University Assessment Office

# Progressive Measures

Mission Statement:

*"The University Assessment Office is responsible for conducting a variety of assessment activities related to student learning outcomes using qualitative and quantitative research techniques, providing support services to other units engaged in such assessment, and sharing best practices for and results of assessment activities."*

## News from the Director

**Faculty..We need YOU.**

All full-time faculty will receive an e-mail invitation to participate in the Faculty Survey of Student Engagement on March 21st. Be a part of the *Assessment Excitement* at ISU!

*A*ssessment Reform Movement… that doesn't necessarily sound like a title that would draw crowds for a movie premiere or book signing. However, I can tell you that this so called *Assessment Reform Movement* is well underway in higher education, and at Illinois State we have been an active member in the movement and we are looking ahead towards opportunities that will enhance our participation in the future. Some examples of ISU's participation are highlighted in this issue of *Progressive Measures,* including Dr. Campbell's contribution regarding the Process for Review of Academic Assessment Plans. Drs. Boser and Stier have also provided an article related to the Department of Technology's approach to assessment. In a few short weeks all full-time faculty will have an opportunity to participate in a very important assessment effort. On March 21st faculty will be invited to participate in the Faculty Survey of Student Engagement [FSSE]. This survey is the faculty compliment to the National Survey of Student Engagement [NSSE] which has been administered to a

sample of first-year and senior students in 2001 through 2005. FSSE is designed to measure faculty expectations for student engagement in educational practices that are known to be empirically linked with high levels of learning and development. It also collects information about how faculty members spend their time related to professorial activities and the kinds of learning experiences their institution emphasizes. The UAO hopes to use the FSSE information by comparing it to previous student NSSE data, as well as data that will be collected in 2006. Pairing the information will help to determine any discrepancies that may exist in an effort to encourage campus conversations and actions that purposely address areas where student and faculty expectations differ. Clearly assessment is here to stay. In upcoming months you will learn more about some exciting new assessment that will be occurring relative to our General Education program. Stay tuned… even if the *Assessment Reform Movement* isn't on your frequent viewer/ reader list – it really will be too exciting

**FOCUS**
FACULTY OPPORTUNITIES FOR CREATING CIVIC & COMMUNITY UNDERSTANDING AMONG STUDENTS
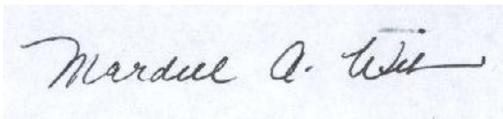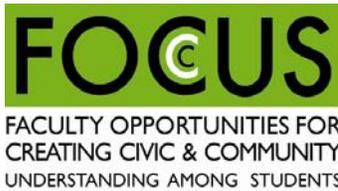
FOCUS is a faculty development program that is designed to emphasize the value of civic and community engagement at Illinois State University. FOCUS will compliment with specific efforts related to the First Year Experience, the American Democracy Project, General Education, and Partnerships for Student Learning.

FOCUS will support three faculty fellows this summer. The fellows will develop two on-line faculty development modules. The first module is intended to address the **What and Why** of incorporating opportunities for civic and community engagement into the classroom. A second module will introduce various **Pedagogical Strategies** that can be used for incorporating civic and/or community opportunities into the curriculum.

The Fellowships will include a $5,000 stipend, technical support from CTLT staff, and administrative support from two FOCUS graduate assistants.

If you are interested in learning more about these fellowships two informational luncheons are being sponsored on Tuesday April11th in 104 Turner Hall from 11:30 - 12:30 & Wednesday April 12th in 551 DeGarmo from noon - 1:00. Please RSVP by April 7th to nwendla@ilstu.edu and indicate the luncheon you plan to attend.

# SNAP

## Rhadika Gopi, G.A.

# On Assessment.....

## Julie Fehrenbacher, G.A.

"The best assessment can be described not as a snapshot but as a movie (AAC&U)." General education can be viewed as a curriculum shared by all students attending an institution. Such a definition embraces the concept of its importance; a common thread tying all students and faculty together with the hopes of accomplishing the institution's guiding mission through learning goals.

Assessment acts as a tool closely examining the past, present, and looking toward the future to ensure goals are being met. The best assessment keeps in mind the following principles (AAC&U):

1.  Look for evidence of learning, not just statistics.
2.  Remain focused first on improving the quality of student learning, then on assuring its quality.
3.  Build on what is already occurring.
4.  Make assessment ongoing, not episodic.
5.  Divide the labor, share the responsibility.
6.  Do not let the perfect be the enemy of the good.
7.  Prioritize.
8.  Experiment, take risks, be creative.
9.  Tell the whole story.
10.  Remember that assessment is both old and new.

As Albert Einstein said,

**"Not everything that can be counted counts and not everything that counts can be counted."**

Assessment of General Education may not catch all flaws or praise all successes, but by working with all involved in the institution, can strive for continued improvement.

The UAO office has been utilizing the SNAP software package previously introduced in the Fall newsletter. SNAP is utilized to assist with the design and administration of paper and/or web-based surveys, providing a benefit to Illinois State University faculty and staff who are interested in strengthening the process of assessment.

In the past few months the SNAP system has undergone a pilot study as part of a thesis project. The online web survey was constructed with SNAP to help our staff become more familiar with the process in order to assist other interested departments/schools on campus.

In addition, SNAP will be serving as the primary platform for our upcoming alumni survey. We are very excited about this new platform and are anxious to begin its full implementation.

# Departmental Academic Assessment Plans: Q & A's

Dr. Sara Campbell, Associate Dean of Nursing, Member of AAC

**Why is the University Assessment Office concerned with Departmental/School Academic Assessment Plans?**

The mission of the University Assessment Office (UAO) includes the following statement;

*"…providing support services to other units engaged in such assessment, and sharing best practices for and results of assessment activities."*

In order to achieve continuous quality improvement in our academic endeavors, all Illinois State University Departments and Schools need to have an active academic assessment plan. Academic Assessment Plans may be "old stuff" to some units who have traditionally used such plans to achieve professional accreditation. For other units, the assessment process may have been done more informally with data collection from 1-2 sources. Now, assessment plans should be used to determine whether goals/objectives for programs are being met, how well they are being met, and how to improve upon identified areas. Additionally, data should be collected from multiple sources and at various points throughout the curriculum. The assessment plan is a key component of the Program Review process.

**Who is the Assessment Advisory Council (AAC) and what is their Role in the Academic Assessment Plan?**

The AAC is a committee that stems from the UAO, and has as one of several responsibilities, to specifically work with Departmental/School Academic Assessment Plans. The AAC provides preliminary reviews of current Department/School Academic Assessment Plans, and provides feedback and guidance for improving plans if needed. Consider the AAC as your **partner** in helping you to prepare for your next Program Review.

**What is the Process for Reviewing Academic Assessment Plans?**

Two members of the AAC independently review the assessment plan of a degree program. They then merge their findings together to create one completed Feedback Form that is reviewed by the Director of the University Assessment Office.

• The Director of the UAO then meets with the corresponding Chairs/Directors to discuss feedback. This will occur approximately 20 months prior to the Program Review submission deadline for the Department/School.

• A final report will be sent from the UAO to all Deans of programs for the review period.

• This timeframe allows Departments/Schools to modify their assessment plans if needed, collect initial data based upon those modifications, and use those results in the final program review report.

**Are there guidelines that are used to review the assessment plans?**

Yes. The AAC uses the following guidelines that are outlined on a form; "Academic Assessment Plan Status-Feedback Form."

In each area, the AAC is asked to consider whether the Department/School Assessment Plan includes these components and to what extent. The following options exist in response to each component;

• Undeveloped

• Developing

• Established

• Exemplary

**Areas for Review:**

1. Program Goals & intended student learning outcomes

**How can this area be exemplary?** Program goals and intended student learning outcomes are developed and reflect the uniqueness of the program.

2. Systematic assessment of student learning (methodologies & capture points appropriate to the discipline)

**How can this area be exemplary?** Systematic assessment of student learning using multiple qualitative and quantitative measures, and reflects the uniqueness of the academic program and discipline.

3. Feedback from key stakeholders (indirect measures)

**How can this area be exemplary?** Feedback is gathered from all key stakeholders (current students, faculty, alumni, employers of graduates, graduate schools, etc.

4. Analysis of results/feedback mechanisms & response

**How can this area be exemplary?** Evidence of a formal & effective feedback & improvement mechanism: program faculty are engaged in a regular assessment & review process, with student learning & stakeholder feedback used to improve curriculum, instruction, & learning.

5. Overall Comments

**What can you expect to see on your feedback form?**

*"Keep doing what you are doing!"*

If your assessment plan is exemplary, the AAC will only encourage you to continue doing what you are doing as you continue to facilitate your current assessment plan and evaluation processes and include in your Program Review information about the assessment process in your department or school. In an effort to help departments be mindful that

assessment should be systematic and not episodic, a 1-2 page Annual Update will be submitted to the UAO each March which reflects ongoing assessment efforts each March.

*"Recommendations for improvement."*

For those program which the AAC have indicated that assessment plan improvements are recommended, revisions to the assessment plan should be completed 14-16 months prior to the Program Review submission deadline and resubmitted to the UAO. This timeframe allows departments/school adequate time to implement and possible begin to gather some preliminary prior to the submission of the Program Review document. Program will then complete Annual Updates each March, as previously described, once the initial review in conjunction with the pre-determined Program Review deadline .

The UAO and AAC have adopted this new process to provide Assessment Plan feedback to Departments/Schools before assessment is discussed as part of the Program Review. Consider us to be **"coaches"** in assessment before the **"big game."**

For questions and/or assistance, please contact the UAO office.

# Assessment of Learning Outcomes

## Richard Boser and Kenneth W. Stier, Department of Technology

In 1998, the Illinois Board of Higher Education (IBHE) mandated that by 2004 each academic program within the state must be able to demonstrate a system for assessing student learning outcomes, and how those results were going to be used to improve programs (IBHE, 1999a). The mandate was phased in whereby each unit had to provide a list of learning outcomes by June 2001, a system of outcome measurement by June 2002, and then by June 2003 demonstrate how the assessment system led, or is leading to, program improvements. An accompanying IBHE (1999b) document contained the following guidelines

for implementing the *Assessment of Student Learning and Improving Program Quality*:

1. Assessment plans and quality processes should be faculty, program, and campus-driven.

2. Assessment plans and program approval and review processes should build on existing activities, i.e., integrate and expand on existing assessment activities.

3. Assessment activities should focus on the measurement and improvement of student learning outcomes, including multiple qualitative and quantitative assessments, as appropriate to the discipline.

4. Assessment of mastery and quality should not be a one-time event, but rather, a continuing process that monitors and self-regulates the educational enterprise to ensure that quality is continually enhanced.

Additionally, the IBHE recommended that all program assessments include the following six key elements:

*1.* A statement of program goals and intended student learning outcomes developed by each program's faculty that reflects uniqueness of that program.
*2.* Systematic (at different points throughout the program, including end-of-program evaluation) assessment of student learning that uses multiple qualitative and quantitative measures and reflects the uniqueness of academic programs and disciplines (e.g., evaluation of capstone experiences, internships, portfolios, performance on standardized, locally-developed, or professional licensure and certification exams). *3.* Feedback gathered from key stakeholders—current students, alumni, and employers of graduates, graduate schools, etc., (e.g., surveys of student and alumni satisfaction; alumni job placement information; employer satisfaction).
*4.* Evidence of a formal and effective feedback/improvement mechanism, i.e., program faculty are engaged in a regular assessment and review process, and that the assessment of student learning and stakeholder feedback are used to improve curriculum, instruction, and learning.
*5.* Findings and recommendations for improvement are monitored by the institution for results at least yearly. *6.* Assessment and improvement results are submitted to IBHE as part of an institution's normal schedule for reporting Program Review findings and recommendations, which are appended to the Institutional Results Report.

The Department of Technology at Illinois State University employed these steps to develop and implement an outcome assessment plan. This paper illustrates the methods used and some of the lessons learned along the way.

*Step 1 – Develop mission statement.* Lewis (1995) suggested that mission statements should answer three important questions: (a) What do you do? (b) For whom does your program do things? and (c) How do you go about doing them? The mission statement may also consider other factors such as location of the program and any special or unique features of the program (Strong, Amos, & Callahan, 2003). A key feature of the mission should be brevity. Mission statements that fit legibly on the back of a business card are more likely to be remembered and actually drive the purpose of the organization.

*Step 2 – Identify program goals and learning outcomes.* With the mission in place, faculty must identify program goals and specific measurable learning outcomes. Sometimes course objectives are confused with program goals and outcomes. The number of course objectives can be much more extensive than the program goals and outcomes. Using the course objectives has the potential to become an unmanageable process. It is much better to focus on a smaller number of key goals and outcomes and keep the process simple to avoid failure (Strong et al., 2003). IBHE advised limiting the number of learning outcomes to six to ten per program. Further, learning outcomes and associated assessment should address, and be limited to, the enduring understandings of the program (Wiggins & McTighe, 1998). In other words, what are the essential knowledge, skills, and/or attitudes that the students in your program should know and be able to do by the time they graduate? Further, each outcome should establish the level or degree of performance expected. Measurable learning outcomes of the ABCD type (Audience, Behavior, Criteria, Degree) may be old hat to faculty in the College of Education, but they often remain mysterious to faculty in other disciplines.

*Step 3 – Compare learning outcomes to curriculum.* Technical accreditation agencies such as NAIT and American Council for Construction Education (ACCE) either require, or strongly recommend, using an outcome-course matrix to visualize which courses are addressing which program outcomes at what level of proficiency – remember Bloom? The level of content coverage in a course can be coded to Bloom's taxonomy. A lettering system could be utilized to designate fundamental knowledge (K), application (A), or higher-order performance such as synthesis (S). A matrix is created by listing program outcomes in the left-hand column and the courses that comprise the program in columns

across the top. The matrix is then populated by analyzing each course to ascertain if the outcome is addressed and at what level of proficiency. The completed matrix provides an analysis of which courses support each outcome, the desired level of proficiency planned, and if gaps or redundancy exist in the curriculum.

*Step 4 – Measure program learning outcomes.* Once the goals and outcomes have been established, a systematic methodology must be in place to ascertain if the program outcomes are being met. To assure the validity of the assessment, multiple measures should be triangulated to analyze each learning outcome. Both direct and indirect measures of student learning are appropriate. Direct measures are comprised of student work samples and consist of such outputs as written exams, oral exams, embedded questions in exams and assignments, portfolio analysis, papers/writing samples, simulated activities/case-studies, capstone projects, videotapes of student's skills, inside/outside examiners, and certification examinations. Indirect measures are typically third party reports of graduate proficiency from alumni and employer follow-up surveys or internship reports. Each these metrics has advantages and disadvantages related to accuracy and quality of information, and ease of data collection and analysis. Measurements selected should be benchmarked so that program and learning improvements can be tracked from year to year.

*Step 5 – Compile and evaluate the results.* The results from all program assessment measures should flow to an individual designated to coordinator the compilation and analysis of the data. An annual assessment calendar with specific timelines and due dates is a useful tool to guide the process of collecting and reporting data. To minimize the impact on faculty time and facilitate year to year benchmarking, a matrix format template in MS Excel or Word is recommended that displays the learning outcomes, metrics for each, result of the measurement, and action needed for program improvement (these last two items require evaluation of the data). The matrix cells can be color coded to indicate success or failure at meeting established benchmarks. This one-page visualization (albeit on 11" x 17" is helpful) can be easily understood by all stakeholders. Examples of the format used by programs in

the Department of Technology can be viewed on the University Assessment Office web page.

Up to this point the discussion has primarily focused on "assessment," which is the measurement of performance or progress toward a goal (Frye, 2002). Evaluation is making decisions based on the assessment data (Palomba & Banta, 1999). Evaluation answers the question "is performance adequate?" as measured against an established benchmark. If not, then what are you going to do about it to improve performance? This is exactly the type of information displayed in the last two columns of the matrix discussed above. Accreditation and assessment literature often refer to this process as "closing the loop." If assessment evidence of an outcome indicates a need for improvement, then a plan of action should be documented to communicate what needs to be done by when. The purpose of this documentation is to formalize the process and provide a record of verification to show that a response/action was taken to address an identified weakness or concern. The completed "Program Improvement Reports" should be submitted to the department for inclusion in the annual assessment report.

*Step 6 - Communicate results to stakeholders.* Although educational improvement is the primary goal, it is important to go beyond merely making instructional changes in response to program assessment data. A good assessment program will include communicating the results to its constituents and the public. Moreover, public communication is typically required by accreditation agencies. At a minimum, IBHE requires annual outcome assessment report be submitted to the University. The assessment report is an effective means of communicating to the public the continuous improvements that are being made. It helps to demonstrate the quality of the program and provides accountability. If appropriate to your discipline, assessment data may be shared with the program advisory committees to keep them aware of what is happening and obtain their recommendations for improvement. Additionally, the annual assessment information may be provided to accrediting agencies or used for program review. From an economical and political standpoint it makes good sense to show a method of continuous improvement as a result of assessment. Often times it can provide

leverage in these times of tight budgets if the assessment process is done well.

## Summary and Conclusion

One of the keys to a good outcomes assessment process is convincing the faculty that it truly is an effective means of continuous improvement for their program and not just another requirement that has to be met for IBHE, program review, or accreditation. Although accountability is important, the literature shows that assessment should focus on improving learning. Assessment is part of doing business in institutions of higher education today. Our internal and external constituents expect this of us just as the companies that employ our graduates expect them to adopt a company philosophy of continuous improvement and quality.

The key to an effective outcomes assessment process is to focus on those enduring understandings that every graduate should know and practice. This avoids over assessing and complicating the process with excessive detail. Begin with the specific outcomes that your faculty, advisory committee, and/or professional organizations perceive as valuable and then seek their input with regard to evidence that will accurately measure student performance. Keep in mind that the assessment system developed must have faculty support or chances of successful implementation are low.

It is equally important to remember that in these times of budget restraints resources are scarce. Consequently faculty are being asked to do more with less and need to balance the amount of time and resources devoted to this task with all the other demands of the job. An effective outcomes assessment process should include multiple measures of desired outcomes without overwhelming the faculty. A manageable outcomes assessment process is one that will maintain faculty support, provide useful feedback based on solid evidence, and allow for continuous improvement of the program to be made and communicated to interested constituents.

Portions of this article were previously published in the *Journal of Industrial Technology* and are reproduced here with permission. The entire article with example forms used in the assessment process can be viewed at www.nait.org -- see Boser, R. & Stier, K. W. (Volume 21-2, April 2005). *Implementation of Program Assessment in a Technical Department.*

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# Enriching Undergraduate Educational Experiences

Dr. Hafeez Ullah, Research Associate–UAO

Educational experiences may include a wide range of activities that a student might engage in during their program of study in a higher education institution. Such experiences may differ depending upon faculty engagement with student learning activities, focus of student engagement on learning activities, co-curricular activities, or a supportive campus environment. Students' educational experiences contribute to both educational achievement and developmental outcomes (Pascarella and Terenzini, 1991). It is complex to cover all educational experiences of students, and it is equally difficult to make an assessment of experiences that they are exposed to. Nevertheless, "such experiences make learning more meaningful and, ultimately, more useful because what students know becomes a part of who they are" (Kuh, Kinzie, Schuh, and Whitt, 2005).

Enriching educational experience is one of the five effective educational practices for student learning (NSSE, 2005). Last year, the National Survey of Student Engagement (NSSE), Indiana University, administered a survey for assessing students' engagement with learning activities at Illinois State University. More than one thousand (1030) students responded to this survey; of these students, 51% were first-year students and 49% were seniors (NSSE, 2005). Around 68% of the respondents were female. About 86% were Caucasian, 7% African-American and remaining 7% were all other minorities. NSSE considers that the following activities are essential for enriching educational experiences of students.

1. Practicum internship, field experience, co-op experience, or clinical assignment
2. Community service or volunteer work
3. Participation in learning community
4. Foreign language course work and study abroad
5. Independent study or self designed major
6. Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)

7. Serious conversation with students of different race or ethnicity
8. Serious conversations with students of different religious beliefs, political opinions, or personal values
9. Using electronic technology to discuss or complete an assignment
10. Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
11. Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds

**Figure 1** presents students educational experience through activities (have done or plan to do) by student status (first-year students versus seniors). The figure shows that a very high percentage of first-year students (83%) and seniors (81%) have completed (done or a plan to do) practicum, internship, field experience, and co-op experience; whereas, a very low percentage of first-year students (14%) and seniors (21%) have completed (done or plan to do) an independent study or self designed major. The activities that a higher percentage of first-year students than seniors have completed are: (1) practical, internship, field experience, co-op experience (2) community service or volunteer work, (3) participation is learning community, and (4) foreign language course work. The activities that a higher percentage of seniors than first-year students have completed are: (1) culminating experience, and (2) independent study.

*Figure 1* Students' educational experience with activities (have done or plan to do) by student status, National Survey of Student Engagement (2005)
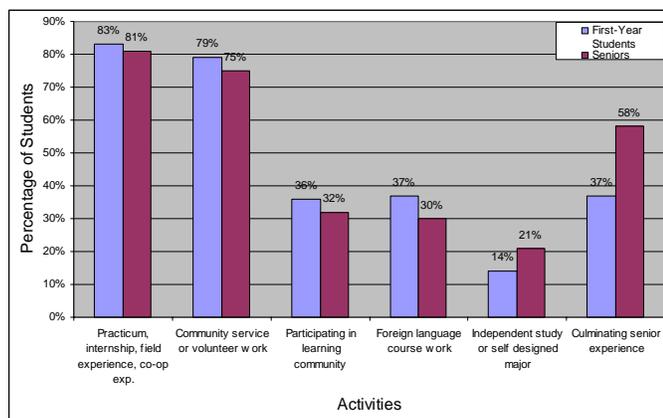


**Figure 2** presents students' experience with activities that they performed (often or very often) by their status (first-year students versus seniors). The highest percentage of first-year students (60%) and seniors (63%) used electronic technology (often or very often) to discuss or complete an assignment; whereas, the lowest percentage of students (48%) and seniors (47%) had conversation (often or very often) with students of different race or ethnicity. The percentage of first-year students (56%) who had conversation with students of different race or ethnicity was lower than that of seniors (59%).

*Figure 2.* Students performed activities (often or very often) by student status,

National Survey of Student Engagement (2005)
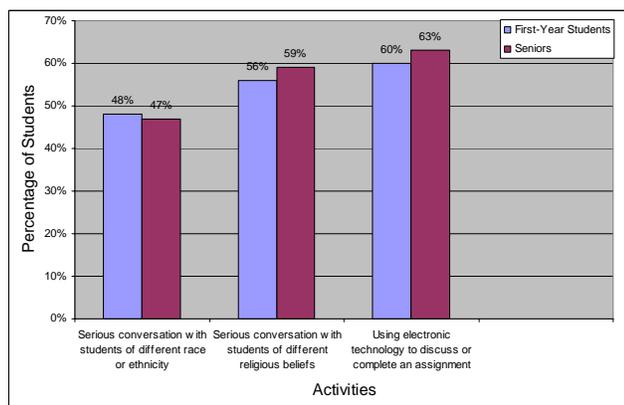


A higher percentage of first-year students (61%) participated in co-curricular activities (one or more than one hours per week) than seniors (58%). Similarly, a higher percentage of first-year students (32%) who participated in co-curricular activities (more than five hours per week) are higher than seniors (25%). Similarly, the percentage of first-year students (52%) who believe campus environment is encouraging (very much or quite a bit) for fostering contacts among students of diverse background is higher than seniors (45%).

Student participation in various activities presents mixed results. For instance, the activities that more than 60% of undergraduate students performed are: (1) practicum, internship, field experience or co-op experience, (2) community service or volunteer work, and (3) using electronic technology to discuss or complete assignments. The activities that fewer than 38% of undergraduate students performed are: (1) participation in learning community, (2) foreign language course work, and (3) independent study or self-designed major. The activity that the lowest percentage of first-year students (14%) and seniors (21%) did was independent study/self designed major.

Similarly, student participation in activities varies by enrollment status. The activities that a greater percentage of first-year students than seniors performed are: (1) practicum, internship, field experience, (2) community service or volunteer work, participation in learning community, (3) foreign language courses, and (4) serious conversation with students of different race or ethnicity. On the other hand, the activities that a higher percentage of seniors than first-year students performed are: (1) independent study or self-designed major, (2) culminating experience, (3) serious conversation with students of different religious beliefs, and using electronic technology to discuss or complete assignments,

The results have generated some very important questions for discussion at the campus. For instance, what additional activities, other than those discussed above, are important for enriching students' educational experiences at ISU? Should students continue to do the activities that a very low percentage

of students is doing? What are the high priority activities? What constitutes a reasonable level of undergraduate student engagement with learning activities? What are students' responsibilities for enriching their educational experiences? How can faculty play an active role in enriching students' experiences? How can departments or colleges be helpful in enriching students' experiences in their majors? It is possible that we need to organize small groups of faculty, staff and students to examine, devise, or implement activities for enriching educational experiences of students at ISU.

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# FOCUS FACULTY OPPORTUNITIES FOR CREATING CIVIC & COMMUNITY UNDERSTANDING AMONG STUDENTS

## You're Invited to Join An Interactive Teleconference

## "Cultivating Campus Cultures That Value Student Success"

### March 30, 2006 12pm - 2pm

### ITDC (301 S. Main Street, just north of Jimmy John's)

Bring your own lunch; dessert provided

### Teleconference hosted and funded by the Focus Initiative

*Panelists*:

**Catherine Andersen**    Professor of Communication Studies &Director of the First-Year Experience at Gallaudet University

**John Gardner**    Executive Director of the Policy Center on the First Year of College

**George D. Kuh**    Chancellor's Professor of Higher Education at Indiana University Bloomington

The culture of any organization has an enormous influence on what happens to members of that group. For any of us who seriously contemplate making our campuses more effective in promoting learning and success in our first-year students, we must consider the powerful role played by campus culture.

Before initiating change, we need to understand what works and what doesn't on our campuses. What does your institution value? What people and activities are celebrated? Do your standard operating procedures reflect what your mission says is desirable? Do you feel change is necessary to achieve campus goals, but feel powerless to accomplish it?

Join our panelists, who have successfully influenced campus cultures, as they tackle these and other fundamental questions, and offer strategies to broach this all-important conversation at Illinois State University.

### Teleconference organized by

### National Resource Center for

**UAO Staff**

From left: Radhika Gopi (Technical graduate assistant), Julie Fehrenbacher (Marketing & Promotions graduate assistant, Dr. Hafeez Ullah, (Research Associate), Dr. Mardell Wilson (Director), and Chris Jackson (Staff Clerk)

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## Visit us on the Web:
http://www.assessment.ilstu.edu



# Assessment Related Conferences/Workshops

**General Education and Outcomes That Matter in a Changing World**

March 9-11, 2006

Phoenix, AZ

Http://www.ncahlc.org/annualmeeting


**AIR conference (Web Conference from Focus)**

March 30, 2006

Illinois State University


**2006 Annual Meeting of The Higher Learning Commission. The Future-Focused Organization: 2016—Ready or Not?**

March 31-April 4, 2006

Chicago, IL

Http://www.ncahlc.org/annualmeeting


**8th Annual National Summer Institute on Learning Communities**

June 20-25, 2006

Olympia, WA

Http://www.evergreen.edu/washcenter