

International Assessment & Retention Conference Pre-Conference Workshops **Wednesday, June 10 and Thursday, June 11, 2009**

Visit the Registration page at www.assessconf.net in order to register online for Pre-Conference workshops or print off a registration form. Registration fees for pre-conference workshops are per workshop. You may only register for one workshop on each day, as these programs run simultaneously.

Wednesday, June 10, 2009 - 1:00 – 4:00 p.m.

Pre-Conference Workshop # 1

Assessment of Student Learning in Student Affairs

Richard Keeling, Chairman & Executive Consultant, Keeling & Associates, LLC

Hazel Scott, Keeling & Associates, LLC

The primary purpose of this workshop is to increase the ability and skill of campus educators to develop, implement, assess, and report student learning outcomes in the context of enhancing a culture of evidence in the programs, services, and activities of their Division. In the workshop, which will be “hands on” in character and include both formal presentations and interactive, small group exercises, we will prepare participants to develop, write, and revise student learning outcomes using an iterative, interactive process that models the characteristics of a culture of collaboration and assessment.

Pre-Conference Workshop # 2

Student Services Assessment Institute: Creating a Culture of Assessment through Professional Development

Kim Black, Director of Assessment, University of Northern Colorado

Stephanie Torrez, Executive Director of Academic Support and Advising, University of Northern Colorado

While student services practitioners are increasingly required to assess student learning outcomes and program efficacy, research suggests that many student services professionals lack the knowledge and resources for conducting assessment. The presenters developed and implemented the Student Services Assessment Institute, a comprehensive training program for student services personnel that has improved the use, quality, and institutionalization of assessment among their institution’s student services programs. The workshop will introduce a data-based professional development model for building assessment capacity across campus. Participants will be able to recognize institutional challenges and barriers to successful implementation of a similar program at their institutions and how their institutions’ strengths can be used to adapt the model to their campus. Workshop participants will have an opportunity to discuss possibilities for adapting the model to their campuses.

Thursday, June 11, 2009 - 9:00 a.m. – 12:00 noon

Pre-Conference Workshop # 4

Stepping Into Assessment

Rebecca Sanderson, Director, Student Affairs Research & Evaluation, Oregon State University

Pat Ketcham, Associate Director, Health Promotions, Oregon State University

Melissa Yamamoto, Coordinator for Student Leadership Programs, Oregon State University

Beth Dyer, Administrative and Technical Services Manager, CAPS, Oregon State University

Participants attending this workshop will become familiar with the implementation of a successful assessment culture in a division of student affairs. The workshop will focus on strategies for getting started, engaging professionals in the process, and increasing assessment expertise across the division. This includes developing learning outcomes, exploring common data collection methods, and sustaining the efforts over time. This workshop is designed for those who are new to the assessment of student learning in student affairs or who are struggling to make assessment relevant to the educational efforts of their division or unit.

Pre-Conference Workshop #6

Navigating the Process of Student Learning Outcomes: Development, Evaluation, and Improvement

Sharon Sexton, Director of Assessment, Rose-Hulman Institute of Technology

Julia Williams, Executive Director of Institutional Research, Planning and Assessment and Professor of English, Rose-Hulman Institute of Technology

Timothy Chow, Director of Institutional Research, Rose-Hulman Institute of Technology

During this pre-conference workshop, participants will work through the process of developing institute level student learning outcomes and rubrics, measuring evidence of these outcomes, and closing the loop to use the evidence to improve student learning. Additionally, participants will also discuss identifying the campus stakeholders in the student learning process beyond the academic departments, the importance of doing preliminary research to identify important topics of student learning prior to writing outcomes, and learn strategies for gaining buy-in across the campus. For over a decade, Rose-Hulman Institute of Technology (RHIT) has had institute-level student learning outcomes and an electronic portfolio system for collecting and rating outcomes. In 2007, RHIT was the recipient of the Council for Higher Education Accreditation Award for Institutional Progress in Student Learning Outcomes.

Pre-Conference Workshop #7

Doing Meaningful Assessment to Improve Outcomes and also Satisfy Accreditation Demands

Terri Fleteby, Director, Office of Decision Support, University of South Florida

Assessment is often undertaken in response to external demands. Although not unusual, to achieve a culture change in which assessment not only attempts to confirm learning, but also to identify learning strengths and weaknesses for improvement purposes, faculty and student affairs professionals must focus on meaningful outcomes - ones they value. In this workshop, participants will learn to develop assessment strategies and measures to help them determine if students are meeting learning outcomes, as well as to identify weaknesses for improvement purposes. These strategies and measures will enable participants to gather evidence to assist in making programmatic decisions for internal purposes and in satisfying accreditation demands.