

Assessment:

*Informing Teaching, Learning,
& Institutional Change*

PROGRAM

*Sponsored by
The Collaboration for the Advancement
of College Teaching & Learning*

FEBRUARY 18-19, 2005
SHERATON BLOOMINGTON HOTEL
Bloomington, Minnesota

PROFESSIONAL *Development Conference*

MINORITY-SERVING INSTITUTION ROUNDTABLE

Thursday, 7:30-9:00 p.m.

PLAZA 6

Participants from Historically Black, Tribal, and Hispanic-serving institutions are invited to attend this informal gathering to socialize and discuss issues of common concern to your institutions. Light desserts and coffee will be served.

PRECONFERENCE SESSION

Friday, 8:00-10:30 a.m. — Separate registration required.

A

ASSESSING LEARNING INSIDE AND OUT: Strategies for Measuring Learning in Community- Based Education Programs

*Robert Shumer, Former Director, National Service-Learning Clearinghouse
University of Minnesota-Twin Cities*

Many faculty are using educational innovations such as service-learning, internships, cooperative education, and field study to teach their subject matter. These approaches, all involving active learning and engagement of other people and organizations in the educational enterprise, require different strategies for assessment and evaluation. In this workshop, we will model some useful approaches that ensure academic integrity and effective learning in both the classroom and the community. We will also work with each participant to develop an assessment/evaluation plan that meets the specific goals and purposes of a course or program.

PLAZA 2

B

BEST PRACTICE: An Introduction for Newer Faculty on Strategies that Enhance Student Learning

*Ken Jones, Director of The Learning Enhancement Service
College of Saint Benedict/Saint John's University*

In 1987, Zelda Gamson and Arthur Chickering distilled decades of research on good teaching and learning into their eminently reasonable "Seven Principles for Good Practice in Undergraduate Education." Actually implementing the principles, however, can be a little daunting, especially early in a teaching career when there are so many other demands on faculty time. In this interactive workshop, participants will review the seven principles and develop concrete ideas for implementing them. Among other things, we'll talk about active learning techniques, ways of enhancing student accountability, and how to embed assessment in your course assignments. While this session is designed for those in their first few years of teaching, it is open to all. Participants will leave the session with a better understanding of best practice, and a "tool kit" of ideas for implementation.

PLAZA 6

C

HOW DO YOU RELATE TO THIS PICTURE? General Education Assessment Artifacts

*Kathryn Alley, Director of Academic Initiatives
Kathy Antonen, Professor of English
Sally Palmer, Associate Professor of English
Sue Shirley, Dean of Humanities
Frank Van Nuys, Assistant Professor of History
South Dakota School of Mines & Technology*

PLAZA 4

When confronted with an image of the Buddha watching television, how is a person's response different after she has taken General Education courses? Does a semester abroad affect a student's acceptance of cultural difference? Participants in this workshop will answer these questions for themselves and in groups, through experiencing the artifact-response instrument, creating and evaluating scoring and application rubrics, and learning about the theoretically-acclaimed Intercultural Development Inventory to rate progress in intercultural sensitivity. Handouts will contain suggestions for developing multimedia artifact assessments and moving students along the IDI continuum from "denial" of cultural difference to "integration."

PRECONFERENCE SESSION, cont'd

Friday, 8:00-10:30 a.m. — Separate registration required.

D **LEADING ACADEMIC CHANGE: Principles in Three Different Contexts**

Joel Frederickson, Professor of Psychology & Assistant Dean for Institutional Assessment
Richard Sherry, Dean of Faculty Growth and Assessment
Mary Whitman, Associate Professor of Business Management
Bethel University

PLAZA 5

Academic change can be stressful, frustrating, lengthy, and highly political. Yet, the results can be liberating, exhilarating, and transformative. How can the process be managed expeditiously and inclusively? This workshop on institutional change will be a mix of theory and practical tools. It will explore the affective side of change and strategies to overcome resistance. Specific change initiatives that will be considered include:

- Leading innovation for new nontraditional programs at the undergraduate and graduate levels.
- Leading assessment initiatives in nontraditional programs.
- Revising evaluation practices and promotion and tenure procedures and articulating standards.

For each of these change initiatives, workshop facilitators will describe change processes and strategies and provide a framework for group discussion of common experiences and principles. Participants will develop a brief plan for change at their own institutions.

E **MENTORING AND COOPERATIVE LEARNING: Strategies for Student-to-Student Learning**

Gail Summerskill, Director of Freshman Through Senior Year Experience Center
Johnson C. Smith University

PLAZA 1

This workshop will explore the theory, practice, and assessment of a variety of student-to-student mentoring and cooperative learning strategies. Workshop participants will practice a range of cooperative teaching and learning modes, while creating ways for students to help one another. Examples include study buddies, study groups, dorm experts, academic rap sessions, test reviews, adopt-a-tutor, and other student-to-student academic success strategies. Throughout the workshop, participants will work on designing or revising their own student-to-student learning programs, while receiving mentoring from the workshop leader and feedback from other participants. Handouts include steps for creating programs, guidelines for training students, plans for assessing programs, and ways to research and publicize programs.

Summer Institute Consulting Opportunity

Make an appointment to consult with Collaboration staff about possible team proposals during the conference.
To request an appointment, talk with the staff at the registration desk.
The Summer Institute brochure, including proposal guidelines, is in your conference packet.

Bookstore

A conference bookstore, operated by the University of St. Thomas, will have texts related to the conference theme as well as other topics available for purchase during the conference. The bookstore accepts checks and major credit cards.

OPENING SESSION

Friday, 10:45 a.m. - 12:15 p.m.

WELCOME AND INTRODUCTION

Lesley K. Cafarelli, President and Chief Executive Officer, The Collaboration

WALKING THE TALK

Velma Lashbrook, Assessment Consultant

KEYNOTE ADDRESS

*Devorah Lieberman, Provost and Vice President for Academic Affairs
Wagner College*

STUDENT LEARNING ASSESSMENT:

Value-Added and Meaningful

Institutions across the country are told that they need to be conducting assessment at many levels: assessing student learning in individual courses, assessing departmental goals, and assessing institutional goals. Faculty are often resistant to integrating assessment processes into their courses because they are seen as invasive, inconsequential, and unnecessary. This session focuses on ways that we can use assessment in our classrooms to add value to student learning as well as to student commitment to course content. As a result of this session, participants will have gained a greater understanding of the purposes of assessing classroom-based student learning and will have employed specific student learning assessment tools. Dr. Devorah Lieberman brings together institutional and classroom assessment practices that focus on: (1) Designing student learning assessment; (2) Engaging faculty in the student learning assessment process; and (3) Providing venues to recognize faculty for effectively integrating student learning into coursework.

GRAND BALLROOM EAST

Dr. Devorah Lieberman is currently Provost and Vice President for Academic Affairs at Wagner College in New York City. Prior to assuming her role at Wagner College, she was Vice Provost and Special Assistant to the President at Portland State University, where she was responsible for overseeing institution-wide faculty development, including assessment, civic engagement, internationalization, and diversity. She has edited or co-authored five books, numerous publications, and national presentations and was selected Oregon's 1999 Carnegie Professor of the Year.

WALKING THE TALK: Assessment Best Practices

The conference planning committee has embedded best practices in assessment in the conference design. Our learning objectives for the conference are detailed below.

Upon successful completion of the conference, participants will:

- Be able to use clear measurement criteria to assess their achievement on one or more personal learning objectives.
- Appreciate the role of assessment data in driving positive change in teaching and learning.
- Better understand assessment through dialogue with colleagues from other fields and institutions.
- Know how to apply practical new approaches to on their campus.

To help participants achieve these conference goals, the Opening Keynote Session will provide time for participants to identify their learning objectives. At the end of Concurrent Session 2, participants will have an opportunity to assess progress toward their objectives through a Midpoint Check-in. During the Closing Plenary Session, participants will assess achievement of their conference learning objectives and plan for application following the conference.

NOTE

Please be considerate of your colleagues during plenary and concurrent sessions. Either turn cell phones off or set them to "no ring."

LUNCH

12:30-1:30 P.M.

GARDEN COURT

CONCURRENT SESSION 1

Friday, 1:45 - 3:00 p.m.

1A
COLLABORATIVE DESIGN:
Assessing Augsburg's
Core Curriculum

Mark Engebretson, Professor and Chair of Physics
Marilyn Florian, Women's Athletic Director and Chair of Health-Physical Education
Velma Lashbrook, Assessment Consultant
Michael Schock, Assistant Professor of Social Work
Augsburg College

PLAZA 6

This session describes the collaborative implementation of a new core curriculum at Augsburg College. Teams have made significant progress in specifying learning outcomes, best practices, and assessments for implementation. Three teams -- fitness, natural sciences and mathematics, and keystone -- will highlight what they have accomplished, what challenges they've faced, and how they overcame them. These teams represent the range of complexity involved in collaboration -- from single department work (i.e., fitness) to campus-wide efforts (i.e., keystone). You will have an opportunity to identify the challenges you might face in applying this collaborative model on your campus and engage in a dialogue about how to address these challenges.

1B
LISTENING TO STUDENTS:
What We Learn

Joan Hawthorne, Writing Center Coordinator
Anne Kelsch, Assistant Professor of History
Elizabeth Rankin, Director of the Office of Instructional Development
University of North Dakota-Grand Forks

PLAZA 1

There may have been a time when faculty-student communication could be viewed as one-sided: faculty professed, and students listened. But any credibility that view of the faculty-student relationship once may have had is now long gone. In this presentation, we describe three approaches to learning from our students, including interviews, focus groups, and CAT surveys. These approaches provide opportunities for eliciting significant student input at a variety of levels (university-wide, program, and course). Following brief descriptions of the approaches, participants will be invited to think about what could be learned from students in their own contexts. The session will culminate in participant sharing of methods and strategies for opening the doors to such communication.

1C
MEETING THE MISSION:
Self-Assessment
Strategies of a
Faculty Development Center

Brenda Hodges, Program Coordinator for the Faculty Development and Instructional Design Center
Northern Illinois University

PLAZA 4

This session describes how the Faculty Development and Instructional Design Center of Northern Illinois University (NIU) developed a five-year comprehensive assessment plan. Session participants will gain a better understanding of issues to consider when developing an assessment plan, will view a comprehensive plan for assessing a support unit (and its applicability to other support units), including explicit details of the assessment plan implemented at NIU. The target audience envisioned for this session is support unit staff, members of institutional assessment teams, institutional researchers, and anyone interested in developing assessment plans. The session will engage participants in meaningful interactions.

1D
ON-YOUR-TOES ASSESSMENT:
First Hand Perspectives on
Personal Response Systems

Sarah Bryans Bongey, Academic Technology Coordinator
Jon Nelson, Associate Professor of Physical Therapy
Chery Takkunen, Assistant Professor of Education
College of St. Scholastica

PLAZA 3

How can technology help you improve the process of teaching and learning in the lecture hall or classroom setting? Do personal response systems (which involve student participation through the use of remote hand-held devices) trivialize learning? Does such a system really save time or does it just reshuffle administrative tasks? Before you venture into the world of personal response systems, you'll want to attend this session to find out how such systems are being used and what they can and cannot do for you. Presenters will address these questions from a variety of disciplines, and will provide an interactive introduction to a technology that is becoming increasingly prevalent.

CONCURRENT SESSION 1, cont'd

Friday, 1:45 - 3:00 p.m.

1E STRATEGIC APPROACHES FOR GROUNDING INSTITUTION- LEVEL ASSESSMENT IN COLLABORATIVE PRACTICES

Peggy Maki, Educational Consultant and Assessment Editor, Stylus Publishing
Devorah Lieberman, Provost and Vice President for Academic Affairs, Wagner College

This interactive session brings together both theory and practice around ways to implement and sustain institution-wide assessment practice. Session participants will have the opportunity to address how their respective campuses are approaching assessment from individual, departmental, and campus-wide perspectives. These various approaches will be mapped against other approaches that exist nationally and internationally. The two presenters will facilitate this concurrent session bringing together assessment practice among the session participants and assessment practice at public and private institutions.

PLAZA 2

1F WRITING PORTFOLIOS AS A VALUE-ADDED MECHANISM FOR ASSESSMENT AND FACULTY DEVELOPMENT

Elizabeth Ciner, Associate Dean of the College
Carol Rutz, Director of the Writing Program
Mary Savina, Coordinator for the Perlman Center for Learning and Teaching and Professor of Geology
Carleton College

Carleton College recently implemented a sophomore-level writing portfolio to assess student writing in a Writing Across the Curriculum (WAC) environment. Presenters will provide specific examples of value-added effects to show how an assessment project targeted at a particular curricular/pedagogical problem can serve as inspiration and research archive for additional projects. To date, the Carleton writing portfolio has supported investigations of information literacy, critical thinking, and quantitative reasoning in addition to its original purposes of assessing student writing and improving WAC pedagogy through faculty development.

PLAZA 5

1G DO REMEDIAL COURSES REMEDiate?

Sidney Goss, Professor of Sociology and Assistant to the Vice President for Academic Affairs
Bruce Petrie, Professor of Psychology
Northern State University

Most colleges and universities offer remedial courses for students who have not met the basic entrance requirements, and in the Fall semester of 2000, 28 percent of entering freshmen at U.S. degree-granting institutions enrolled in one or more remedial courses (NCES, 2003). Few schools however, adequately assess these high-risk students, either during or after they have completed the remedial courses, to determine if they are adequately prepared for postsecondary work. It appears that students who need remedial work are at greater risk for dropping out, and this poses a retention problem for degree-granting institutions. This presentation will review remedial education and highlight research on the overall best practices for collecting and using data related to the assessment and subsequent academic success of remedial students.

ATRIUM 7

BREAK

3:00 - 3:30 P.M.

PLAZA MALL

During the break, Peggy Maki will be in the Plaza Mall signing copies of her book *Assessing for Learning: Building a Sustainable Commitment Across the Institution*.

CONCURRENT SESSION 2

Friday, 3:30 - 5:00 p.m.

2A FEEDBACK, SCORES, AND GRADES: Bermuda Triangle or Bridge to Student Success?

Darlene Vanselow Habanek, Assistant Professor of Education Foundations
University of Wisconsin-Whitewater

Come to explore the often misunderstood relationship between feedback, scores, and grades in terms of communicating achievement to students. Consider the relationship of student feedback with curriculum and accountability for our programs and institutions. We will compare grades to feedback, explore the benefits of feedback to one's teaching and student learning, and review scoring methods usable for open-ended testing, performances, and products.

PLAZA 5

CONCURRENT SESSION 2, cont'd

Friday, 3:30 - 5:00 p.m.

2B
BEGINNING AT THE END:
Learning Outcomes as a
Framework for Discussions
of Assessment

Karen Zentner Bacig, Coordinator for the Academy of Distinguished Teachers
Arlene Carney, Associate Dean and Associate Professor of Liberal Arts
Robin Wright, Associate Dean and Associate Professor of Biological Sciences
Leanne Wirkkula, Assistant to the Executive Vice President for Academic Affairs/Provost
University of Minnesota-Twin Cities

PLAZA 3

Faculty often feel threatened by the emphasis on assessment and accountability that marks higher education today. Their suspicion and misunderstandings can make it difficult to engage in productive discussions about assessment. Working through the Provost's Council on Enhancing Student Learning, the University of Minnesota has developed Global Learning Outcomes for baccalaureate degree recipients. We have found that discussions revolving around these learning outcomes lead to deep and interesting conversations that naturally turn to the issue of assessment. In this workshop, we will model the structured conversations about learning outcomes we have used in discussions with faculty, staff, and students. We will then provide time for participants to share experiences and strategies from their own institutions that successfully engage faculty in discussions of assessment.

2C
FEEDBACK THROUGH
JOURNALING

Delmer Lonowski, Professor of Political Science
South Dakota State University

PLAZA 4

This session will examine the advantages of using journaling as an assessment tool. While most assessment relies on examinations and term papers, such instruments only provide the students and instructor with information after the fact about the students' progress. Journaling provides a mechanism for the students to learn of their progress prior to assessment techniques used to obtain grades. It provides the instructor with a means of making sure that the students are learning and understanding course content.

2D
MAKING IT MEANINGFUL:
Using the Scholarship of
Teaching and Learning
for Assessment

Laura Behling, Assistant Professor of English and Faculty Development Coordinator
Carolyn Dobler, Associate Professor of Mathematics and Assessment Consultant
Barbara Fister, Librarian and Assessment Consultant
Mariangela Maguire, Associate Professor of Communications & Liaison for the Scholarship of Teaching & Learning
Gustavus Adolphus College

PLAZA 1

Campuses often view assessment as a "problem": we know assessing student learning is important, but we struggle to find ways to measure. This presentation will provide a model that directly links assessment of student learning with the scholarship of teaching and learning. It will detail our SoTL work since its inception, providing ideas and structure for other campuses that may be initiating such a program. Moreover, we will make explicit the philosophy of why we are linking our SoTL program with our assessment of student learning and provide the tangible ways we are cementing this relationship on our campus.

2E
PILOTING INNOVATIVE
STUDENT ASSESSMENT
PRACTICES
COLLABORATIVELY WITHIN
COLLEGE PROGRAMS

Shellie Schuetz, Administrator for Curriculum/Student Assessment Services
Amy Tamsen-Moritz, Faculty in Early Childhood Department
Northcentral Technical College

PLAZA 6

Come join students, faculty, and administration in this hands-on interactive session packed with activities and conversations on the impact for learners of student-centered assessment. As a part of the Higher Learning Commission's reaccreditation process using the AQIP model, Northcentral Technical College has collaboratively created a Learner Academic Achievement Assessment Plan or LAAAP that uses student feedback as the key process in making program changes. From seeds to fruition, many layers of input were gathered from all stakeholders, but especially students, to enrich our student-focused environment. Come learn about specific program applications of assessment as well as college-wide assessment strategies and their impact on students. Please join us in experiencing student assessment from the learner's perspective. We will share practical tools and strategies for implementation to advance you in your assessment journey.

2F

CONCURRENT SESSION 2, cont'd

Friday, 3:30 - 5:00 p.m.

SET YOUR COMPASS TOWARD ASSESSMENT: Navigating the Competency Map

PLAZA 2

*Lynne Groves, Instructional Technology/Curriculum Specialist
Peter Johnson, Instructor in Computer Careers Department
South Central Technical College*

Do your students act confused and uncertain of course expectations? Have you ever been asked, "What did you do in class today?" Why do so many students avoid being accountable for their learning? Are students engaged in the assessment culture at your college? In this session, you will create a competency map and discuss assessment implications. The process gained attention in our online course development efforts, but has since been applied to traditional course formats and is effective in both. Students now ask, "Why don't other teachers use this?" Learn to map your course in ways that equip learners to navigate their own learning and assessment, as well as move on to advanced learning.

2G STUDENTS BEHIND THE ASSESSMENT WHEEL: Fun at the Instrument Panel

ATRIUM 7

*Mark Hawkes, Associate Professor of Education
Dakota State University*

How do students react to the charge of assessing their own classmates? How do faculty structure peer assessments to make them meaningful experiences? This presentation describes how students react to peer and self-assessment tasks. The session engages participants in activities demonstrating technology-supported peer and self-assessment. The dialogue that follows is aimed at understanding utility and value of the strategies. A look at the process of assessment administration, technology, and curriculum tools that support this type of assessment, and the outcomes of improved student proficiency on course objectives are examined. We will also discuss the labor to benefit ratio of the strategy and its impact on faculty workload.

2H BRAIN-FRIENDLY ASSESSMENT: Getting Better Results

ATRIUM 1

*Linda Russell, Active Learning Advocate at the Learning Center
Minneapolis Community and Technical College*

Thoughtfully devised learning activities that allow students to practice the concepts, the ways of thinking or reasoning, and the rehearsal of skills will produce better performance on assessments of student learning. The term "brain-friendly" means that the teaching methods are compatible with the ways the brain naturally functions to create meaning, learn new skills, make connections to previously learned concepts, and generate new ideas. This presentation will review two of the basic concepts of how the brain learns and give participants an opportunity to generate ideas for learning activities that will produce deeper and more durable learning, resulting in higher performance on assessments. Examples of methods used in English, biology, reading and study skills, and mathematics will be shared.

RECEPTION

Friday, 5:00 - 6:00 p.m.

GARDEN COURT

You won't want to miss this year's reception. Socialize with fellow conference participants over a scrumptious selection of appetizers and a glass of your favorite beverage from the cash bar. This is a great opportunity to network in a relaxing setting. Come and enjoy the tantalizing flute and guitar harmonies of *Ticket to Brasil*, an international Brazilian jazz group.

FACULTY DEVELOPMENT COORDINATORS' SESSION

Saturday, 7:45 - 9:30 a.m. — Separate registration required.

CONNECTING FACULTY DEVELOPMENT WITH ASSESSMENT OF STUDENT LEARNING

This session is designed for directors and staff of faculty development programs and members of faculty development committees.

Facilitated by a team of Faculty Development Coordinators & Assessment Directors

PLAZA 1

As faculty and departments continue to gather meaningful assessment data, campus faculty developers are key players in supporting efforts to efficiently address student learning outcomes and positively affect campus-wide change. This informal session will explore case studies based on current campus initiatives that connect faculty development efforts to assessment data. Participants will also discuss information gathered at conference sessions and share concrete examples of what has worked on their campuses.

CONCURRENT SESSION 3

Saturday, 8:15 - 9:30 a.m.

3A ASSESSING THE IMPACT OF A LEARNING COMMUNITY ENVIRONMENT: Success of Academic and Student Affairs Collaboration

*Elizabeth Birmingham, Assistant Professor of English
William Slanger, Director of Institutional Research and Analysis
North Dakota State University*

PLAZA 3


Receiving grant funding to develop unique programs for increasing student retention rates, such as NDSU's Bush Foundation grant funded Caring Community of Leaders and Problem Solvers, requires careful development of assessment procedures to assure the quality and success of the ongoing program. By sharing our experiences of a successful collaboration between academic and student affairs professionals in assessing the academic and personal growth among participating students, this presentation will help participants develop ideas for creating and assessing their unique programs. Specifically, this presentation will use our experiences to provide participants with an understanding of assessment plans and instruments that can help them shape outcome-based assessment measures for grant applications or for existing special programs.

3B ASSESSMENT WITHOUT BORDERS: Critical Thinking Student Learning Outcomes for Courses, Departments/Units, Accreditation

*Brenda Froneburger, Professor of English and Learning Community Coordinator
Gail Summerskill, Director of Freshman Through Senior Year Experience Center
Johnson C. Smith University*

ATRIUM 1

The American Association for Higher Education states, "Learning is a complex process. It entails not only what students know but what they can do with what they know." Assessing learning is difficult in a course; it is extremely difficult to assess learning across departments/units for accreditation. This session will open with a theoretical rationale and model for using Critical Thinking Student Learning Outcome Rubrics for assessment across institutional borders. Using critical thinking student learning outcome rubrics, participants will begin their assessment designs. They will also have the opportunity to share their ideas and concerns with faculty, student affairs staff, and administrators from other educational settings.



CONCURRENT SESSION 3, cont'd

Saturday, 8:15 - 9:30 a.m.

3C THE PROCESS OF OUTCOMES- BASED PERFORMANCE ASSESSMENT

*Kevin Fiene, Assistant Professor of Education
Peggy Pruisner, Professor of Education
Susan Sherwood, Professor of Education
Wartburg College*

PLAZA 2

This session demonstrates a process that can be used for developing outcomes-based performance assessment. Assessment of student performance is not an end but a developmental and ongoing process - a process that can be approached and managed by breaking down the steps into a "BASIC" plan: Base of Knowledge, Alignment, Scope, sequence and scale, Implementation, and Collection of data. Following the definition, explanation, and participant practice of each step, models and materials developed by the Wartburg College Teacher Education Program over the last three years will be shared. Whereas the models and materials are education specific, the process -- including the challenges and benefits - can be generalized to all disciplines in higher education.

3D DIGITAL MOVIE MAKING: A Fun Way to Learn the Hard Stuff

*Alexander Smart, Assistant Professor of Animal and Range Sciences
South Dakota State University*

PLAZA 6

Learning complex theories can be aided by having students use digital movie making technology. Since the level of preparation students put into multimedia presentations generally exceeds that of live presentations, they learn material in greater depth as they plan to effectively communicate their ideas on screen. But how do you assess a complex, experiential project such as this? In this session you will learn how to use digital movie making softwares to create a digital movie. You will also receive guidelines and examples for a grading rubric and a survey assessment tool to help you qualitatively assess conceptual subject matter conveyed via digital video. Digital movie making can be a fun, successful method to teach complex theories while enhancing student's oral, written, and technology skills.

3E HITTING THE WALL: Using Technology to Move from Individual Assessment to Institution-Wide Results

*Miriam Luebke, Associate Dean for Academic Affairs
Amy Strohmeier Gort, Assistant Professor of Biology
Concordia University-St. Paul*

PLAZA 4

How can we use technology to transform individual observations of student achievement into meaningful data about student learning in the department and across the institution? Participants will experience for themselves the process of "hitting the wall" on aggregating individual data, examine the obstacles and structures that interfere, and learn how one institution has employed a technological tool to overcome the barriers between individual and institutional-level assessment.



CONCURRENT SESSION 3, cont'd

Saturday, 8:15 - 9:30 a.m.

3F

**WE ALREADY KNOW
WHAT WE'RE DOING:
Using In-House Experts to
Promote Cultural Change**

*Michael Seward, English Faculty and Assessment Co-Coordinator
Minneapolis Community and Technical College*

This session will present practical methods by which institutions can take advantage of existing expertise on campus to improve assessment strategies. You will learn about methods by which administrators and faculty development coordinators can improve the effectiveness in increasing faculty buy-in and implementation of assessment tools. You will also gain practical and specific ways of assessing student communication skills in your own classrooms. You will share your own successes and struggles in creating faculty buy-in and in disseminating effective models of assessment; then, you will be given a brief overview of a sample model used on one campus. Finally, you will experience a mini-faculty development session and be provided rubrics for assessing writing and speaking across the curriculum.

ATRIUM 4

3G

**WORK SAMPLE
METHODOLOGY:
A Model that Closes
Two Loops with
One Authentic Assessment**

*Desirae Beck, Education major, 2004 Graduate
Lenore Kinne, Assistant Professor of Elementary, Middle & Secondary Programs
Emily Peterson Hall, Education major, 2004 Graduate
T. Joy Wimsatt, Assistant Professor of Education
Northern Kentucky University*

Every institution, department, and program hopes its graduates are prepared to make a positive impact in their professions. How to document that preparedness is the fundamental question in accountability. Work samples are used in teacher education to capture an authentic snapshot of candidates' preparedness to make a positive impact on P-12 student learning. In this session, student presenters will showcase their own work samples, explaining the synthesis of coursework involved and how the work sample helped them use their student assessment data to "close the loop." Participants will hear improvements on "close the loop" and discuss possible applications in other fields.

ATRIUM 7

3H

**ASSESSING CAMPUS CIVIC
ENGAGEMENT:
Student and Institutional
Perspectives**

*JoAnn Campbell, Senior Program Director
Julie Plaut, Associate Director
Minnesota Campus Compact*

The recent trend toward greater civic engagement by higher education institutions and associations and the NCA Criterion 5: Engagement and Service offer opportunities for new pedagogical strategies, enhanced campus-community partnerships, and improved student learning outcomes -- all of which must be measured at the local level. Presenters will identify and review a sampling of assessment tools in three areas: (1) assessment of student learning and performance in service-learning classes and contexts; (2) assessment of institutional commitment to service-learning; and (3) assessment of institutional commitment to broader civic engagement. Participants will have the opportunity to articulate central questions of concern to their campus and community and create appropriate plans of action based on this framework, including identifying allies and resources on their campuses.

PLAZA 5



CLOSING PLENARY SESSION

Saturday, 9:45 - 11:45 a.m.

INTRODUCTION

*Leanne Wirkkula, Assistant to the Executive Vice President for Academic Affairs/Provost
University of Minnesota*

CLOSING ADDRESS

Peggy L. Maki, Higher Education Consultant

ASSESSING STUDENT LEARNING: Positions of Inquiry

GRAND BALLROOM CENTER

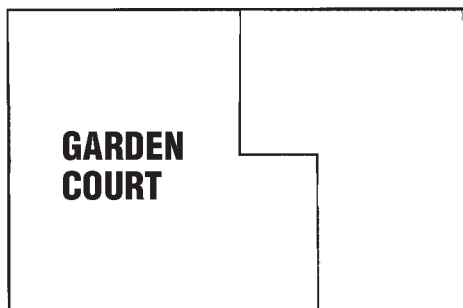
More than an externally driven act, assessment is a process of discovery about the relationship between teaching and learning. How we respond to public audiences and the kinds of evidence we provide significantly influences the ways we wish to position our institutions, programs, departments, faculty, and students as we inquire into student learning. That is, how do institutions of higher education position themselves to become learning organizations--to learn about the efficacy of collective educational practices, build knowledge, and use assessment results to improve pedagogy, curricular and instructional design, and educational experiences? How do faculty and staff position themselves to inquire into students' learning across the continuum of their studies using multiple lenses? And how do we position students to demonstrate, reflect on, and chronicle their learning to inform our educational practices and document their learning? Positioning ourselves to learn is the focus of this keynote.

Higher education consultant, Peggy L. Maki, Ph.D., specializes in assisting institutions in integrating assessment of student learning into educational practices, processes, and structures. Her work also focuses on assessment within the context of accreditors' expectations for institutional effectiveness. She has recently been named to the Board of Contributors of About Campus, Assessment Field Editor at Stylus Publishing, LLC, and to the Advisory Board of the Wabash Center for Critical Inquiry. This summer she joins both AAC&U and the Carnegie Foundation for the Advancement of Teaching's summer institutes as a workshop leader and presenter.

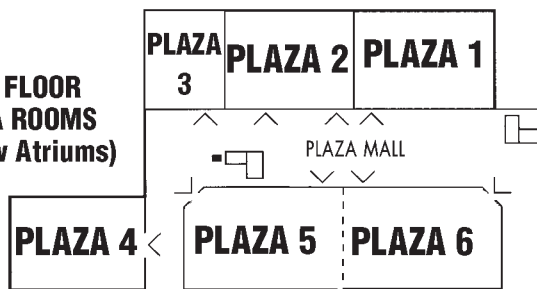
*Formerly, Senior Scholar and Director of Assessment at the American Association for Higher Education (AAHE), Dr. Maki has also served as Associate Director of the Commission on Institutions of Higher Education, New England Association of Schools and Colleges, Inc., New England's regional accrediting body. She is a recipient of the Lindback Award for Distinguished Teaching. Stylus Publishing published her book on assessment, *Assessing for Learning: Building a Sustainable Commitment Across the Institution*, in 2004.*

SHERATON BLOOMINGTON HOTEL MEETING SPACE

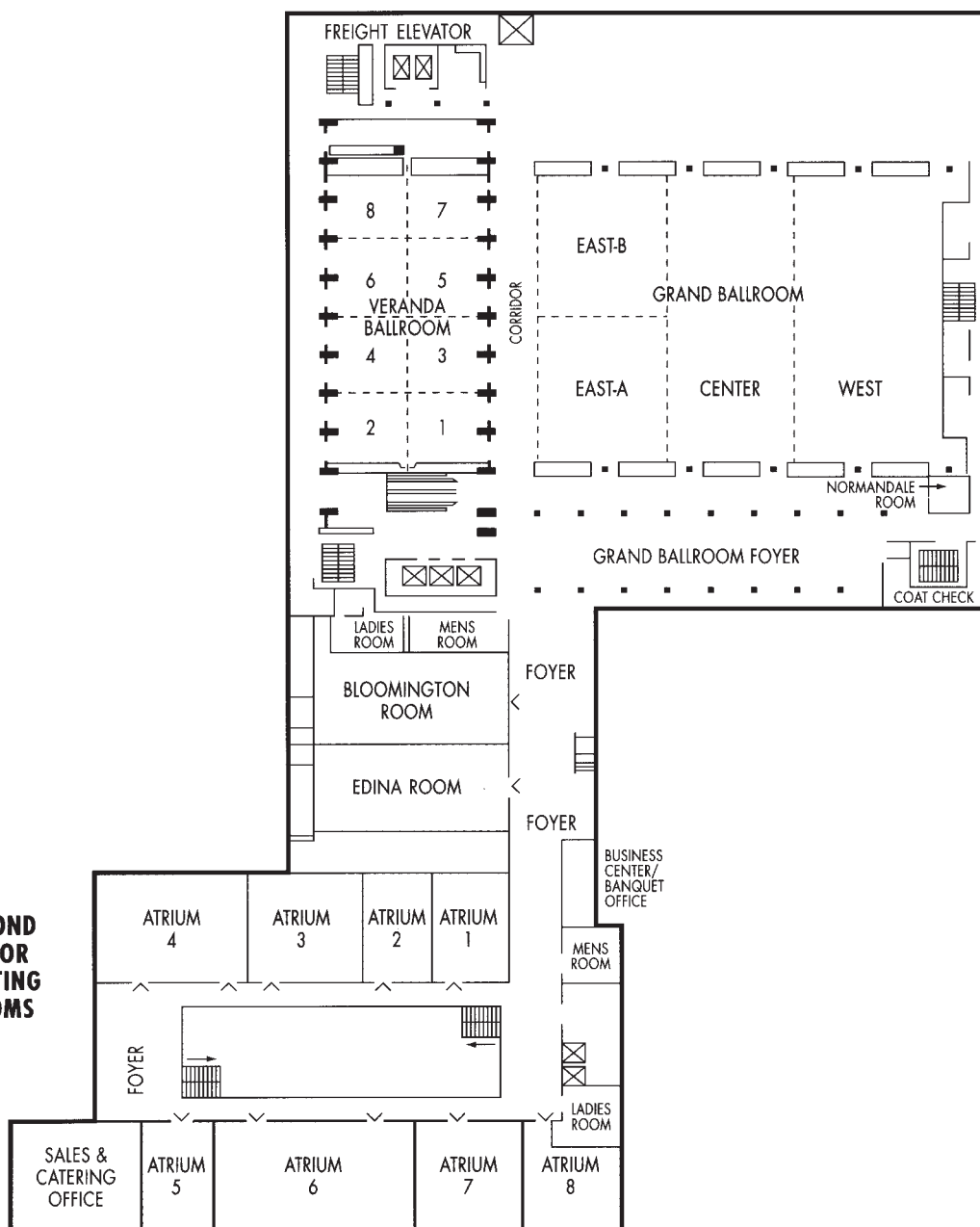
**GARDEN COURT,
FIRST FLOOR (off hotel lobby)**



**FIRST FLOOR
PLAZA ROOMS
(below Atriums)**



**SECOND
FLOOR
MEETING
ROOMS**



CONFERENCE SCHEDULE AT A GLANCE

2004-05 COLLABORATION MEMBER INSTITUTIONS

as of February 10, 2005

Institutional Members

- denotes Charter Member
- Augsburg College
- Augustana College
- Bethany Lutheran College
- Bethel University
Bismarck State College
- Black Hills State University
- Carleton College
- Century College
- College of Menominee Nation
- College of Saint Benedict
- College of St. Scholastica
- College of Visual Arts
- Concordia College-Moorhead
- Concordia University-St. Paul
- Crown College
- Dakota County Technical College
- Dakota State University
- Dunwoody College of Technology
- Fort Berthold Community College
- Gustavus Adolphus College
- Hamline University
- Hawkeye Community College
- Kilian Community College
- Lac Courte Oreilles Ojibwa Community College
- Lake Superior College
- Macalester College
- Marquette University
- Martin Luther College
- Minneapolis Community & Technical College
- Minnesota State University, Mankato
- Minot State University
- Morningside College
- Mount Marty College
- Normandale Community College
- North Dakota State College of Science
- North Dakota State University
- North Hennepin Community College
- Northeast Higher Education District:
 - Hibbing Community College
 - Itasca Community College
 - Mesabi Range Community & Technical College
 - Rainy River Community College
 - Vermillion Community College
- Northern State University
- Northwestern Health Sciences University
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- Presentation College
- Saint John's University
- Saint Mary's University of Minnesota
- St. Olaf College
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- Sisseton-Wahpeton College
- Sitting Bull College

- South Central Technical College
- South Dakota School of Mines & Technology
- South Dakota State University
- Turtle Mountain Community College
- United Tribes Technical College
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- Morehouse College
- Morris College
- Northwest Indian College
- Pima Community College
- Prairie View A&M University
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