Indiana University - Purdue University Indianapolis

Presents

The 2000 Assessment Institute

in Indianapolis
November 5-7, 2000

University Place Conference Center and Hotel
Indianapolis, Indiana

Featuring

Thomas A. Angelo	DePaul University
Trudy W. Banta	IUPUI
Douglas J. Eder	Southern Illinois University Edwardsville
Peter T. Ewell	NCHEMS
William D. Hendricson	University of Texas Health Science Center at San Antonio
George D. Kuh	Indiana University
Catherine A. Palomba	Ball State University
Jeffery A. Seybert	Johnson County (KS) Community College

In-depth learning opportunities
with scholars/practitioners

For all faculty and administrators

With special sessions for
health professions educators and
student affairs professionals

Institute web site:
www.planning.iupui.edu

Optional Pre-Institute Workshops
(See Registration Form for Fees)

10:00 a.m. - 3:30 p.m. Workshop

From Principles to Practice: Transforming Campuses into Learning Communities

Learning communities – also known as learning organizations – are systems in which members collaborate continuously to achieve what they value most. Transforming campuses into learning communities requires systems thinking, culture change, new kinds of leadership, and motivation. Accreditation offers motivation and opportunities for change, and assessment provides powerful levers. Built around Peter Senge's "five disciplines of learning organizations," this interactive workshop examines guidelines for transformational change in higher education. Participants experiment with practical strategies for constructing learning communities at classroom, department, and campus levels.

David B. Porter, US Air Force Academy and Thomas A. Angelo, DePaul University

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

From Soup to Nuts: Program Review as a Value-Added Assessment Activity

Comprehensive program review can be a valuable experience for assessment, resource allocation, and improvement purposes. We will present both an overview of program review from the institution's perspective and the experiences of a department that recently underwent program review. Institutional and departmental mission, vision, values, and strategic directions will be addressed; sources of data and the processes used to complete the self-study will be identified; and the recommendations and outcomes of program review on curricular, faculty, and quality issues will be discussed. Participants will develop action plans for implementing and/or strengthening program review on their campuses.

Karen E. Black 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

Web Applications in Assessment

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

Mark D. Shermis, IUPUI

Design of Competence Based Education and Assessment

This interactive workshop will focus on the design, development, and delivery of competence based degrees. Workshop participants will learn Western Governors University (WGU) design elements that they can integrate into their own programs and institutions at the class, course, or degree level. WGU is a competence based, distance delivered institution founded by the Governors of 19 western states and territories. Designed to meet the needs of growing student demand and to coordinate distance delivery efforts funded by the States, WGU offers competence based degrees, brokers distance delivered courses from member institutions, and provides corporate training.

Alec M. Testa, Western Governors University

Name

Title

Social Security Number

Institution/Organization

Address

City State Zip

E-Mail Address

Daytime Phone Fax Number

☐ Check or Money Order ☐ VISA ☐ MasterCard

Card # Exp. Date

Signature

Name as Printed on Card

NOTE: To be invoiced, please provide:

PO#_____and/or

Federal ID # _____

Conference Registration

Individual	$260.00		_____
Group	$245.00	x____=	_____

(Group = three or more persons from the same organization registering with a single payment).

Optional Pre-Institute Workshops (select one)

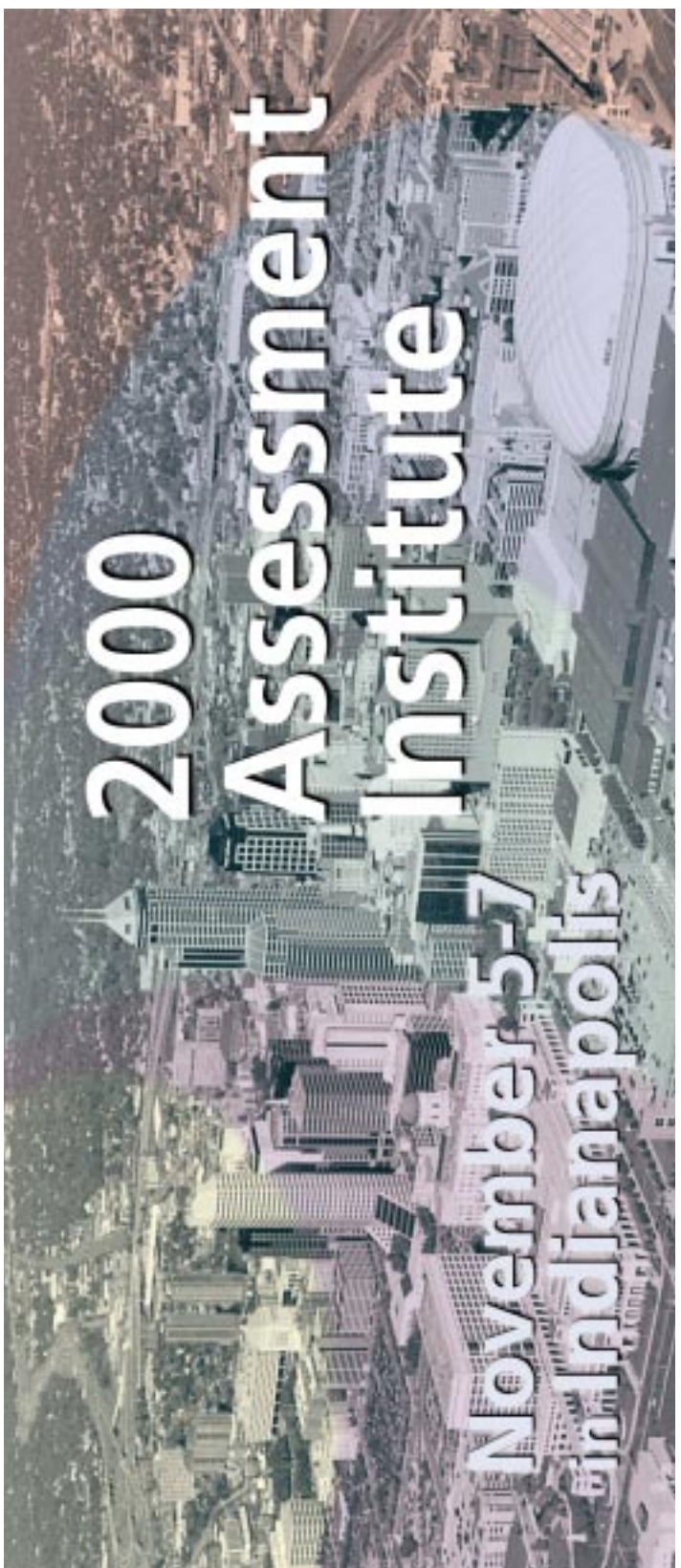
☐ Black/Hundley	$60.00	_____
☐ Borden	$60.00	_____
☐ Johnson	$60.00	_____
☐ Shermis	$60.00	_____
☐ Testa	$60.00	_____
☐ Walvoord	$120.00	_____
☐ Porter/Angelo	$120.00	_____

Optional Post-Institute Nurse Educators Conference

☐ Nursing	$260.00	_____
	TOTAL	_____

IUPUI
Indiana University–Purdue University Indianapolis
University Conference Center
850 West Michigan Street
Indianapolis, Indiana 46202

NON-PROFIT ORG.
U.S.
POSTAGE
P A I D
PERMIT #4245
Indianapolis, IN



MONDAY, NOVEMBER 6

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

Perceptions Matter
George D. Kuh and Panel

10:00 a.m. - 10:15 a.m. Break

10:00 a.m. - 5:00 p.m. Best Practices Fair

The Best Practices Fair will feature assessment instruments, methods, and approaches from test developers and practitioners 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, general education, critical thinking, surveys, data collection, electronic assessment tools, and problem-based learning.

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 – Planning and Implementing Assessment Programs
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, Catherine A. Palomba and Douglas J. Eder

Assessing Curricula: Coherence, Good Practice, and Behavior
This session presents a comprehensive, faculty-oriented approach to analyzing specific curricula and course sequences. Assessing outcomes is an important part of this approach. But it also entails posing and answering more basic questions about whether the "delivered" curriculum is operating as designed. Based in part on "quality management" techniques, the session's particular focus is on general education — though the tools and concepts explored are applicable to any curriculum.
Peter T. Ewell

Collaboration Between Academic and Student Affairs On Assessment
A more complete picture of the student experience can be developed when faculty members and student affairs professionals collaborate on assessment. Participants in this session will review strategies for promoting effective collaboration and consider ways to collect information from students that can be used for such purposes as program improvement, accountability, and accreditation self-studies.
George D. Kuh

Community College Assessment Strategies
Based on extensive consulting experience as well as a successful campus program, the presenter will describe the latest techniques for community college assessment.
Jeffrey A. Seybert

12:15 p.m. - 1:30 p.m. Lunch

1:30 p.m. - 2:30 p.m. Plenary Session

Developing the Scholarship of Assessment: Four Promising Pathways
Thomas A. Angelo 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 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. High Tea

TUESDAY, NOVEMBER 7

8:30 a.m. - 9:15 a.m. Plenary Session

Student Assessment in Competence-Based Education
William D. Hendricson

9:30 a.m. - 3:35 p.m. Best Practices Fair

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

(for complete descriptions see our web site: www.planning.iupui.edu)

Assessing Student Achievement of General Education: An Interdisciplinary Approach
Trudy H. Bers, B. Diane Davis and Mary L. Mittler, Oakton Community College

Principles and Good Practices for Authentic Assessment with an Emphasis on Nursing and the Health Sciences
Douglas J. Eder, Cynthia Schmidt, Laura W. Bernaix, and Sandra Hick, Southern Illinois University Edwardsville

Developing a Holistic Profile of Student Learning in the General Education Program
Virginia Hamilton, Kathryn Jansak and Xiaodan Huang, Shawnee State University

Assessing Technology-Enhanced Courses and Curricula
J. Joseph Hoey, Georgia Institute of Technology

Teaching and Assessing Basic Information Technology Skills: The SUNY Brockport Computer Skills Examination
Craig R. Lending, SUNY Brockport

Challenges of a New Curriculum Featuring PBL as a Major Teaching Component from the Perspective of a Student, a Small Group Tutor, a Course Director and an Administrator
James L. McDonald, Daniel R. Brady, Joan E. Kowolik, Lisa M. Foerster, Indiana University-Purdue University Indianapolis

The Penn State Late Night Program
Betty L. Moore and Sharon Mortensen, The Pennsylvania State University

Assessing the Consequences of Online Learning: Issues, Problems, and Opportunities
L. Roger Yin, Stephen J. Friedman, Robert M. Schramm and Lance E. Urven, University of Wisconsin-Whitewater

10:45 a.m. - 11:00 a.m. Break

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

Partnerships Between Higher Education and Employers to Improve Outcomes
Darlene A. Franklin and Nancy N. Judd, Tennessee Technological University

Writing Across the Disciplines for Learning Excellence
Leslie Gardner, University of Indianapolis

How to Design an Organizational Structure in Student Affairs Around Learning Outcomes
Juan C. González, Georgetown University

Core Curriculum Assessment: Refining the Process
Linda K. Hanson and Mat Fisher, Ball State University

Assessment of Performance in a Problem-Based Learning Leadership Program
Cristina Rios, Indiana University South Bend

Introduction to World Wide Web Resources for Assessment
Ephraim Schechter, North Carolina State University

A Faculty Driven Initiative-Assessment College Wide: Using Statistics to Measure Moving Targets and a Series of Resources to Engage Faculty in the Feedback Loop from Classroom through General Education Assessment
Russell J. Watson, Peter Klassen and Ingrid Peternel, College of DuPage

Measurable Outcomes – What Are They and How Do We Write Them?
Charles F. Yokomoto, Indiana University-Purdue University Indianapolis

12:15 p.m. - 1:45 p.m. Lunch on your own in Indianapolis

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

How One University Used the Assessment Practices at "Best Practices" Colleges and Universities to Benchmark Its Own Assessment Program
Donald H. Bennion and Stewart D. Work, Eastern Michigan University

Why Aren't Faculty Jumping on the Assessment Bandwagon – And What Can Be Done to Encourage Their Involvement?
Karla Brown, Hawkeye Community College

Processes and Outcomes for Assessment in Health Science Programs
Dianne Cearlock, Carolinda Douglas, and Sue Elster, Northern Illinois University

So, What's Your Problem? Anyone Can Write Engaging PBL Problems
Carol D. Dean and Jean Ann Box, Samford University

Using Technology to Transform Data into Knowledge
Susan Hatfield, Winona State University

Evaluation of Performance in University Studies Courses
Dennis Holt, Christina Frazier, Nancy Blattner and Fred Janzow, Southeast Missouri State University

Using Group Decision Support Software to Design and Implement Student Course Assessments in On-Campus and Distance Learning Contexts
Jim McCambridge, Mark Kretovics and Jamie Switzer, Colorado State University

How to Institutionalize and Practice Assessment
Stephen St. Onge, Tom Ellett and Joshua McIntosh, Syracuse University

Post-Institute Event

Assessing Program Outcomes: Fifth National Conference for Nurse Educators

November 7 - 1:00 p.m. - 4 p.m. and
November 8 - 9 a.m. - 4 p.m.

Featuring Jean E. Bartels and Theresa M. Valiga. The aim of the conference is to provide for an exchange of ideas related to continuous improvement of nursing programs. For more information, see website at www.iupui.edu/~nursing/contedu/assess2000.htm

Hotel Accommodations

Rooms are reserved at the University Place Conference Center and Hotel at IUPUI, 850 West Michigan Street, Indianapolis, IN 46202. The number of rooms at conference rates is limited. Call the hotel directly at (317) 269-9000 or 1-800-627-2700 to make hotel reservations. Be sure to identify yourself as eligible for special conference rates. The hotel deadline to obtain these rates is October 5, 2000.

Room Rates:

Single Occupancy	$99 + 11% tax
Double Occupancy	$114 + 11% tax

Conference Registration

Make checks payable to IUPUI and mail to:

Harriet Rodenberg
The 2000 Assessment Institute
University Place Conference Center
850 West Michigan Street, Indianapolis, IN 46202

FAX: (317) 274-3878 EMAIL: hrodenbe@iupui.edu

Conference space is limited. Registrations will be accepted until October 27, 2000 on a first-return basis. The University Place Conference Center will charge a service fee of $15 for all cancellations. You may fax your registration only if you are paying with VISA or MasterCard.

PLEASE NOTE: There will be no refunds of any kind after November 1, 2000.

(See Registration Form on reverse ⟶)