The 2000 Assessment Institute
in Indianapolis
November 5-7, 2000
University Place Conference Center and Hotel
Indianapolis, Indiana

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. Hundleby, 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. Boudon, 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, links distance delivered courses from member institutions, and provides corporate training.
Alec M. Testa, Western Governors University
Assessing Student Achievement of General Education: An Interdisciplinary Approach
Trudy H. Bev., B. Diane Davis and Mary L. Mittler, Aquadon Community College

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

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

Assessing Technology-Enhanced Courses and Curricula
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
Betts 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

Assessing Curricula: Coherence, Good Practice, and Behavior
Trudy H. Beres, B. Diane Davis and Mary L. Mittler, Oakton Community College

An Interdisciplinary Approach with an Emphasis on Nursing and the Health Sciences
Douglas J. Eber, Cynthia Schmidt, Laura W. Bernnay, and Sandra Rick, Southern Illinois University Edwardsville

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