

*Retreat on Assessment Essentials***SCHEDULE/PROGRAM****Thursday, September 22, 2011**

- 8:00 – 9:00 am Arrival, check-in, registration
- 9:00 – 10:30 am Welcoming Remarks
Assessment in Learning-centered Institutions (M. Allen)
Introduction of Mentors
- 10:30 – 10:55 am Meet in mentor groups and schedule appointments
- 11:00 am – 12:30 pm **Breakout Sessions**
1. How to Formulate Quality Learning Outcomes (M. Allen)
 2. Is Our Curriculum Aligned? Using Course, Program and Institutional Curricular Maps for Alignment (A. Driscoll)
 3. Using Technology to Support Assessment (L. Martin)
 4. Unique Issues in Assessment for Community Colleges (F. Trapp, J. Slark)
- 12:30 – 1:15 pm Lunch
- 1:15 – 1:40 pm **Plenary:** Benchmarking and Why It Matters (B. Wright)
- 1:45 – 3:15 pm **Breakout Sessions**
1. Direct and Indirect Assessment Strategies (B. Wright)
 2. The Why and How of Multi-year Assessment Plans (L. Martin)
 3. Assessment in Student Affairs (M. Allen)
 4. Institutionalizing Assessment: How Do We Know We Are Educationally Effective? (A. Driscoll)
- 3:15 – 3:30 pm **BREAK**
- 3:30 – 5:30 pm **Work Session:** Team planning / Appointments with mentors
4 mentor/team appt slots:
 3:30 – 4:00
 4:00 – 4:30
 4:30 – 5:00
 5:00 – 5:30
- 5:30 pm Dinner on your own

Friday, September 23, 2011

- 7:00 – 8:30am Breakfast and appointments with mentors
1 mentor/team appt slot
 7:40 – 8:20
- 8:30 – 9:40 am **Plenary:** Designing Pedagogy, Curriculum, and Assessment for Student Success (A. Driscoll)
- 9:45 – 10:55 am **Breakout Sessions**
1. How to Develop and Use Rubrics (L. Martin)
 2. Assessing General Education (C. Gittens)
 3. Assessing with ePortfolios (R. Cox)
 4. How to Engage and Empower Faculty to Do Assessment (R. Pacheco)

11:00 am – 12:30pm	Work Session: Team planning / Appointments with mentors <i>3 mentor/team appt slots:</i> <i>11:00 – 11:30</i> <i>11:30 – Noon</i> <i>Noon – 12:30</i>
12:30 – 1:15pm	Lunch in Teams
1:15 – 2:30 pm	Open Office Hours (each mentor is available to anyone on a walk-in basis)
2:30	Snack Break - pick up and take a snack to your mentor group session
2:30 – 4:00 pm	Mentor Group Final Session –Teams present progress on their projects
4:00 pm	Retreat ends

***** **Breakout Sessions** *****

How to Formulate Quality Learning Outcomes. After a brief introduction to course-, program-, and institution-level learning outcomes (CLOs, PLOs, and ILOs), participants will practice drafting and evaluating the quality of sample outcomes.

Is Our Curriculum Aligned? Using Course, Program, and Institutional Curricular Maps for Alignment. Participants will consider the use and benefits of curricular maps for multiple levels of learning and will evaluate sample maps to determine alignment or misalignment, to identify curricular gaps and strengths, and to practice giving feedback.

Using Technology to Support Assessment. In this interactive session, we'll review principles to keep in mind as you select data management systems to manage your assessment data and analysis, then share advice and experiences.

Unique Issues in Assessment for Community Colleges. ACCJC's accreditation standards have very specific expectations for assessment, program review, and strategic planning. Learn the particulars, hear from colleagues, and share advice in this session.

Direct and Indirect Assessment Strategies. Choosing the right method for collecting evidence is critical to understanding and improving learning. In this session, we'll highlight the many options.

The Why and How of Multi-Year Assessment Plans. An annual report can be an effective way to keep assessment on everyone's radar screen and make assessment part of campus culture. So what does an annual plan look like, how do you implement it, and what happens next?

Assessment in Student Affairs. We know learning doesn't only take place in the classroom. How can we identify learning outcomes for student life, assess them, and connect them to academics?

Institutionalizing Assessment: How Do We Know We Are Educationally Effective? Participants will use WASC Senior's Educational Effectiveness Framework to assess how well assessment is integrated into institutional processes and plans, with application to participants' home campuses.

How to Develop and Use Rubrics. Rubrics have become an indispensable tool for assessing student work and understanding barriers to students' learning. Join us for this practical how-to session.

Assessing General Education. Designing general education assessment and engaging faculty in the process can be a challenge for many reasons. In this session, case studies will illustrate a variety of successful approaches for both 2- and 4-year campuses.

Assessing with ePortfolios. Have you wondered whether e-portfolios might be right for assessment on your campus or in your program? Get a good look at some examples and weigh the pros and cons.

How to Engage and Empower Faculty to Do Assessment. In this session participants will explore the concerns that undergird faculty resistance to assessment and strategize about how to use those concerns to build faculty confidence and ownership of assessment.