

Indiana University – Purdue University Indianapolis

Presents

**THE 1999
ASSESSMENT INSTITUTE**

November 7-9, 1999

**University Place Conference
Center and Hotel
Indianapolis, Indiana**

**HAVE WE MADE A DIFFERENCE?
AND WHAT ABOUT THE FUTURE?**

FEATURING

Thomas A. Angelo	DePaul University
Trudy W. Banta	IUPUI
Douglas J. Eder At Edwardsville	Southern Illinois University
Peter T. Ewell	NCHEMS
John W. Harris	Samford University
George D. Kuh	Indiana University
Catherine A. Palomba	Ball State University
Jeffery A. Seybert Community College	Johnson County (KS)

**In-depth learning opportunities with
scholars/practitioners**

For all faculty and student development professionals

Institute web site:

<http://www.jaguars.iupui.edu/plan/confernc.html>

PRE-INSTITUTE WORKS

November 7, 1999 10:00 a.m. – 3:30 p.m.

Using the Grading Process for Departmental & General Education Assessment

Though grades alone are often not useful for assessment, the grading process, when well conducted by faculty, yields valuable information about student learning that can be used for general education and departmental assessment. This workshop shows how such a process may be implemented, including how the feedback loop may be closed at departmental and institutional levels. One of the presenters is using this approach for North Central Association (NCA) accreditation.

Barbara Ellen Walvoord & Associates

1:00 p.m. – 3:30 p.m. Concurrent Workshops

Perspectives and Issues in Prior Learning Assessment (PLA): Attitudinal, Academic, and Administrative

This workshop will introduce participants to the attitudinal, academic, and administrative issues and perspectives associated with PLA. Attitudinal issues include understanding and appreciating the significance of PLA fits in the curriculum and evaluation of prior learning. Administrative issues include program management and advising, counseling, and developing learners.

Tai Arnold, Empire State College and Stephen P. Hundley, IUPUI

Developing and Implementing Assessment Surveys


Survey methods are popular tools for collecting data to evaluate the impact and effectiveness of educational programs. Participants in this workshop will experience a variety of survey methods, including focus groups, questionnaire development and one-on-one interviews. Final discussion will focus on how to use the results of survey research for program evaluation and improvement.

Victor M. H. Borden, IUPUI

Integrating Activity-Based Costing with Planning

In a financially constrained environment, faculty and student development professionals increasingly are interested in comparing the costs of different approaches to their work. Cost is an important component of any program assessment. Activity-based costing (ABC) is a tool that can help us understand our costs and assess our effectiveness. In this workshop participants will help to build a small ABC model and study an example from an academic unit. No accounting or business background is required!

James Johnson, IUPUI



Workshop participants will learn essential steps in developing or adapting assessment instruments. At each step we will identify an use computer technology to enhance the quality of measurement. For example, we will explore the Internet to locate existing assesment tools. This workshop is for “intermediate” computer users. Knowledge of a computer ifs for “intermediate” computer operating system (e.g., DOS. Windows, or MacOS) is assumed.

Mark D. Shermis, IUPUI



SESSIONS WITH NATIONAL ASSESSMENT LEADERS

November 8, 1999



BEST PRACTICE FAIR

November 8-9, 1999

The **Best Practice Fair** will feature assessment instruments, methods, and approaches from test developers and practioners in higher education. You will see and have a chance to discuss with their developers successful assessment approaches and instruments currently in use on campuses across the country. Some topics include: assessment in the major, student affairs, general education, foreign languages, and critical thinking; the CSEQ: College BASE; surveys; and data collection.



CONCURRENT WORKSHOPS

November 9, 1999

In-depth sessions with individuals with successful assessment initiatives, many of whom regularly serve as consultants at colleges and universities across the country. For detailed descriptions see our web site.

SUNDAY, NOVEMBER 7

Pre-Conference Workshops

MONDAY, NOVEMBER 8

9:00 a.m. – 10:00 a.m. Plenary Session

Has Assessment Made a Difference?
Trudy W. Banta and Panel

10:00 a.m. – 10:15 a.m. Break

10:00 a.m. – 5:00 p.m. Best Practice Fair

10:15 a.m. – 12:15 p.m. Concurrent Workshops

Doing Assessment As If Learning Matters Most

Amazingly, nearly everyone – faculty, administrators, legislators, and accreditors – now agrees that the primary purpose of assessment should be to improve student learning. But how can we do that best? This fast-paced, interactive workshop will present 10 research-based guidelines for learning-centered (and faculty-designed) assessment and provide examples of simple, practical applications at the classroom, departmental, and program levels.

Thomas A. Angelo

Assessment Essentials....Strategies for Success

This session will focus on essential strategies that are associated with successful assessment programs. These include articulating purposes and goals, developing assessment plans, involving faculty and students, selecting methods, and using results for improvement. This interactive session will include examples and exercises.

Trudy W. Banta and Catherine A. Palomba

Collaboration Between Academic and Student Affairs in Assessment

Collaboration in higher education is difficult, and relatively rare, but essential to success in assessment. Participants will first develop strategies for achieving collaboration between faculty and student affairs staff – those who know most about student development and intellectual growth. Participants will explore data-gathering methods

focused on student development and ways to ensure the use of assessment findings to improve learning.

Analyzing Curricula: Assessment, Coherence, and Productivity

This session will examine some specific ways that “quality management” concepts and tools can help in the assessment and improvement of academic programs. Among the topics addressed will be curricular mapping, identifying “core processes,” and determining the degree to which prerequisite course structures are functioning as they should.

Peter T. Ewell

Community College Assessment Strategies

Based on extensive consulting experience as well as a successful campus program, the latest techniques for community college assessment will be described.

Jeffrey A. Seybert

12:15 p.m. – 1:30 p.m.	Lunch
1:30 p.m. – 2:30 p.m.	Plenary Session What does the Future Hold for Assessment? Peter T. Ewell and Panel
2:30 p.m. – 2:45 p.m.	Break
2:45 p.m. – 4:45 p.m.	Repeat of Morning Session Exception: Jeffrey A. Seybert’s Second session will be:

The Institutional Portfolio: A Performance-Based Model for Assessment of General Education

This workshop will offer an overview of the development and implementation of a model involving performance-based assessment of general education. Components of the model include detailed statements of expected student outcomes, methods, of assessing those outcomes, and institutional standards. Working in small assessment teams, you will evaluate samples of actual student work using the holistic scoring rubrics developed for the model.

5:00 p.m. – 6:00 p.m. Reception

TUESDAY, NOVEMBER 9

8:30 a.m. – 9:16 a.m. Plenary Session

**Problem-Based Learning:
Promises, Problems
& Possibilities**
John W. Harris

9:30 a.m. – 3:30 p.m. Best Practice Fair

9:30 a.m. – 10:45 a.m. Concurrent Workshops

For complete descriptions see our web site:
<http://www.jaguars.iupui.edu/plan/confernc.html>

*Installing a Workable (and Authentic)
Assessment System*

Douglas J. Eder, Southern Illinois University at Edwardsville

*Facilitating The Use of Assessment Data and
Documenting Program Impact – A Software Solution*

Michael C. Choban, West Virginia Wesleyan College

*Organizing the Campus for Assessment and
Institutional Effectiveness*

Patricia DeWitt and Craig Shull, Shorter College

*“What a Long Strange Trip It’s Been”:
The Assessment of General Education*

Stephen J. Friedman and John Stone, University of Wisconsin-Whitewater

Problem-Based Learning: Assessing its Impact At Samford

Claire Major, Samford University

Hearing from Your Students Before Making Decisions, Assumptions, or Changes

Betty L. Moore, Penn State University

10:45 a.m. – 11:00 a.m. Break

11:00 a.m. – 12:15 p.m. Concurrent Workshops

Student Affairs Embraces the Paradigm for the 21st Century

Juan C. Gonzalez, California Polytechnic State University

Assessing a General Education Portfolio

Virginia Hamilton, Shawnee State University

Supplementing Testing Results

Elizabeth A. Jones and Scott A. Cottrell, West Virginia

*Socratic Seminars-----Assessing Growth of
Understanding through Oral and Written Discourse*

Marcia Sheridan, Indiana University South Bend

*Design and Delivery of Distance-Delivered
Competence-Based Degree Programs*

Alec M. Testa, Western Governors University

*How We Developed a School-Wide Assessment Plan:
Five Voices Tell the Story*

**Charles F. Yokomoto, Patricia Fox, Marvin Needler, Cliff
Goodwin, and Stephen P. Hundley, IUPUI**

12:15 p.m. – 1:45 p.m. Lunch on your own

1:45 p.m. – 3:00 p.m. Concurrent Workshops

*What We Learned Over the Past Decade About How
to Communicate Assessment to Faculty and Staff*

**Donald H. Benniion and Stewart Work, Eastern Michigan
University**

*Getting to First Base: Assessing Skill Development
Among Undergraduate Business Students*

Dena S. Cox, IUPUI

Lessons Learned: A Review

**Douglas K. Lange, South Dakota School of Mines
And Technology**

*The Role of Assessment in Revising General
Education Requirements*

**Rosalyn Linder and William Ganley, Buffalo State
College-SUNY**

*Using the CSEQ to Assess Curricular and
Co-Curricular Development*

Ed Smith, Longwood College

The Kalamazoo Portfolio

Emily Springfield and Marilyn LaPlank, Kalamazoo College

POST-INSTITUTE EVENT

*Assessing Program Outcomes: Fourth National
Conference for Nurse Educators*

November 9, 1:00 p.m. – 4:00 p.m.