bbattisti@batestech.edu

<table>
<thead>
<tr>
<th>So You Think You Can Dance?</th>
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<td><strong>The Choreography of Presenting (Improving Professional Presentation Skills)</strong></td>
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This session is the kick-off to the discussion and introduction of SpeakerShare (brought to you by the ATL retreat workgroup CuadPresidents of the Board). We will demonstrate the key principles within the book "The Choreography of Presenting" while discussing them and introducing SpeakerShare to the CTC audience.

**Presenters:**
Analea Brauburger, Tacoma Community College, abrauburger@tacomacc.edu
Sally Heilstedt, Lake Washington Institute of Technology, sally.heilstedt@lwtech.edu
Angela Rasmussen, Spokane Community College, angela.rasmussen@scc.spokane.edu
Andrea Reid, Spokane Community College, andrea.reid@scc.spokane.edu

<table>
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<tr>
<th>Pairing with Faculty Librarians to Meet Information Literacy Learning Outcomes</th>
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What effect do short instructional sessions have on information literacy learning outcomes? In an effort to answer this, Spokane Falls’ library faculty, in conjunction with participating English 101 instructors, used a flipped classroom model to teach and assess student learning. In this session, SFCC library faculty will share the findings of the study, including the effectiveness of the instructional model, plans for future adaptations to the flipped classroom, and suggestions for pairing with library faculty to enhance student outcomes in information literacy learning targets.

**Presenters:**
Shardé Mills, Community Colleges of Spokane, sharde.mills@ccs.spokane.edu
Ben Ugaldea, Community Colleges of Spokane, ben.ugaldea@ccs.spokane.edu

<table>
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<th>What We Learned about Outcomes Assessment from our NWCCU Visit this March</th>
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Everyone is nervous about assessment and what the accreditors will think. Bellevue College spent the last four years building and implementing a new learning outcomes assessment plan. The plan had lift-off the same year as our accreditation visit.

During our mock-accreditation visit in the fall, the assessment practice was praised highly by our accreditors. We used their feedback to make changes to the assessment process and showcase it during our accreditation visit in March.

This session will present the plan, how we prepared for accreditation, and the feedback we received from the accreditors. Participants will learn from our successes and mistakes so they can build accreditation techniques to wow the accreditors. There will be an opportunity to workshop participants’ own plans.

**Presenters:**
Taking the Jigsaw to the Next Level: High Engagement Methods to Layer Information Literacy with Content and to Motivate Students to Discover Meaning Together

Strand: Pathways: Design, Models, and Approaches

Room: Meeting Room 11, 2nd Floor

Have you ever considered jigsawing the whole course instead of one assignment? On a rotating basis student groups explore a variety of textbooks, academic research articles, documentaries and video content, and popular culture about interpersonal communication. “Aha moments” abound, and students have become noticeably engaged in the subject matter and in the co-learning discussions. In this session, the presenter will describe the course design, her learning curve in building this approach into her course, and how her students adapt and respond to this learning method. Attendees will be given time to reflect on how their discipline is characterized in popular culture versus the academic community and how they might incorporate her approach to their own courses.

Presenter:
Brooke Zimmers, Shoreline Community College, bzimmers@shoreline.edu

The Road to Deeper Learning: Discussing How Institutional Student Learning Outcomes (ISLOs), Assessment and Common Rubrics Across all Programs Paved the Way to Guided Pathways

Strand: Assessment of Learning Outcomes

Room: Meeting Room 12, 2nd Floor

Using Canvas and Collaborative Inquiry as tools, Mesa Community College transformed how Institutional Student Learning Outcomes (ISLOs) were taken to the course level and assessed. This faculty driven effort became an essential element in the Guided Pathways process, and a key to breaking down departmental silos to improve the student learning experience.

Canvas was used to gather and assess data to inform continuous improvement, and to demonstrate, for accreditation purposes, that ISLOs assessment was a high priority.

This is a hands-on workshop. Participants will have an opportunity to review and discuss the use of common rubrics across disciplines, analyze the integration of ISLOs into Guided Pathways maps, and discuss the use of Canvas embedded ISLOs for implementation at the course level.

Presenter:
Diana Bullen, Pierce College, dbullen@pierce.ctc.edu

Thursday, May 2, 1:30 - 3:00

Experiences of Refugee Parents with Children Enrolled in U.S. Schools

Strand: Equity & Inclusive Excellence

Room: Meeting Room 1, 1st Floor

Refugees often have stories that are untold or unheard. Recently, studies on refugee populations have steadily increased focusing on refugee children in U.S. schools and refugees’ resettlement process. This session will consider the experience of refugee parents whose children are enrolled in U.S. public schools. The presenter will employ open-ended discussion as the group looks in depth at actual experiences of refugee
Guardians, Guides, Gatekeepers and a Growth Mindset: Applying Equity in Learning, Inclusivity in Teaching & Excellence in Leadership Development

Do you see yourself navigating in multi-varied roles when supporting students or staff? Do you have the power or feel empowered to redirect resources, intentionally fix barriers and provide support to areas of greatest need? The matrix of our information age is created, directed and filtered by Guardians, Guides, Gatekeepers and a Growth mindset. Our perspective on our roles can either barricade or build equitable learning outcomes in teaching and leadership development. Session participants will engage in emphatic dialogue about our individual and collective roles, discuss strategies for developing quality learning outcomes, and walk away with tools that result in a meaningful return on investment for those you serve. When it comes to equity in learning, everyone, including our students have something to teach us.

Presenter:
Lady Ivory Boyd, Green River College, lboyd@greenriver.edu

Data Driven Leadership and Advocacy: Making Assessment Real and Authentic

In 2017, SBCTC library leaders received a grant to increase the competencies of librarians in campus leadership and data-informed advocacy. The project was designed to support library faculty in becoming assessment learners and leaders on campus, to build a statewide community of practice (Wenger, 2006), and to build a body of evidence documenting how libraries support student success initiatives and enhance the educational experience. Our work sought to establish action research practice and to apply strategies to devise and conduct action research demonstrating library contributions to student success. Participants will receive handouts on developing action research projects and the importance of developing a community of practice. Participants will begin practicing assessment research alignment with institutional priorities using tools provided.

Presenters:
Vivienne McClendon, Bellevue College, vivienne.mcclendon@bellevuecollege.edu
Aryana Bates, North Seattle College, aryana.bates@seattlecolleges.edu
Mindy Coslor, Skagit Valley College, mindy.coslor@skagit.edu
Mary Ann Goodwin, Spokane Community Colleges, maryann.goodwin@ccs.spokane.edu
Jacquelyn Ray, Walla Walla Community College, jacquelyn.ray@wwcc.edu

Roots and Branches: Some Lessons We’ve Learned About Creating a Sustainable Faculty Professional Development Program

Parental experiences within local school districts according to a recent qualitative study done here in Spokane, WA. Themes of language, culture, discipline, and hope will be examined through the words of current refugee parents. Participants will explore ways to continue supporting refugee parents and children and will leave with ways to implement inclusive practices in and out of the classroom.

Presenter:
Hannah Fischer, Whitworth University, hfischer@whitworth.edu
Successful faculty professional development (FPD) programs are difficult to create and even more difficult to sustain. Initiatives led by faculty—who typically rotate positions—can suffer from lack of continuity. Those led by an administrator may lack influence over the faculty they seek to motivate. However, when these spheres of influence intersect, relational trust can grow, facilitating idea-sharing and collaboration on institutional goals. In this presentation, we will tell the story of how FPD at Edmonds Community College has evolved and flourished, and share strategies we have adopted to build, sustain, and elevate FPD at our college by setting down roots and establishing partnerships along new branches. Participants will reflect on their college’s current practices and culture around FPD and create a work plan to elevate faculty development within their college.

Presenters:
Scott Haddock, Edmonds Community College, scott.haddock@edcc.edu
Elisabeth Fredrickson, Edmonds Community College, elisabeth.fredrickson@edcc.edu

Building a Campus Culture of Trust around Outcomes Assessment with Inquiry
Strand: Faculty Leadership for Student Learning
Room: Meeting Room 5, 1st Floor

Continuous improvement of instruction and meaningful outcomes assessment require faculty engagement. Sadly, at many of our institutions, faculty are often excluded from key aspects of the outcomes assessment cycle. This workshop presents a way to foster collaboration: open-ended inquiries. The two presenters will share inquiry models then offer the group time to design their own inquiry approaches. Participants can expect a chance to voice ideas, questions, or concerns that impact outcomes assessment; hands-on, collaborative survey-design, small group discussion, and interview design opportunities; and support from peers in the work of inquiring into challenging institutional dynamics.

Presenters:
Rosalie Roberts, Clark College, rroberts@clark.edu
Tsai-En Cheng, Seattle Central College, tsai-en.cheng@seattlecolleges.edu

Practicing Paradox: Strategies for Simultaneously Increasing Student Success, Academic Rigor, and Faculty Satisfaction
Strand: Assessment of Learning Outcomes
Room: Meeting Room 10, 2nd Floor

When it comes to student success, academic rigor, and faculty satisfaction, can we really have it all? Learn about how the backwards redesign of a Beginning Spanish curriculum resulted in all three of these seemingly paradoxical outcomes. Attendees will see how three student success-focused innovation and intervention strategies were integrated into the revised curriculum, and how the instructor observed and measured improvement. Attendees will also consider ways in which they might apply such strategies in their own courses, and will leave with a toolkit for assessing impact on student learning should they apply any of these practices to their own courses.

Presenter:
Erin Huebener, Spokane Community College, erin.huebener@scc.spokane.edu

Empowering Critical Thinking and Creativity through Connection, a 4 Connections Session
Strand: Frameworks to Improve Learning
Room: Meeting Room 11, 2nd Floor
Can educators boost students' ability to think critically and creatively . . . regardless of student academic preparation? At Lake Washington Institute of Technology, we have seen increased course success, retention, and program completion among students who experience the 4 Connections, including the narrowing and closure of equity gaps. Many faculty who practice the 4 Connections gather regularly to share their experiences, to learn about approaches to practicing the 4 Connections more intentionally, and to experience connection with their peers. In this session, participants will have the opportunity to replicate Lake Washington faculty members' experiences through supportive dialogue about the 4 Connections.

**Presenter:**
Sally Heilstedt, Lake Washington Institute of Technology, sally.heilstedt@lwtech.edu

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**Everyone Needs a College Coach**

**Strand:** Pathways: Design, Models, and Approaches  
**Room:** Meeting Room 12, 2nd Floor

Olympic College is piloting "College Coach" courses for first-year students. This is NOT an orientation course. It is designed around the principle that students need a consistent person to check in, offer encouragement, and generally support them in their first year. Our Coach Courses center on a relationship-based model and have diverse curriculum focusing on exploring careers, developing an academic plan, financial planning, and finding support services. We’ve leveraged Canvas to create hybrid courses with online modules and touch points throughout the quarter. What is unique is the "coach" relationship continues after the quarter is over. The coach stays with students and cheers them on! The architects and instructors will give insight on how to make it work and our success so far.

**Presenters:**
Craig Goodman, Olympic College, cgoodman@olympic.edu  
Kirsten Clawson, Olympic College, kclawson@olympic.edu  
Martin Cockroft, Olympic College, mcockroft@olympic.edu  
Gayle Dilling, Olympic College, gdilling@olympic.edu  
Heather McClellan, Olympic College, hmcclellan@olympic.edu

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**Thursday, May 2, 3:30 – 5:00**

**Was That a Microaggression?**  
**Tips and Tricks for Improving Microaggression Recognition and Response**

**Strand:** Equity and Inclusive Excellence  
**Room:** Meeting Room 1, 1st Floor

Have you wondered what a microaggression is, or felt uncertain responding as an ally and/or accomplice when you have observed one? Perhaps you’ve noticed the increased focus on equity at your institution and are wondering what you can personally do to make a difference at your college or in your classroom? By increasing awareness of microaggressions we can remove these behaviors and language from our personal habits and can speak up when one occurs. We will use case studies and role playing to grow our abilities to recognize microaggressions, identify response options, and practice taking action. You will leave this session having determined which response works best for you and increased your comfort with on-the-spot delivery after participating in small group live practice.

**Presenters:**
Anne Brackett, Everett Community College, abrackett@everettcc.edu
Infusing Equity and Social Justice into Our Instruction: Approaches from Five Disciplines
Strand: Equity and Inclusive Excellence
Room: Meeting Room 2, 1st Floor

Six faculty will share how they address equity and inclusiveness in their disciplines. Dr. Elizabeth Schoene, Physics, will share her unit on inclusiveness and implicit bias in the sciences. Ravi Gandham, Computer Science, will offer a snapshot of how he engages women and underrepresented minorities. Tish Lopez and Paige Talbot, English, will share how they reduced equity gaps in English through course redesign and placement reform efforts. Ruben Murcia, Biology, will present on Just-in-Time Teaching, which closes student learning gaps, and, in turn, propels at-risk students forward because of the active learning pedagogy. John Toutonghi, Math, will outline how other faculty can transform traditional office hours into study zones where students form lasting bonds with peers they would normally never talk with.

Presenters [all from South Seattle College]:
Elizabeth Schoene, elizabeth.schoene@seattlecolleges.edu
Tish Lopez, tish.lopez@seattlecolleges.edu
Ruben Murcia, ruben.murcia@seattlecolleges.edu
Ravi Gandham, ravi.gandham@seattlecolleges.edu
Paige Talbot, paige.talbot@seattlecolleges.edu
John Toutonghi, john.toutonghi@seattlecolleges.edu

Establishing Trust as the Norm: Ownership and Responsibility in Student Outcomes
Strand: Faculty Leadership for Student Learning
Room: Meeting Room 3, 1st Floor

While community colleges across the state acknowledge the need to address opportunity gaps, local faculty and staff often grapple with initiative fatigue and feelings of mistrust. When not addressed, this has the potential to distract from current and future development of common goals. Skagit Valley College recognizes that the work of guided pathways, equity initiatives, and outcomes assessment revision requires the participation of the majority of faculty and staff. Engaged participation is built on a foundation of ownership, responsibility, and trust.

A cross-campus team will share the process, structures, and strategies that SVC is utilizing to foster engaged participation. Participants will share their campus’ own progress in addressing opportunity gaps. Together we will assess, strategize, and create leadership plans to take back to campuses.

Presenters:
Gretchen Robertson, Skagit Valley College, gretchen.robertson@skagit.edu
Kip Zwolenski, Skagit Valley College, kip.zwolenski@skagit.edu
Gabriel Mast, Skagit Valley College, gabriel.mast@skagit.edu
Alison Fernandez, Skagit Valley College, alison.fernandez@skagit.edu

66% of the Pre-college Students Accelerated in the First Quarter
with this Enhanced Emporium Model
Strand: Frameworks to Improve Learning
Room: Meeting Room 4, 1st Floor

In order to close the equity gap in mathematics and increase our completion numbers, we need to offer opportunities for students to accelerate through the pre-college sequence and not be judged by their placement scores. This session will address co-requisite courses, just-in-time remediation, integration with student services, contextualized assignments, the "Nudge" model, faculty mindset, and personalizing math for each students’ abilities and pathway.
I will present data from our first two quarters using this model, the methods we used to create the class, and a video of students who have taken the course.

**Presenter:**
Carlea McAvoy, South Puget Sound Community College, cmcavoy@spgcc.edu

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**Improving Student Success: Using Content and Course Design to Teach Students How to Learn**

*Strand: Frameworks to Improve Learning*

*Room: Meeting Room 5, 1st Floor*

Pre-college students continue to struggle in education. Many don’t become the students they need in order for long term success. Faculty can support these students through course design but it requires a shift in perspective in our relationship with the learning process. In this workshop, you will learn design techniques that have resulted in 100% retention in pre-college math classes as well as student feedback about finally having the confidence to know how to learn.

When faculty leave this workshop, they will have example student success outcomes and a design template they can use to design content around these outcomes. During the session, small group brainstorming and large group sharing will help to strengthen the information that is shared and will also encourage participation by everyone.

**Presenter:**
Mandie Mauldin Nash, Bellevue College, mandie.nash@belleuvecollege.edu

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**Micro-Credentials and Social Emotional Learning: An Innovative Approach to Continuing Education**

*Strand: Faculty Leadership for Student Learning*

*Room: Meeting Room 5, 1st Floor*

Analyzing the pros and cons of micro-credentials as an effective method for continuing education, the presenters will share the results of a university/school district partnership as an innovative approach to professional development in social emotional learning. The presenters will define and describe critical components of micro-credentials including their focus on hands-on, job embedded learning which, if effective, could have several impacts on traditional professional development. Participants will also learn about the current content and status of the Washington State Social Emotional Learning Standards and have the opportunity to explore qualitative and quantitative data on micro-credentials, examples of SEL efforts, survey responses and resources related to Social Emotional Learning and micro-credentials.

**Presenters:**
Wendy Bleecker, Whitworth University, wbleecker@whitworth.edu
Hannah Fischer, Whitworth University, hfischer@whitworth.edu
Debbie Tully, Whitworth University, dtully@whitworth.edu

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**Making Sense and Sensibility: Using Reciprocal Teaching to Work with Challenging Texts**

*Strand: Frameworks to Improve Learning*

*Room: Meeting Room 11, 2nd Floor*

Students often grumble about group work, yet we know that working together often leads to greater understanding for everyone. Clearly defining roles and tasks for each group member can help students focus and work productively. Come practice a reciprocal teaching routine that is grounded in the Reading Apprenticeship framework, which has documented success in helping students develop strong identities as students and readers as well as reducing equity gaps. This routine helps learners tackle difficult “academic”
texts together in a social and challenging way. Rather than explaining difficult readings to our students, reciprocal teaching helps students draw on their interdependence with each other to build strong, meaningful understandings of text. Help your learners work to “translate” difficult ideas into language that makes sense to them!

**Presenter:**
Anna Wolff, Whatcom Community College, awolff@whatcom.edu

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<td><strong>Room:</strong> Meeting Room 12, 2nd Floor</td>
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<td>Seattle Central’s EDGE (Education + Design = Excellence) program applies the pathways concept to faculty development. Program participants can earn a stipend after participating in 29 hours of instruction focusing on technology tools, pedagogy, and accessibility. In its first two quarters, 109 individuals participated in over 1,000 hours of training in this program.</td>
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<td>We will share our strategies and templates for organizing, marketing, and implementing this program. We’ll show how we addressed registering, tracking, and credentialing with tools and resources we already had: Canvas, Google, Badgr, Outlook, Illustrator and state-wide trainings and we’ll explore other development areas that might benefit from this pathways approach. Participants are invited to bring their own strategies and questions focused on programming for faculty and staff development.</td>
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<tr>
<td><strong>Presenters:</strong></td>
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<tr>
<td>Kevin Bowersox-Johnson, Seattle Central College, <a href="mailto:kevin.bowersox-johnson@seattlecolleges.edu">kevin.bowersox-johnson@seattlecolleges.edu</a></td>
</tr>
<tr>
<td>Lynn Kanne, Seattle Central College, <a href="mailto:lynn.kanne@seattlecolleges.edu">lynn.kanne@seattlecolleges.edu</a></td>
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**Friday, May 3, 10:30 – Noon**

### Understanding the Relationships that Foster Degree Achievement for Latino Students

**Strand: Equity and Inclusive Excellence**  
**Room: Meeting Room 1, 1st Floor**

Academic achievement among Latino students is a pressing issue. Data consistently demonstrates that Latino students underperform and are at higher risk of dropping out of high school and college than their non-Latino peers. Considering the relationships that foster achievement for students (such as Latino students within their families, communities, and schools) will help develop behaviors, expectations, and policies to narrow the achievement gap and contribute to Latino student success (Marrero, 2016; Tovar, 2015). This presentation reviews barriers to success for Latino students by focusing on sociocultural issues and strategies that influence their academic achievement. The presentation will benefit educators by engaging in critical self-reflection, participants will understand that more studies and more resources are both necessary to effect change.

**Presenter:**  
Maria Paula McPherson, Bellevue College, paula.mcpherson@bellevuecollege.edu

### Plenary II Follow-Up Session: From College-Ready to College-Level: Collaborative Tools for Improving Student Writing

**Strand: Pathways: Design, Models, and Approaches**  
**Room: Meeting Room 2, 1st Floor**

Explore the reading, writing, and thinking tools of Bridge to College English and other Washington state K-16 partnerships used across high school English language arts [ELA], pre-college English, and English 101 courses to help students transition from college-ready writers to college-level writers.

Participants will be provided with models for K-16 collaboration, including tools for immediate application in collaboration and teaching and learning. Participants will also be provided interactive opportunities for exploration, collaboration, and learning.

**Presenters:**  
Dutch Henry, Shoreline Community College, dhenny@shoreline.edu  
Andrea Reid, Spokane Community College, andrea.reid@scc.spokane.edu  
Sean Agriss, Eastern Washington University, sagriss@ewu.edu

### Faculty Professional Identity, Faculty Professional Development

**Strand: Faculty Leadership for Student Learning**  
**Room: Meeting Room 3, 1st Floor**

Perhaps the most important question anyone can ask is “Who am I?” The twin question, of course, is “Who are you?” Your individual answers to these questions create a firm foundation for core beliefs that inform your professional identity as a faculty member, especially when it comes to teaching, learning, and assessment. In this session, we will explore the 3 paradigms community college faculty use to create their individual professional identity and beliefs, as well as how professional development can help faculty develop as individuals while being part of a collective.

**Presenters:**  
Bob Mohrbacher, Centralia College, bob.mohrbacher@centralia.edu  
Jennifer Whetham, State Board for Community & Technical Colleges, jwhetham@sbctc.edu

### Use Bloom’s Taxonomy to Ensure your Student Learning Outcomes are Assessable and to Align
### Instructional Methods
**Strand:** Assessment of Learning Outcomes  
**Room:** Meeting Room 4, 1st Floor

When writing or revising student learning outcomes (SLOs), it’s easy to use high-level comprehension terms such as "Understand" or "Analyze", but students are asked to reproduce, remember, or define; at best representing the two lowest Bloom’s levels, not what is depicted in the SLO. While a Learning Outcomes Assessment Coordinator, I saw many frustrated faculty unable to evaluate their SLOs systematically because of this. We will review research and resources that can help incorporate language that reflects learning goals and helps you plan course activities. Participants will practice assigning Blooms levels to SLOs, designing questions to target each of the six Bloom’s levels, and leave better equipped to create or revise learning outcomes and assessment questions intentionally, giving thought to the level of content mastery they are expecting students to achieve.

**Presenter:**  
Roseann Berg, Olympic College, rberg@olympic.edu

### Badging for Beginners
**Strand:** Frameworks to Improve Learning  
**Room:** Meeting Room 10, 2nd Floor

This presentation is an introduction to badges and badging: what they are and why institutions and instructions are using them. Badges are digital microcredentials awarded to students or participants in professional development for skills and achievements. Badges enable instructors, departments, schools and other professional communities to identify new or existing competency areas and recognize mastery or demonstration of those competencies not ordinarily recognized by traditional credentials. This presentation will also review the use of badges at the Washington State Board for Community & Technical Colleges, including their use in the Canvas LMS. Participants will be awarded a badge!

**Presenters:**  
Stephen Gance, State Board for Community & Technical Colleges, sgance@sbtctc.edu  
Geoff Cain, State Board for Community & Technical Colleges, gcain@sbtctc.edu

### Bates' Homegrown Curriculum and SLO Database: Aligned, Current and Public
**Strand:** Assessment of Learning Outcomes  
**Room:** Meeting Room 10, 2nd Floor

In this session we'll show you why and how we built our own curriculum and assessment database from the ground up - and how you can do the same. Curriculum documentation that is aligned, current, public and assessable is a responsibility we all bear to our students, administrators, faculty and accreditors. We developed database tables and populated them with information from these disparate documents, had them checked for accuracy by faculty and deans, and then embedded the information in the website, all from a single source. Transitioning to a database allowed for in-depth analysis of course, programs, degrees and learning outcomes across the college. Come see a demonstration of our system and generate ideas how you could do something similar at your institution.

**Presenters:**  
Bryce Battisti, Bates Technical College, bbattisti@batestech.edu  
Jon Bolas, Bates Technical College, jbolas@batestech.edu

### Making Money Less Secretive: Adding Financial Literacy to Unexpected Gen Ed Courses
**Strand:** Frameworks to Improve Learning
What if a non-math general education course—one required by all disciplines—added a financial literacy component? Would curriculum including the “human factor” of money normalize otherwise taboo conversations about finances? Would such instruction encourage students to seek financial resources when they otherwise might not? In response to Senate Bill 5100 requiring financial literacy instruction at higher education institutions, a Communication Studies faculty and a student success manager wanted to find out.

This session will detail the partnership that led to the development of CMST 101, Intro to Communication, with a financial literacy component. Participants will view modified assignments/assessments, as well as data results. Via interactive, lively conversations, participants will formulate creative strategies for meeting financial education outcomes for students on their own campuses.

**Presenters:**
Ellen Bremen, Highline College, ebremen@highline.edu
Mariela Barriga, Highline College, mbarriga@highline.edu

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### Co-Enrolling for Equity: Documenting Competencies in HS 21+ & I-BEST

**Room: Meeting Room 12, 2nd Floor**

Students in BEdA programs typically experience low transition rates into college, with even smaller rates completing a certificate or degree (SBCTC Research). This disproportionately affects low income students and historically underserved students of color. One strategy for addressing this challenge is co-enrollment in HS 21+ and I-BEST. Because HS 21+ is competency-based, students can apply outcomes met in their I-BEST program toward a high school diploma.

This hands-on session will guide participants in the evaluation of outcomes in an I-BEST program; the documentation of how those outcomes meet competencies toward the earning of a high school diploma, and devising strategies for students to meet high school completion requirements not being met through I-BEST. The session is designed with all faculty in mind.

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