

# New Mexico Higher Education Assessment and Retention Conference 2010

## REGISTRATION

Please type or print. Duplicate form as needed.

Name \_\_\_\_\_

Title \_\_\_\_\_

Department \_\_\_\_\_

Institution \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Phone \_\_\_\_\_

E-mail \_\_\_\_\_

### Registration Fees (Check each event you will be attending.)

Pre-Conference Workshop	Conference	Post-Conference Workshop
Workshop # _____ (see next page)  <input type="checkbox"/> \$60.00	Includes: Luncheon on Thursday Sessions Thursday afternoon, Thursday evening reception and Friday sessions until noon  <input type="checkbox"/> \$85.00	<b>“Finding and            Implementing            Assessment Solutions in            Perilous Times”</b> Susan Hatfield and Peggy Maki  <input type="checkbox"/> \$60.00

**Total Submitted** \$ \_\_\_\_\_

Registration may be paid by check, purchase order, or credit card.

Credit Cardholder's name: \_\_\_\_\_

Credit Card number: \_\_\_\_\_

Expiration date: \_\_\_\_\_

If paying by Purchase Order, please provide Purchase Order number: \_\_\_\_\_

**Make checks payable to the NMHEAR. No refunds will be made after February 5, 2010.**

**Return registration form and fees to:**

Eastern New Mexico University  
 Office of Planning and Analysis  
 Station 2, Attention: Belinda Hilliard  
 Portales, NM 88130  
 575.562.2315; FAX 575.562.2244  
 Email: [Belinda.Hilliard@enmu.edu](mailto:Belinda.Hilliard@enmu.edu)

## 2010 Pre-Conference Workshops

Pre-conference workshops will run 8:30-11:30am, Feb. 25<sup>th</sup>; the conference will follow on the 25<sup>th</sup> -26<sup>th</sup>. Indicate which workshop you would like to attend (by number) on your registration form. The cost is \$60.00.

- 1. Using Curriculum Mapping to Foster and Assess Learning Outcomes** -- *Allen DuPont, North Carolina State University, and Teresa Flateby, University of South Florida*

Curriculum mapping is a planning process that facilitates the achievement and assessment of programmatic learning outcomes. This process enables faculty to foster the appropriate cognitive levels and faculty and assessment teams to identify strategic locations in the curriculum to gather assessment data. Ideally, it should be the next step in designing a curriculum after determining what students should know, think and be able to do upon completion of a program – whether in a major or the completion of the General Education curriculum. In reality, curriculum mapping often comes at the end of the assessment cycle. Participants in this interactive presentation will be guided through the development of several curriculum maps, including one for General Education, and will see how this facilitates closing the loop.
- 2. Assessment Through the Looking-Glass: Praxis, Collaborative Reflection, and Teacher Inquiry** -- *Chris Burnham, New Mexico State University, & Barbara Pearlman, Hot Spring High School, Truth or Consequences, NM*

This workshop introduces participants to Teacher Inquiry. Reflective assessment at work, Teacher Inquiry reverses the power relations between classroom teachers and outside consultants and administrator-imposed out-of-the-box curricula. Through Teacher Inquiry, the classroom teacher passes through the looking-glass to claim professional authority and reject the role of classroom mechanic. Teacher Inquiry empowers classroom teachers expert researchers able to observe, define, investigate, devise and test, implement, and report on solutions to questions and problems that originate in their teaching. Teacher Inquiry, often closely associated with Action Research, is intentional, systematic, public, voluntary, ethical, and contextual. Collaborating with similarly interested professions, teachers can create local assessment communities focusing on improving student learning rather than obsessing about test scores. This workshop will take participants through the steps of beginning a Teacher Inquiry Project and suggest how to build a sustainable Inquiry Community to help foster and implement further inquiry in the classroom.
- 3. The Institutional Portfolio: A Performance-Based Model for Assessment of General Education** -- *Jeff Seybert, The National Higher Education Benchmarking Institute*

This workshop will present both general principles and specific methodologies necessary for any assessment of student learning outcomes program. The major purpose of the workshop is to describe and provide participants with hands-on experience with an authentic, performance-based general education assessment model. The model involves compilation of an “Institutional Portfolio” through collection and review of samples of work (artifacts) students produce in classes throughout the curriculum for each of six major outcomes: math, writing, speaking, culture & ethics, modes of inquiry, and problem solving. This review is conducted by interdisciplinary faculty scoring teams for each of the general education outcomes using holistic scoring criteria (rubrics). Results are reported in the aggregate and may also be analyzed and reported based on several other demographic variables (e.g., credit hours earned, prior courses completed, etc.). The model has been used successfully in the college in which it was designed since 1996 and cited by the college’s North Central Association consultant evaluator team as one of the major strengths of its reaccreditation process. In addition, the model has been adopted by numerous other community colleges over the past decade.
- 4. New Mexico Association for Institutional Research & Planning: Working the Data During Turbulent Times** --*Judy Bosland, New Mexico State University*

NMAIRP Annual Meeting – Discussion of membership communication pathways, annual workshop ideas and election of the next President-elect; presentations by staff from the Higher Education Department and the New Mexico Public Education Department on those important issues that keep us all befuddled each year.
- 5. ASSESSMENT - Basic Training** — *Susan Williams, T.S. Dhillon, Diane Prince, Doña Ana Community College*

CAT’s?? SLO’s?? SPA?? How can I make sense of all this information? What does it REALLY mean to me and my students? How can I make the time? Join us for a true “basic training” experience in learning the verbiage, applying the information and discovering how assessment can help both you and your

students! This is a hands-on workshop that will allow you to create discipline specific, individualized assessments that you can use the week following the conference. Come ready to work and have fun doing it!

6. **21<sup>st</sup> Century Literacy Skills: Learning Through, With, and About Digital Multimedia** -- *Karla Kingsley, University of New Mexico*  
Graduation rates are an important indicator of school performance for parents, policymakers, and other community members. With a high school graduation rate of only 56%, (July 2009) students in New Mexico are at particularly high risk for dropping out of school. Those of us working in secondary and postsecondary contexts are encountering the effects of these student performance figures in very real ways as we work to transition students to higher levels of Academic Literacy. This workshop is designed to assist educators in bridging learners' technology-mediated day-to-day language and social experiences with functional uses of language within academic settings. Workshop attendees will participate in hands-on technology-rich activities that stimulate academic reading, writing, and thinking through the use of digital media. Assessment information for these new tools and technologies is also included.
  
  7. **To Read or not to Read: Empowering students through effective reading strategies** -- *David Burlison, Doug Layer, Victoria Gonzales, and Krista Kozel, Doña Ana Community College*  
If you're tired of hearing this: "Do we really need the book?", then come learn how to answer that question in the affirmative! Help students rediscover the art of reading as a pathway toward empowerment. In this hands-on workshop, participants will discover how to get students excited about learning, and engaged with their assigned reading. Be prepared to discuss the pitfalls and expectations that come from assigning reading that you know nobody is doing. The workshop will also address the online environment, and how our sound-bite culture influences today's students. Participants will re-discover how they themselves read, and learn how today's students often hear and interpret reading instructions. Participants will leave with interventions in hand. We encourage faculty from all disciplines including the humanities, and the social and physical sciences to attend. Participants are asked to bring several reading sources with them (including textbooks, journal articles, novels, etc.) which might be assigned to students. Textbooks are not just for doorstops anymore.
  
  8. **Improving Student Success by Addressing Knowledge Bulimia Epidemic in K-16** -- *Yugal Behl, Math Faculty, Central New Mexico Community College*  
Students do not retain knowledge as they move from one course to another and as they move from one chapter to another within a course. They cram course material the night before the test and lose it immediately afterward. This is knowledge bulimia. It appears to be a wide spread, chronic problem. Its impact on student success and retention in secondary and post-secondary schools will be discussed. The workshop participants will identify and evaluate learning and teaching strategies that raise awareness of and promote learning for the long-term. The role of various stakeholders – students, instructors, administrators, parents and community leaders – for each strategy should be identified. These strategies can be effective only if all stakeholders take responsibility for their respective roles.
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