



# EDUCATIONAL SEMINARS

## *Retreat on Student Learning and Assessment, Level I*

### SCHEDULE/PROGRAM

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#### Thursday

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| 9:00 – 10:00 am  | Arrival, check-in, registration   |
| 10:00 – 11:30 am | Welcoming remarks<br><br><b>Plenary:</b> Assessment in Learning-centered Institutions (M. Allen)<br><br>Introduction of mentors   |
| 11:30 – 12:15pm  | Meet in mentor groups and schedule appointments   |
| 12:15 – 1:15 pm  | Lunch in teams / Set open space agenda  |
| 1:15 – 2:45 pm   | <b>Lecture/Discussions:</b><br><br><ol style="list-style-type: none"><li>1. <i>Assessment Models for General Education</i></li><li>2. <i>Assessment for Student Affairs Staff &amp; Other Campus Professionals</i></li><li>3. <i>Unique Issues in Assessment for Community Colleges</i></li></ol> |
| 2:45 – 3:00 pm   | Snack Break   |
| 3:00 – 4:00 pm   | <b>”Open Space”</b><br>Attendees will self organize parallel discussions around issues/problems related to assessment.  |
| 4:00 – 6:00 pm   | <b>Work Session:</b> Team planning / Appointments with mentors  |
| 6:00 pm          | Dinner on your own  |

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## Friday

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| 7:00 – 8:30am   | Breakfast and appointments with mentors  |
| 8:30 – 10:00 am | <b>Plenary:</b> The Learning-centered Institution: Curriculum, Pedagogy and Assessment for Student Success   |
| 10:00 – Noon    | <b>Work Session:</b> Team planning / Appointments with mentors   |
| Noon – 1:00 pm  | Lunch in teams   |
| 1:00 – 2:15 pm  | <b>Lecture/Discussions:</b><br><br>4. <i>Developing and Applying Rubrics</i><br>5. <i>The Administrators' Role in Assessment of Student Learning</i><br>6. <i>Institutional Effectiveness at Two-Year Colleges: A Chance to Dialogue and Share Ideas</i> |
| 2:15 – 2:30 pm  | Snack Break  |
| 2:30 – 4:00 pm  | Mentor Group Final Session –Teams present progress on their projects   |
| 4:00 pm         | Retreat ends   |

\*\*\*\*\* **Lecture/Discussions** \*\*\*\*\*

- 1. *Assessment Models for General Education*** This workshop will provide a practical guided opportunity for participants to design outcomes-based assessment components of a model for general education, tailored to their institutional purposes and mission.
- 2. *Assessment for Student Affairs Staff and Other Campus Professionals*** This session is designed for campus professionals who want to learn more about assessment.
- 3. *Unique Issues in Assessment for Community Colleges*** Participants will discuss several aspects of the community college in higher education, the nature of the students served by those institutions, and the implications for assessment of learning outcomes that flow from those considerations. Practical suggestions and illustrations for assessment work will be offered.
- 4. *Developing and Applying Rubrics*** Participants will review rubric examples, consider strategies for developing rubrics, and learn how to use rubrics for teaching, grading, and assessment.
- 5. *Administrators and Assessment of Student Learning*** It's true that faculty need to take primary responsibility for assessment, but administrators also have a critical role to play in creating an environment where good assessment is possible and leads to real improvement.
- 6. *Institutional Effectiveness at Two-Year Colleges: A Chance to Dialogue and Share Ideas***  
This session provides two-year college participants the opportunity to engage in a conversation about institutional effectiveness, what is taking place on the campus, and how to assure compliance with the 2012 Commission requirements.