The Higher Learning Commission

The Academy For Assessment of Student Learning: Academy Roundtable

Marriott Hickory Ridge, Lisle, IL
June 18 - 20, 2008

SCHEDULE

Day One		
Time	**Room(s)**	**Session(s)**
11:00am - noon	Pavillion	**Optional Early Session: Integrating the Academy into Other Initiatives** (self-study, accreditation, AQIP, First-year experience, etc.), Priddy
11:00 - noon		***Optional* Early Session: Making the most of Academy Resources**, Keiser
noon - 1:00pm	The Crossings	**Lunch** (Designated team leaders meet with Assessment Mentor in Crossings)
1:00 - 1:45pm	Pavillion	**Introductions and Overview of the Academy Roundtable:** Introduction to the materials, forms, expectation, and products
1:45 – 2:45	Pavillion	**How will we become significantly better?:** Trends, Observations and Lessons Learned
2:45 – 3:00	Foyer (2nd Fl.)	**Break***
3:00 – 5:00	Team Rooms w/ Mentors Denton: S111 Darby: S130 Klein: S119 Wissmann: S131	**Clarifying Student Learning Projects** ♦ Teams report on pre-workshop activities and top questions; storyboards 1-2; explore resource table ♦ Characteristics of good Student Learning Projects
5:00 – 5:45	S103	**Reception** ♦ Sign-up for Meal & "Office Hour" Meetings with Mentors & Commission Staff
5:45 – 7:00	The Crossings	**Dinner** (Sign up for a mentor or Commission staff member to join your team)
7:00 – 8:00		***Optional* - Open Team Time**

* Refreshments are available in the 2nd floor foyer 9:00 - 11:00 a.m. and 2:00 - 4:00 pm.
(The cost is included in your conference fee.)

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Day Two		
Opens: 6:30am	The Crossings	**Breakfast**
8:30 – 9:00	Chicago	**Prep for LASTing Conversations & Networking.** Teams have an opportunity to review Good Practices Report, Instrument/Survey Report, Identify LASTing Conversations, Ask questions
9:00 – 10:00	**Concurrent Sessions I**	
	S130	**Championing Student Learning: Leadership Needed & What's Needed from Leaders** (Priddy & Darby)
	S203	**Assessment Basics, Part 1** (Wissmann & Styer)
	S131	**Exploring the Co-Curricular: Assessing Beyond the Core** (Keiser)
	S201	**Assessing General Education** (Denton)
	S119	**Focus on Graduate Learning: Defining and Assessing Outcomes** (Klein)
	S111	**Empowering Assessment with Technology, Part 1** (Shupe)
10:00 – 10:15	Foyer (2nd Fl.)	**Break***
10:15 – noon	Team Rooms w/ Mentors	**Action Portfolio Development:** Teams develop Action Portfolio, including Student Learning Project design and implementation, and data collection. Storyboards 3-5
Noon – 1:00	The Crossings	**Lunch** (Sign up for a mentor or Commission staff to join your team)
1:00 – 2:00	**Concurrent Sessions II**	
	S203	**Assessment Basics, Part 2** (Wissmann & Styer)
	S119	**"Buy-in", Shared Responsibility, Engagement - What Have We Learned?** (Priddy)
	S111	**Empowering Assessment with Technology, Part 2** (Shupe)
	S131	**Widening the Net: Co-curricular Learning & Assessment** (Keiser)
	S201	**Gathering, Analyzing, and Using Data on Student Learning** (Denton & Klein)
	S130	**Integrating Results and Recommendations into Planning & Budgeting Systems** (Darby)
2:00 - 3:30	Team Rooms w/ Mentors	**Action Portfolio Development:** Teams develop their Action Portfolio, including defining evidence to be collected and processes for analyzing and using evidence; and making changes. Storyboards 6-8
3:30 - 3:45	Foyer (2nd Fl.)	**Break*** (Designated team leaders meet with Assessment Mentor)
3:45 - 5:00	Team Rooms w/ Mentors	**Learning Project Feedback:** Institutions and facilitators ask questions and provide feedback
5:00 - 5:15	Foyer (2nd Fl.)	**Break*** (Designated team leaders meet with Assessment Mentor)
5:15 - 6:00	Team Rooms w/ Mentors	**Action Portfolio Refinement:** Teams work with facilitators to revise Student Learning Projects and Action Portfolios based on feedback. Storyboards 1-8
6:00 - 7:00	The Crossings	**Dinner** (Sign up for a mentor or Commission staff member to join your team)
7:00 - 8:00	Chicago	***Optional* - LASTing Conversations:** An opportunity to have casual conversations about **L**earning, **A**ssessment, **S**tudents, and **T**eaching. Feel free to bring a beverage and we'll provide some snacks.

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Day Three		
Opens: 6:30am	The Crossings	**Breakfast**
8:00 - 8:30	Chicago	**What Happens Next?** (Posting Projects & Utilizing Student Learning Network)
8:30 - 9:30	Team Rooms w/ Mentors	**Action Portfolio Refinement, Developing a Formative Evaluation Plan:** Teams works with facilitators to create an effective process for evaluating the impact and results of their Action Portfolio and Student Learning Projects. Storyboard 9
9:30 - 10:30	Team Rooms w/ Mentors	**Action Portfolio Development, Creating a Communication Plan:** Teams work with facilitators to create ways to engage and involve the institution in Academy work. Storyboard 10
10:30 – 10:45	Foyer (2nd Fl)	**Break* & Checkout**
10:45 - 12:00	Chicago	**Informal Poster Fair & Closing:** Participants will create "posters" for informal presentations. Participants will have the opportunity to learn and discuss other institution's Student Learning Portfolios. Teams receive Academy Certificates and Amazon Gift Cards

Products from Roundtable:

Action Portfolio

- Student Learning Projects
- Action Plan and Project Implementation Process
- Data Gathering, Analysis, and Use Process
- Short- and Long-term Timelines
- Formative Evaluation Plan
- Communication Plan

$100 Gift Certificate for Assessment Books & Resources

Best Practices Report (based on pre-work)

Project Sharing Report

Mentors and Presenters

Sue Darby is the Dean of Instruction at Hutchinson Community College serves as the chief academic officer. She has over 30 years experience in education and over 15 years with community colleges. Sue has served as a peer evaluator and team chair, an Eligibility Reviewer, an ARC and IAC member, and an AQIP facilitator for Vital Focus Conversations and Strategy Forums. Sue is a former member of the Corps Advisory Team that trains new peer evaluators and team chairs for the HLC.

Elaine M. Klein is the Assistant Dean and Director of Academic Planning, Program Review, and Assessment of Student Learning for the College of Letters and Science at the University of Wisconsin-Madison. In that capacity, she works with the Dean and the Faculty to facilitate the assessment of student learning in for 40 academic departments, 5 professional schools, and 10 non-departmental degree-offering units. Elaine has worked at the college and institutional level on assessment and accreditation for eleven years, has presented various workshops at the NCA Annual Meeting, and has been an official member of the PEAQ Consultant-Evaluator corps for five years.

Janice Denton is a Professor of Chemistry at the University of Cincinnati, Raymond Walters College. She served as chair of the college's academic assessment committee from 1994 - 2005 and a 2-year term as Director of the University of Cincinnati's General Education Program. She has co-authored an article in the Journal of General Education describing her research on assessing student learning and a chapter in Walvoord and Anderson's book "Effective Grading" describing the assessment model developed at Raymond Walters College.

David Wissmann is a Full Professor of Sociology and Chairperson of the Department of Law and Justice Studies at Avila University in Kansas City. He was the co-developer of Avila's assessment and institutional research programs in the mid-1980's and has served as the co-coordinator of the programs for the last 20 years. Dr. Wissmann has made several presentations on the assessment of student learning at both AAHE and NCA/HLC workshops. Over the past 15 years, he has been a consultant to various colleges and universities in the areas of assessment of student learning, institutional research and accreditation.

David Shupe is Director of Student Evaluation for the eLumen Collaborative, an independent academic organization that addresses all aspects (policy, academic practices, technology) of visibility of student achievement / learning outcomes in colleges and universities. The eLumen Collaborative was formed in 2002 to realize the vision that Dr. Shupe set out in his presentation "Envisioning a Thoroughly Academic Accountability and a Thoroughly Accountable Academy" (NCA-HLC 2002 annual meeting).

Audrey Styer is a computer science/computer information instructor at Morton College, where she served as the college's dean for accreditation services & technology. Currently, she is the faculty lead for accreditation and the co-chair of Morton's academic assessment planning committee. Audrey has 25 years experience at community colleges and possess an extensive knowledge of online education and technology supported learning.

HLC Staff

Lynn Priddy is the Director of Education and Training for The Higher Learning Commission. Lynn oversees the Education and Training team of the Commission , which includes programming for PEAQ and AQIP peer reviewers and for member institutions, as well as the processes directly related to the planning, selection, evaluation, and development of the Peer Review Corps. Further, she oversees the Office of Assessment Support Initiatives and Services (OASIS), which is responsible for the Academy for Assessment of Student Learning.

Jonathan Keiser is the Senior Officer of OASIS for The Higher Learning Commission. Jonathan joined the Higher Learning Commission in Spring 2006 to help launch the Office of Assessment Support, Initiatives, and Services (OASIS). The flagship program within this new office is The Academy for Assessment of Student Learning. His special interests are curriculum development and facilitating small and large groups discussions.

John Hausaman is the Program Services Facilitator for OASIS at The Higher Learning Commission. John joined the Commission in Summer 2006 to assist in launching the OASIS Office. His responsibilities include assisting to plan, coordinate, and manage events for OASIS, moderating the Academy's Electronic Network, and the internal tracking and reporting of OASIS processes. He has also worked in healthcare and government.

SIX FUNDAMENTAL QUESTIONS
FOR CONVERSATIONS ON STUDENT LEARNING

1. How are your stated student learning outcomes appropriate to your mission, programs, and degrees?

2. What evidence do you have that students achieve your stated learning outcomes?

3. In what ways do you analyze and use evidence of student learning?

4. How do you ensure shared responsibility for student learning?

5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?

6. In what ways do you inform the public about what students learn—and how well they learn it?

FUNDAMENTAL QUESTIONS EXPANDED

1. **How are your stated student learning outcomes appropriate to your mission, programs, degrees, students, and other stakeholders?**

• How explicitly do major institutional statements (mission, vision, goals) address student learning?
• How well do the student learning outcomes of programs and majors align with the institutional mission?
• How well do the student learning outcomes of general education and co-curricular activities align with the institutional mission?
• How well do course-based student learning outcomes align with institutional mission and program outcomes?
• How well integrated are assessment practices in courses, services, and co-curricular activities?
• How are the measures of the achievement of student learning outcomes established?
• How well are they understood?

2. **What evidence do you have that students achieve your stated learning outcomes?**

• Who actually measures the achievement of student learning outcomes?
• At what points in the curriculum or co-curricular activities are essential institutional (including general education), major, or program outcomes assessed?
• How is evidence of student learning collected?
• How extensive is the collection of evidence?

3. **In what ways do you analyze and use evidence of student learning?**

• Who analyzes the evidence?
• What is your evidence telling you about student learning?
• What systems are in place to ensure that conclusions are drawn and actions taken on the basis of the analysis of evidence?
• How is evidence of the achievement of student learning outcomes incorporated into institutional planning and budgeting?

4. **How do you ensure shared responsibility for student learning and assessment of student learning?**

• How well integrated are assessment practices in courses, services, and co-curricular activities?
• Who is responsible for the collection of evidence?
• How cross-functional (i.e., involving instructional faculty, Student Affairs, Institutional Research, and/or relevant administrators) are the processes for gathering, analyzing, and using evidence of student learning?
• How are the results of the assessment process communicated to stakeholders inside and outside the institution?

5. **How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?**

• What is the quality of the information you have collected telling you about your assessment processes as well as the quality of the evidence?
• How do you know how well your assessment plan is working?

6. **In what ways do you inform the public about what students learn—and how well they learn it?**

• To what internal stakeholders do you provide information about student learning?
• What is the nature of that information?
• To what external stakeholders do you provide information about student learning?
• What is the nature of that information?

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools
NCA

Student Learning, Assessment, Accreditation:

OBSERVATIONS, TRENDS, CHALLENGES, AND FUNDAMENTAL QUESTIONS

The content below is an excerpt from a study done by HLC-NCA staff & workshop mentors of more than 260 institutions attending assessment student learning workshops from 2004-06. For a full copy of the article, see Emerald Publishing (www.emeraldinsight.com), *On the Horizon*, Volume 15, Issue 2, 2007.

FUNDAMENTAL QUESTIONS

(These questions are used as with HLC institutions. They are intended to reflect the C-RAC Principles on Student Learning, Assessment and Accreditation adopted in 2003 and to advance institutional efforts to understand and improve what and how well students learn.)

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, and students? *(What must your students learn and how do you know it's the right learning?)*

2. What evidence do you have that students achieve your stated learning outcomes? *(What evidence do you have that they learn what you intended them to learn?)*

3. In what ways do you analyze and use evidence of student learning? *(What do you do with evidence gathered on student learning?)*

4. How do you ensure collective institutional commitment to and shared responsibility for student learning and for assessment of student learning? *(How do you ensure student learning is central to the institution and that your efforts to assess and improve student learning increasingly build your institution's capacity to improve student learning, educational quality, and organizational effectiveness?)*

5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning? *(How do you ensure assessment is meaningful, useful, workable, and reasonable?)*

6. In what ways do you inform the public and other stakeholders about what and how well your students are learning? *(What information do you make available, how, and when to the public about what students learn and how well at your institution?)*

EIGHT PATTERNS OF SUCCESS IN ASSESSING AND IMPROVING STUDENT LEARNING

Observation One: Institutions shift their focus and their conversations to asking, answering, and acting on meaningful questions about student learning, replacing compliance to an assessment mandate with commitment to student learning and to assessing so as to improve that learning. Learning becomes the ends; assessment, the means, not the reverse.

Observation Two: In addition to cultivating the abilities of faculty and academic administrators to assess and improve student learning, institutions intentionally and persistently develop deep institutional commitment to, shared responsibility for, and collective capacity for improving student learning, educational effectiveness, and organizational quality.

Observation Three: Institutions designate leaders, intentionally and pervasively build leadership throughout the institution, and expect these leaders to call the institution into shared or split responsibility for student learning and to revamp systems, processes, and structures to ensure the centrality of student learning.

Observation Four: Institutions create and sustain collaborative processes that engage people in the work of assessing and improving student learning, that operate on the basis of collective agreement and responsibility, and that quiet the questions about buy-in.

Observation Five: Despite the perceived high stakes, institutions deliberately take the leap to gathering and analyzing evidence on student learning and in the process learn what evidence to gather and how to analyze it. Institutions experiment, trip up, learn, and try again; they persevere.

Observation Six: Integration of assessment of student learning results into program review is making inroads into larger institutional evaluation, improvement, and resource allocation systems and offers shared territory for engaging faculty, administrators, and others throughout the institution.

Observation Seven: Institutions listen to, discuss, and address the real and enduring issues of assessing and improving student learning, sometimes by changing the core processes, structures, and values of the college, more often by establishing parallel or separate structures and processes.

Observation Eight: Institutions begin assessment of student learning in different ways, entering at different points in the cycle, taking different directions, and using diverse approaches and strategies. The process is not linear, rather reiterative and recursive with fits and starts. However, institutions eventually address and establish all points on the cycle and repeat the cycle.

- Build Collective Institutional Commitment to Learning Based on Mission, Vision, Values. Hold Conversations on Teaching and Learning that Map out What is to be Learned, When, and Where.
- Collaboratively Define Clear Student Learning Goals, Objectives, and Outcomes.
- Set Explicit Standards and Criteria for What Students Learn and Determine How to Assess for that Learning.
- Establish and Align Plans, Structures, Processes, and Resources.
- Implement and Repeat a Cycle of Gathering, Analyzing, and Acting on Evidence of Learning.

SIX COMMON EMERGING TRENDS

Broadening the definitions and boundaries of learning and the evidence that demonstrates that learning. Assessing co-curricular learning and general education are consistently the two most common interests of institutions attending the workshops. Increasingly, institutions are striving to assess not just course, program, major, and degree learning, but rather, the learning occurring throughout the full development and experience of the student. The involvement of many institutions in the First-year Experience and the National Survey of Student Engagement (NSSE) and its variations (such as CCSSE) has heightened awareness about the full experience of the student and expands the questions institutions want to answer about student learning and development.

Developing ways of assessing that target the complexity of learning intended, that involve multiple perspectives, that are often interdisciplinary, and that contribute to the learning. A few years ago, the conversations surrounding assessment measures were primarily "either-or" (standardized tests or not, for example) and fairly simplistic. Over the past two years, institutional teams have become much more savvy about using an array of formative, summative, direct, and indirect measures fit to the purpose, defining when standardized tests are appropriate, when not, and where embedded capstones are needed for example. The trend, however, is not simply maturing ways of assessing, but pursuing assessment strategies that go beyond surface to deep learning. The focus is not on the how of teaching and learning that generated all the curricular and pedagogical reforms of the 1990's, but rather in a revisiting of "what learning is the right learning and what serves as evidence of that learning?"

Expanding assessment of student learning efforts into new areas of the institution. Action projects defined at the workshops indicate that institutions are moving assessment of student learning into new areas. Discerning the learning in continuing education, graduate programs, remedial education, service learning, consortial arrangements, co-curricular offerings, internships, study abroad experiences and the like are all common topics of action projects of workshop teams.

Inventorying, evaluating, streamlining, and refining (sometimes wholesale revamping) of processes, structures, and strategies for assessment of student learning. Most institutions attending the workshop will say they have about eight to ten years into assessment, almost every one of them will say that they restarted their efforts sometime around years two or three. The majority have now entered another cycle of revamping, this one based on experience and knowing what is and isn't working for the institution. For example, a sizable number of institutions had defined six to eight broad institutional learning goals (such as critical thinking, technological literacy, etc.). For each goal institutions had perhaps three to six objectives or outcomes, adding up to a total of as many as 48 areas to assess. As experience grows, institutions become skilled in defining and clearly articulating a few key outcomes as opposed to all the possible outcomes. Further, the outcomes and the strategies for gathering evidence of learning are increasingly distinctive to the institution and its mission. This is particularly true of teams from faith-based institutions, now reclaiming, defining, and gathering evidence to capture the spiritual growth and development intended across the collegiate experience.

Benchmarking other institutions. In every group of 30 -32 institutional teams five or six, often those with histories of continuous quality improvement programs, arrive at the workshops intent on researching and establishing a systematic process for benchmarking the processes and results of other institutions. Until very recently, the benchmarking focused on good practices in assessing, in engaging students, in web-based and other learner support systems, and other aspects of the institution. In the last three workshops, however, this group of institutions has included benchmarked learning results, usually across a consortium or system or across institutions using similar entry- and exit- or pre-/post-tests. Key to this is the clear definition of benchmarking focused on improving learning versus just improving data.

Making use of technology to streamline processes and capture real-time data. A constant issue for the institutional teams is making sure that data from assessment gets to people, and a persistent headache is the need to document what students are learning. Whether institutions choose home-grown or purchase a package, they are finding software systems and technology solutions that make both retrieval and documentation of student learning results convenient, easy, and effective. Further, institutions are integrating multiples types of software packages that provide both evidence of student learning on course, program, and instituitonal learning--but also meta-evaluation software that integrates findings across the institution and captures overall institutional growth and culture change related to student learning.

Most Commonly Stated Challenges in Assessing to Improve Learning	
1. Time lags and fits and starts due to turnover of administrators and of assessment leaders	2. Heavy workloads and competing priorities for both faculty and administrators
3. Reduced budgets, lack of resources, inability to depend on resources	4. Integrating the work of teaching, learning, and assessment into the tenure system, union agreements, and other established processes and structures
5. Lack of reward systems for teaching and learning	6. Documentation of student learning data
7. Defining and assessing general education	8. Vague outcomes without explicit objectives or standards for performance
9. Few embedded processes for analyzing and using data on student learning	10. Confusion on balance and purposes of qualitative and quantitative approaches to assessing
11. Fragile links to institutional planning and resource allocation systems	12. Lack of consistent or agreed on language about teaching, learning, and assessment
13. Misfit assessment practices, including models adopted wholesale without considering appropriateness to the institution or its mission	14. Misfit data that doesn't provide the evidence needed
15. Lack of knowledge and awareness on the part of many in the institution, most typically administrators and staff outside of academic affairs	16. Minimal flow of information to the faculty on books, articles, websites, and other resources on good practices and scholarship in assessment

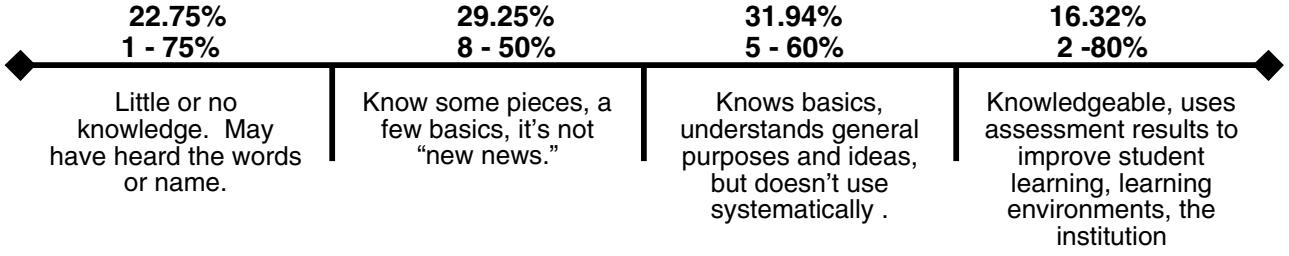
Common Practices of Persevering Institutions
They focus on developing and piloting ways of assessing program and other higher level outcomes to see what produces the kind of evidence they seek.
They employ standardized tests or other global measures as a *complementary* strategy to add broad summative results on base-level achievements or to speak generally to value-added learning.
They embed program and other higher-level outcome assessment strategies into courses or integrating capstone experiences with authentic performance assessments that cover multiple learning outcomes simultaneously.
They establish simple, streamlined methods for documenting evidence of student learning on a regular versus episodic basis.
They implement sophisticated software that offers convenient documentation and retrieval of evidence on student learning, software ranging from course management systems to database systems to robust electronic portfolios.
They institute ongoing processes that routinely engage all appropriate stakeholders (internal and external) in analyzing, interpreting, and making recommendations on data.
They revise intact systems, such as program review, so that the evidence of and recommendations resulting from analysis of student learning data can be acted upon.
They compare findings across programs, courses, years and sometimes benchmarking other institutions.
They plan for the analysis of second-round data to determine the impact of changes made; i.e., if the changes made improved the learning.

March 2007

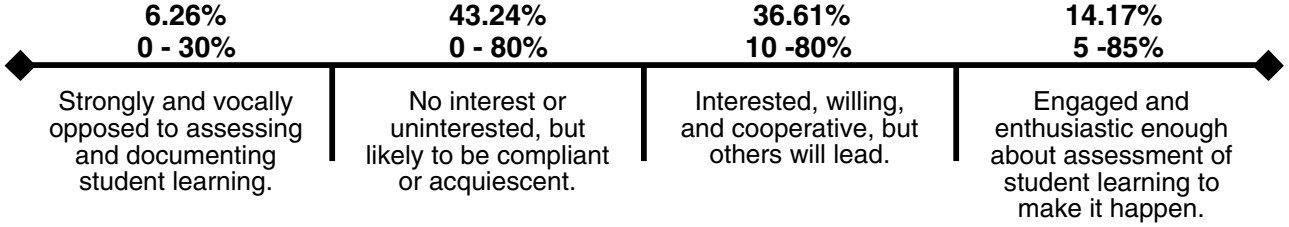
Knowledge, Enthusiasm, & Reservation Scale for Describing Campus Attitudes toward Assessment of Student Learning

As part of the pre-work preparation, institutions attending the Assessment of Student Learning Workshops discuss the extent to which knowledge of, enthusiasm for, and understanding/application of assessment of student learning has penetrated the campus. Below are the compiled results of institutions attending the workshops in 2006-2007--more than 120 institutions.

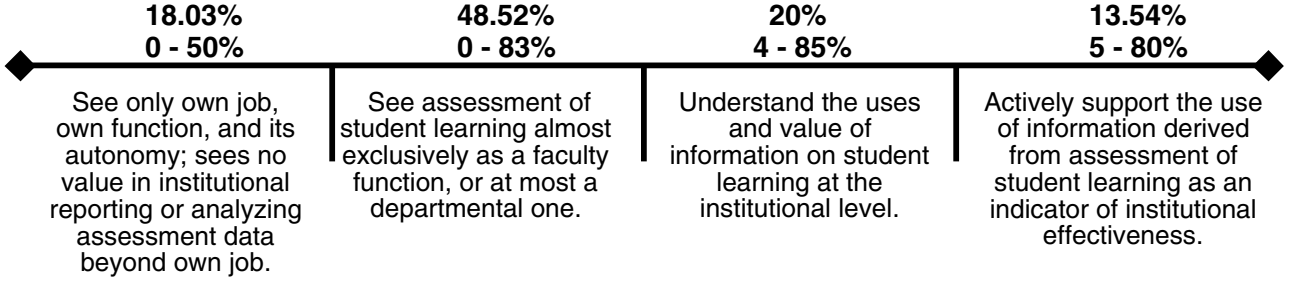
A. Knowledge about assessment's role in the improvement of student learning.
Given you general impressions, identify the percentage of your employees that fall into the categories below.



B. Enthusiasm Level for Using Assessment Strategies to Improve Student Learning.
Given you general impressions, identify the percentage of your employees that fall into the categories below.



C. Understanding of Assessment Processes & Strategies Needed Campus-wide to Improve Student Learning
Given you general impressions, identify the percentage of your employees that fall into the categories below.



Academy Roundtable Concurrent Sessions Overview: June 2008

Concurrent Sessions One

Championing Student Learning: Leadership Needed & What's Needed from Leaders: This interactive session combines a short presentation and a small group discussion on the leadership and the leaders needed to engage an entire campus in efforts to assess student learning. Types of leadership models, characteristics, activities, and attitudes will be discussed and explored by participants.

Assessment Basics I: This session is designed for those new to assessment as of their participation in the Academy and is probably not suitable for colleagues with assessment experience prior to the Academy. It focuses on the fundamentals of the assessment process, from setting learning goals to closing the feedback loop.

Exploring the Co-Curricular: Assessing Beyond the Core: This session will explore the ways in which Student Affairs and co-curricular activities can contribute to institutional learning outcomes. Participants will develop strategies for planning students' learning those outcomes in a variety of co-curricular settings.

Assessing General Education: This session focuses on the broad and varying issues with assessing a general education program. Be prepared to share good practices your college uses in either one or both of these areas.

Focus on Graduate Learning: Defining and Assessing Outcomes: "For many institutions, graduate and professional education are in a special class of programs, with goals and opportunities distinct from what we find at the undergraduate level. This session is intended to help institutions think about how to transform those features into assessment strategies used for program improvement."

Empowering Assessment with Technology I & II: A college or university needs to thoughtfully select from different types of assessment technologies the ones that best meet their criteria. These two workshops assist that process with small group work in which to discuss each of the key factors: the academic aspirations of the institution relative to student learning, the external expectations, and the academic practices that will need to be developed to succeed at the goals the team sets.

Concurrent Sessions Two

Assessment Basics II: This session considers a variety of direct and indirect assessment tools and methods, with emphasis on selection criteria, timing, and cost-benefit considerations. It is designed for those with an elementary knowledge of the assessment process but little or no experience in choosing assessment methods. Academy participants who have attended the Assessment Basics I session earlier may also find this session useful.

"Buy-in", Shared Responsibility, Engagement - What Have We Learned?: This interactive session combines a short presentation and small group discussions with report outs on what is necessary to bring administrators and faculty into shared responsibility for assessing and improving student learning.

Widening the Net: Co-curricular Learning & Assessment: This session focuses on strategies for assessing the student learning produced in co-curricular activities and settings. It concludes with a rubric strategy that can be used to plan improvements in learning over time.

Gathering, Analyzing, and Using Data: "There is no "one-size-fits-all" assessment strategy, but there are some typical sources of information we can draw on to find data we can use as evidence of student learning. We'll discuss some of the usual places to look for evidence, the usual questions we may hear as we do so, and how the evidence we find appears reports and "elevator conversations".

Integrating Results and Recommendations into Planning & Budgeting Systems: This interactive session combines a short presentation with a small group discussion on strategies for integrating assessment data (evidence of student learning) into operational processes such budgeting and planning.

Assessing General Education: This session focuses on the broad and varying issues with assessing a general education program. Be prepared to share good practices your college uses in either one or both of these areas.

Institution	State	Headcount	HighDegree	Carnegie Class	Control	Accrediting Process
November 2006						
Chadron State College	NE	2594	S	Bac/Diverse	Public	PEAQ
Cochise College	AZ	4127	A	Assoc/Pub-R-L	Public	PEAQ
Concordia College	MN	2724	M	Bac/A&S	Private NFP	PEAQ
Creighton University	NE	41341	D	Master's/M	Private NFP	PEAQ
Drake University	IA	5366	D	Master's/L	Private NFP	PEAQ
John A. Logan College	IL	7364	A	Assoc/Pub-R-L	Public	PEAQ
Missouri Southern State University	MO	5675	M	Bac/Diverse	Public	PEAQ
Missouri State University	MO	19218	D	Master's/L	Public	PEAQ
Roosevelt University	IL	7186	D	Master's/L	Private NFP	PEAQ
St. Cloud State University	MN	15327	S	Master's/L	Public	PEAQ
South Central College	MN	3131	A	Assoc/Pub-R-M	Public	PEAQ
University of Akron	OH	21882	D	RU/H	Public	PEAQ
Trinity International University	IL	2855	D	DRU	Private NFP	PEAQ
February 2007						
Alderson-Broaddus College	WV	747	M	Bac/Diverse	Private NFP	PEAQ
Arkansas State University	AR	10949	D	Master's/L	Public	PEAQ
Ashland University	OH	6459	D	Master's/L	Private NFP	PEAQ
Delta College	MI	10149	A	Assoc/Pub-R-L	Public	AQIP
Front Range Community College	CO	14734	A	Assoc/Pub-S-MC	Public	PEAQ
Holy Cross College	IN	430	B	Assoc/PrivNFP4	Private NFP	PEAQ
Illinois Eastern Community Colleges	IL	10534	A	Assoc/Pub-R-L	Public	PEAQ
Maricopa Community Colleges-Rio Salado Community College	AZ	17952	A	Assoc/Pub-U-MC	Public	PEAQ
Mountain State University	WV	4422	M	Master's/M	Private NFP	PEAQ
Pikes Peak Community College	CO	10526	A	Assoc/Pub-U-MC	Public	PEAQ
Presentation College	SD	781	B	Spec/Health	Private NFP	PEAQ
Saint Xavier University	IL	5657	M	Master's/L	Private NFP	PEAQ
University of Michigan-Flint	MI	6527	D	Master's/M	Public	PEAQ
Walden University	MN	27522	D	DRU	Private FP	PEAQ
Washburn University of Topeka	KS	7153	1st Prof	Master's/M	Public	PEAQ
Western Illinois University	IL	13602	D	Master's/L	Public	PEAQ
June 2007						
Baker College	MI	34561	M	Bac/Assoc	Private NFP	AQIP
Blackhawk Technical College	WI	2219	A	Assoc/Pub-R-M	Public	AQIP
Briar Cliff University	IA	1146	M	Bac/Diverse	Private NFP	PEAQ
Heartland Community College	IL	4764	A	Assoc/Pub-R-L	Public	AQIP
Indiana University East	IN	2246	M	Bac/Diverse	Public	PEAQ
Macomb Community College	MI	21131	A	Assoc/Pub-S-MC	Public	PEAQ
Mid-Plains Community College	NE	3030	A	Assoc/Pub-R-M	Public	PEAQ
Newman University	KS	2104	M	Master's/M	Private NFP	PEAQ
Oklahoma Panhandle State University	OK	1056	B	Bac/Diverse	Public	PEAQ
Oklahoma State University-Okmulgee	OK	2788	B	Assoc/Pub4	Public	PEAQ
Ridgewater College	MN	3918	A	Assoc/Pub-R-M	Public	AQIP
Saint Mary's College	IN	1527	B	Bac/A&S	Private NFP	PEAQ
San Juan College	NM	6366	A	Assoc/Pub-R-L	Public	AQIP
Southern Arkansas University	AR	2954	M	Bac/Diverse	Public	PEAQ
University of Missouri-Kansas City	MO	14213	D	RU/H	Public	PEAQ
University of Northwestern Ohio	OH	3270	M	Bac/Assoc	Private NFP	PEAQ
October 2007						

Bethany College	WV	833	B	Bac/A&S	Private NFP	PEAQ
Bethel University	MN	4,096	D	Master's/M	Private NFP	PEAQ
Catholic Theological Union	IL	435	D	Spec/Faith	Private NFP	PEAQ
Central Arizona College	AZ	6,471	A	Assoc/Pub-Spec	Public	AQIP
Dunwoody College of Technology	MN	1,357	B	Assoc/PrivNFP	Private NFP	AQIP
Graceland University	IA	2,563	M	Master's/S	Private NFP	PEAQ
Indiana Wesleyan University	IN	13,917	D	Master's/L	Private NFP	PEAQ
Kansas State University	KS	23,574	D	RU/VH	Public	PEAQ
Lincoln Land Community College	IL	6,532	A	Assoc/Pub-R-L	Public	PEAQ
Monroe County Community College	MI	4,368	A	Assoc/Pub-S-SC	Public	PEAQ
Normandale Community College	MN	8,656	A	Assoc-Pub-S-SC	Public	AQIP
Oklahoma State University-Oklahoma City	OK	5,704	A	Assoc/Pub2in4	Public	PEAQ
Purdue University	IA	40,609	D	RU/VH	Public	PEAQ
Tulsa Community College	OK	16,633	A	Assoc/Pub-U-MC	Public	PEAQ
February 2008						
Albion College	MI	1,941	B	Bac/A&S	Private NFP	PEAQ
American Public Unviersity System	WV	17,529	M	Spec/Other	Private FP	PEAQ
Ashford University	IA	3,836	M	Bac/Diverse	Private FP	PEAQ
College of Santa Fe	NM	1,908	M	Master's/M	Private NFP	PEAQ
Ferris State University	MI	12,575	1st Prof.	Master's/M	Public	PEAQ
Kendall College of Art and Design of Ferris State University	MI					PEAQ
Malcolm X College	IL	6,442	A	Assoc/Pub-U-MC	Public	PEAQ
Marian College of Fon du Lac	WI	3,040	D	Master's/L	Private NFP	PEAQ
Morton College	IL	5,049	A	Assoc-Pub-S-SC	Public	PEAQ
New Mexico Military Institute	NM	468	A	Assoc-Pub-Spec	Public	PEAQ
Northland Pioneer College	AZ	4,188	A	Assoc/Pub-R-L	Public	PEAQ
Notre Dame College	OH	1,305	M	Bac/Diverse	Private NFP	PEAQ
Olive-Harvey College	IL	4,285	A	Assoc/Pub-U-MC	Public	PEAQ
University of Wisconsin-Green Bay	WI	5,690	M	Bac/A&S	Public	PEAQ
Wayne State College	NE	3,407	S	Master's/M	Public	AQIP
Wheeling Jesuit University	WV	1,402	D	Master's/S	Private NFP	PEAQ
Wilbur Wright Community College	IL	11,061	A	Assoc/Pub-U-MC	Public	PEAQ
June 2008						
Anoka-Ramsey Community College	MN	7,531	A	Assoc-Pub-S-SC	Public	PEAQ
Capital University	OH	3,825	1st Prof.	Master's/M	Private NFP	PEAQ
Glen Oaks Community College	MI	1,333	A	Assoc/Pub-R-M	Public	AQIP
Franklin College	IN	1,129	B	Bac/Diverse	Private NFP	AQIP
Joliet Junior College	IL	12,924	A	Assoc-Pub-S-SC	Public	AQIP
Lewis University	IL	5,289	D	Master's/L	Private NFP	AQIP
Luther Seminary	MN	826	D	Spec/Faith	Private NFP	PEAQ
New Mexico Highlands University	NM	3,747	M	Master's/L	Public	PEAQ
Oakton Community College	IL	9,377	A	Assoc/Pub-S-MC	Public	PEAQ
Otero Junior College	CO	1,613	A	Assoc/Pub-R-S	Public	PEAQ
Richard J. Daley College	IL	10,105	A	Assoc/Pub-U-MC	Public	PEAQ
St. Clair County Community College	MI	4,200	A	Assoc-Pub-S-SC	Public	PEAQ
Scottsdale Community College	AZ	10,884	A	Assoc/Pub-U-MC	Public	PEAQ
University of Iowa	IA	28,816	D	RU/VH	Public	PEAQ
Wisconsin Indianhead Technical College	WI	3,624	A	Assoc/Pub-R-M	Public	PEAQ

As of June 6, 2008