Welcome to the ACCJC Webinar!

Quick tips for engaging during the webinar:

✓ Ask questions by using the Q&A button in Zoom. Once the Q&A is opened, you can drag on the borders to enlarge the screen or make it smaller.

✓ The webinar facilitator and panelists will review the Q&A tool to respond to your questions. There will be time at the end of the session for general Q&A.

✓ The chat function will be disabled during this webinar.

✓ Participants’ audio and video are not available. Only the panelists will be seen and heard.

✓ The session is recorded and will be posted at accjc.org/webinar.

Thank you
Jared Spring,
ACCJC
Technology and Operations Director
Today’s webinar is brought to you by...

ACCJC Educational Programming Committee

Randy Beach, Committee Chair
Southwestern College

Daisy Gonzales
California Community Colleges Chancellor’s Office

Sally Pestana
Kapi‘olani Community College

Cynthia Napoli-Abella Reiss
West Valley College

Jennifer Vega La Serna
College of the Sequoias
Today’s Topic:
Exemplary Assessment Practices for Diverse and Equitable Learning

Dr. Bill Moseley
Dean of Academic Technology
Bakersfield College

Ms. Marlena Montague
Assistant Director for Assessment,
Institutional Effectiveness & Research
Guam Community College

➢ Ask questions by using the Q&A button in Zoom.

ACCJC.ORG
Re-Thinking Credit
Badging, Skills and Mastery in Support of Authentic Learning
Institutional Mindset
Monolithic Institution, Students “Fit In”.
A Student-Focused / GP Mindset
A Flexible, Agile Institution, Focused on Student Needs

- Academic Support
- Authentic Assessment
- Direct Assessment
- Flexible Scheduling
- Portable Transcript
- Personalized Instruction
- Equity Based Instruction
- Case Management
The Second Industrial Revolution
Learning in the Early 1900s

- Efficiency
- Mass Production
- Standardization (white, male ideal)
- Consistency
- Numbers & Quantitative Results
- Precision

Ford’s Assembly Line: 1914

WWI: 1914 - 1918
The Measure that Won’t Quit

“The Carnegie Unit, unique to the American system of secondary education, is being reexamined. Is it outmoded? Do the far-reaching changes occurring in the objectives of secondary education, in the number and types of pupils attending, in the high school - college relationships – to name only a few – call for new methods and instruments of pupil evaluation and accounting?”

(Tomkins & Gaumnitz, 1954, p.1, Report to the US Dept. of Education Emphasis mine.)
You are here.

- Institution-Owned.
- Not Portable.
- Not Meaningful.
- Not Flexible.
- Boring.
- Where’s the Assessment?
Enter Badges.
What’s a Badge?
Anatomy of a Microcredential.

- Who Received It?
- Who Issued It?
- When Was It Issued?
- Criteria?
- Link to Evidence
- Standards Alignment
- Expiration Date
What do Badges Give Us?

• Transparency of Learning & Assessment.

• Portability and Student-Centeredness.

• Higher Resolution Picture of Learning

• Better Forward Compatibility.

• A Foundation for a Mastery-Oriented Approach.
Badges in the Wild

Student Learning Outcomes

Upon completion the student will be able to
• articulate the basic concepts of linguistics.
• demonstrate various aspects of ASL phonology.
• demonstrate ASL syntax.
• demonstrate mastery of ASL semantics.
• demonstrate an understanding of ASL morphology.

Skills

• American Sign Language (ASL)
• Linguistics
• Morphology
• Phonology
• Semantics
• Syntax
The Educational Journey

- Teaching
- Grades
- Transcript
- Employment or Transfer

- Learning
- Assessment
- Badges
- Skills
- Employment or Transfer

Guesswork, Magic, Luck, ?
Grading in the Modern Carnegie Era

What a “passing” student might look like:

Credit Granted

<table>
<thead>
<tr>
<th>Exam</th>
<th>Percentage</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>45%</td>
<td>72%</td>
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<tr>
<td>Exam 3</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Exam 4</td>
<td>50%</td>
<td>54 Hours</td>
</tr>
<tr>
<td>Homework</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td>Paper</td>
<td>70%</td>
<td>70%</td>
</tr>
</tbody>
</table>

54 Hours + 72% C
Assessing for Mastery

Credit Granted
Building a New Structure
Aligning a New Representation of Learning with the Old

Carnegie Units & Grades

Competency & Mastery
- Direct Assessment
- Curricular Alignment
- Skills-Based Economy
- Humanized Teaching
- High Tech / High Touch
Building a Badging Infrastructure
At Bakersfield College
Managing the Badging Work

Create Images

EMSI Skills Database

CBE Programs Developed Natively with Badges

Education & Marketing

Align with Skills

Faculty vet skills

SLOs & Objectives

Develop Badges in Badgr

Award Badges

Reflect & Refine Assessment

CBE Programs Developed Natively with Badges

Education & Marketing
You get a badge!
Contact Me…

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Welcome to Guam Community College
Mission

Guam Community College is a leader in career and technical workforce development providing the highest quality, student-centered education and job training for Micronesia.
Learn a skill that grows with you.

BEGIN YOUR APPLICATION

#GuamCC
DREAM IT. BUILD IT.
It’s your future.
2017-2021

Strategic Resource Plan

GUAMCOMMUNITYCOLLEGE
Five Year Distance Education Strategic Plan
AY 2015-2020

STUDENT CENTER
Comprehensive Professional Development Plan
According to GCC’s former Vice President for Academic Affairs:
“...we can monitor annual progress of individual programs or services through the stages of planning, data collection, reporting and implementation of results. We are thus able to document incremental improvements that programs or units have put into practice over time, and most importantly, the impact of these improvements in sustaining student learning and achievement at the College.” (Somera, 2005, p. 2)
THANK YOU

STAY SAFE
✓ Ask questions by using the Q&A button in Zoom.
✓ Once the Q&A is opened, you can drag on the borders to enlarge the screen or make it smaller.
✓ Check Q&A for answers to questions.
✓ Reminder: We are not monitoring the chat box.
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Next Webinar:

Spring 2022

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Thank you!