

2004 OSU

Student Learning and
Assessment Symposium
LaSells Stewart Center
November 9th & 10th

OSU Student Learning and
Assessment Symposium

giving a world of



KNOWLEDGE



Table of Contents

Symposium Schedule	p1
Symposium Presentations Day 1 in Detail	p3
Symposium Presentations Day 2 in Detail	p5
Keynote Speaker Biographies	p7,8,9
Intended Outcomes	p11
Acknowledgements	p13

Day 1

November 9

8:00–8:30 Lobby	Registration
8:30–8:45 C & E Hall	Welcome
8:45–9:00 C & E Hall	Symposium Overview and Introduction of Peggy Maki, Marilee Bresciani & Charles M. Grisham
9:00–10:15 C & E Hall	Keynote Address: “Assessing for Learning: A Collective Commitment Across the Institution.”
10:15–10:30 Lobby	BREAK
10:30–11:45 C & E Hall	Plenary Session Panel Discussion: “When Students Graduate With a Bachelor’s Degree From OSU, What Skills and Areas of Expertise do we Expect Them to Have Regardless of Major?”
11:45–1:00	LUNCH ON YOUR OWN
1:00–2:15 C & E Hall	Plenary Session: “Improving Student Learning and Development Through Meaningful and Systematic Reflection: What do I Need to Get Started?”
2:15–2:30 Lobby	BREAK
2:30–3:30 Ag. Production	Breakout Sessions SESSION 1: “Using an Electronic Response System to Promote Active Learning in a Large Lecture.” SESSION 2: “Easy, Low Tech Methods to Directly Assess Student Learning in Class.” SESSION 3: “What I Wish I Had Known When I Started Assessing Out-of-the-Classroom Learning.”
Ag. Leaders	
Ag. Sciences	
3:30–3:45 Lobby	BREAK
3:45–5:00 C & E Hall	Plenary Session: “Novel Assessment Strategies for Teaching and Learning in the University Classroom.”

Day 2

November 10

7:30–8:00 Lobby	Registration & Refreshments
8:15–9:30 C & E Hall	Plenary Session: “Promoting Institutional Conversations for Shared Learning Principles Through Outcomes Assessment.”
9:30–10:30 Ag. Production	Breakout Sessions SESSION 1: “Assessing Academic Advising: Implications for Student Outcomes.” SESSION 2: “Measuring and Interpreting Student Attitudes about Diversity.”
Ag. Leaders	
10:30–10:45 Lobby	BREAK
10:45–12:00 C & E Hall	Plenary Session: “Collaborative Strategies and Practices that Ground Robust Assessment of Student Learning and Development.”
12:00–1:30	LUNCH ON YOUR OWN
1:30–2:30 Ag. Leaders & Ag. Production	Small Group Discussions: “Creating a Community Around Assessment and Student Learning.”
2:30–2:45 Lobby	BREAK
2:45–3:45 Ag. Sciences Ag. Leaders Ag. Production	Breakout Sessions SESSION 1: “Q&A with Dr. Bresciani” SESSION 2: “Q&A with Dr. Maki” SESSION 3: “Managing Your Strategic Planning and Accreditation Efforts with SCT TracDat.”
3:45–4:00	Remember to fill out a symposium evaluation at the registration table.

Resource Tables, located in the Lobby:

- OSU Bookstore: Student Learning and Assessment Resource Books
- OSU College of Business: Business Solutions Group
- Student Affairs Assessment Council: Information and Resources
- SunGard SCT: Technology Solutions for Higher Education
- Symposium Evaluation Committee: Conversations Table
- Valley Library: Development of Information Literacy Skills

Day 1 In Detail

8:00–8:30

Registration & Refreshments

8:30–8:45 Construction & Engineering Hall
Welcome by President Ed Ray

8:45–9:00 Construction & Engineering Hall
Symposium Overview –*Dr. Larry Roper*

Introductions of Dr. Peggy Maki, Dr. Marilee Bresciani
& Dr. Charles M. Grisham

9:00–10:15 Construction & Engineering Hall
Keynote Address

“Assessing for Learning: A Collective Commitment Across
the Institution.” –*Dr. Peggy Maki*

Beginning with a focus on the complex ways in which
humans learn, this keynote anchors assessment of student
learning as a collective commitment that engages all who con-
tribute to students' learning and development. Guided by
intellectual curiosity about the efficacy of an institution's col-
lective educational practices, assessment becomes a means of
ascertaining how well students construct meaning across the
multiple opportunities they experience.

10:15–10:30 BREAK

10:30–11:45 Construction & Engineering Hall
Plenary Session

Panel Discussion: “When Students Graduate With a
Bachelor’s Degree From OSU, What Skills and Areas of
Expertise do we Expect Them to Have Regardless of Major?”

Dr. Paul Farber	Distinguished Professor of History
Dr. Becky Johnson	Interim Vice Provost, Academic Affairs & International Programs
Dr. Michael Oriard	Distinguished Professor of English
Dr. Larry Roper	Vice Provost for Student Affairs
Dr. Dawn Wright	Professor of Geosciences
Dr. Paul Doescher	Facilitator & Professor of Forest Resources

11:45–1:00 LUNCH ON YOUR OWN

1:00–2:15 Construction & Engineering Hall
Plenary Session

“Improving Student Learning and Development Through
Meaningful and Systematic Reflection: What Do I Need To
Get Started?” –*Dr. Marilee Bresciani*

In this session, participants will learn basic components of an
assessment plan and report. Helpful hints for writing mean-
ingful and manageable assessment plans and reports will be
outlined, and questions to promote genuine reflection of pro-
gram improvement will be posed.

2:15–2:30 BREAK

2:30–3:30 Breakout Sessions

Session 1 Ag. Production Room

“Using an Electronic Response System to Promote Active
Learning in a Large Lecture.” –*Dr. Ken Krane*

For the past six years the OSU Physics Department has been
using an electronic response system in its large introductory
classes. Students respond to in-class questions that the instruc-
tor can use to assess learning and to adjust the presentation
accordingly. The presentation will describe our experience
with the system and will give examples of its use in physics
instruction.

Session 2 Ag. Leaders Room

“Easy, Low Tech Methods to Directly Assess Student
Learning in Class.” –*Dr. Janine Trempy*

For the past eight years, Professor Trempy has been using
paper and pencil methods to directly assess student learning in
her classrooms. Data generated has resulted in adjustments to
her learning environments thus enhancing students' potential
for success. This presentation will provide examples of these
methods and an opportunity to discuss methods being used in
other learning environments on campus.

Session 3 Ag. Sciences Room

“What I Wish I Had Known When I Started Assessing Out-
of-the-Classroom Learning.” –*Panel Discussion: Student
Affairs Department Faculty*

The panel will share their processes in defining and measuring
learning outside of the classroom and discuss what has and
hasn't worked, and what we continue to learn along the way.
Examples from our assessment work in Housing and Dining,
Career Services, Services for Students with Disabilities and
Recreational Sports will be included.

3:30–3:45 BREAK

3:45–5:00 Construction & Engineering Hall
Plenary Session

Novel Assessment Strategies for Teaching and Learning in
the University Classroom.” –*Dr. Charles M. Grisham*

Two novel approaches to “assessment” in higher education
will be presented and demonstrated: The first is an in-class
quizzing application instructors can use to evaluate their stu-
dents' understanding and competence. The other is a net-
worked version of a 3D virtual laboratory in biochemistry.

Day 2 In Detail

7:30–8:00

Registration & Refreshments

8:15–9:30 Construction & Engineering Hall

Plenary Session

“Promoting Institutional Conversations for Shared Learning Principals Through Outcomes Assessment.” –*Dr. Marilee Bresciani*

In this session, participants will be presented with questions for consideration when engaging in institutional conversations for identifying shared learning principles or undergraduate competencies. Various strategies/models will be presented and participants will have an opportunity to discuss the pros and cons of each

9:30–10:30 Breakout Sessions

Session 1 Ag. Production Room

“Assessing Academic Advising: Implications for Student Outcomes.” –*Dr. Janine Allen & Dr. Cathleen Smith*

Using an adaptation of the Practice-to-Theory-to-Practice model as the conceptual framework, we present a strategy to assess a presidential initiative on improving student academic advising at an urban university. We examine the assumptions embedded in traditional advising models, envision a new, more contextualized understanding of advising, and explore its applicability for diverse student populations. We present data on the implications of advising for student outcomes, particularly predictors of retention, and demonstrate how an assessment grounded in theory can become a research agenda that contributes more generally to the knowledge and practice of advising.

Session 2 Ag. Leaders Room

“Measuring and Interpreting Student Attitudes about Diversity.” –*Dr. Larry Roper & Dr. Terryl Ross*

Our session will focus on “Measuring and interpreting student attitudes about diversity”. The presenters will describe approaches to assessing student attitudes toward diversity and demonstrate methods to interpret and draw implications from student responses.

10:30–10:45 BREAK

10:45–12:00 Construction & Engineering Hall

Plenary Session

“Collaborative Strategies and Practices that Ground Robust Assessment of Student Learning and Development” –*Dr. Peggy Maki*

Developing a robust understanding of what, when, where, why, and how students learn along the continuum of their studies is grounded in establishing collaborative strategies and practices that begin with articulating shared learning outcome statements; developing curricular-co-curricular maps that represent students' learning journey; and exploring the sets of educational practices that contribute to shared learning outcome statements. Learn about and apply these collaborative strategies and practices to develop a foundation for designing or selecting assessment methods.

12:00–1:30 LUNCH ON YOUR OWN

1:30–2:30 Ag. Leaders & Ag. Sciences Rooms
Small Group Discussions

“Creating a Community Around Assessment and Student Learning.” *Facilitators –Gina Shellhammer, Lisa Hoogesteger, Jodi Nelson and Edie Blakley*

Small group discussions will provide an opportunity to broaden knowledge and awareness of assessment at OSU.

2:30–2:45 BREAK

2:45–3:45 Breakout Sessions

Session 1 Ag. Sciences Room

“Q & A with Dr. Bresciani”

Participants will have an opportunity to ask more specific questions of Marilee Bresciani.

Session 2 Ag. Leaders Room

“Q & A with Dr. Maki”

Participants will have an opportunity to ask more specific questions of Peggy Maki.

Session 3 Ag. Production Room

“Managing your Strategic Planning and Accreditation efforts with SCT TracDat.” –*SunGard SCT*

SCT TracDat is a customizable web-based software solution for managing an institution's strategic planning, assessment, and accreditation processes. See how SCT TracDat can simplify your continuous improvement efforts by promoting a common understanding of the task; facilitating the planning, data collection, data analysis, and data utilization activities of your faculty and staff; and enabling real-time access to up-to-date, accurate performance reports.

Remember to fill out a symposium evaluation at the registration table.

Keynote Speaker

Biographies

Peggy L. Maki, Ph.D.



Higher education consultant, Peggy L. Maki, Ph.D., specializes in assisting institutions to integrate 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, Department Editor of Assessment for About Campus, Assessment Field Editor at Stylus Publishing, LLC, and to the Advisory Board of the Wabash Center for Critical Inquiry. She serves as a faculty member in AAC&U's Institute on General Education; this past summer she served as a faculty member in the Carnegie Foundation's Integrated Learning Project. She also teaches a seminar on assessment for graduate students.

Formerly Senior Scholar and Director of Assessment at the American Association for Higher Education (AAHE), she has 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; Vice President, Academic Dean, Dean of Faculty, and Professor of English, Bradford College, MA; Chair of English, Theatre Arts, and Communication, Associate Professor of English, and Dean of Continuing Education, Arcadia University, PA. She is a recipient of a national teaching award, the Lindback Award for Distinguished Teaching.

She has conducted over 300 workshops and keynote addresses on assessment both in the U.S. and abroad, including New Zealand, Hong Kong, Mexico, Greece, Bulgaria, British Columbia, and Malaysia. Her articles on assessing student learning have appeared in AAHE's Bulletin, AAHE's Inquiry and Action series, About Campus, Assessment Update, Change Magazine, The Journal of Academic Librarianship, NetResults, and Proceedings of the International Conference on Teaching and Learning, held at the National University of Singapore (keynote address). Her writing also includes articles, chapters in books, and a book on the teaching of writing. Additionally she conducts writing-across-the-curriculum workshops that develop and document student learning. She is in the process of editing a book on assessment practices at the doctoral level and developing a workbook to accompany her recently published handbook on assessment: *Assessing for Learning: Building a Sustainable Commitment across the Institution*, published in June, 2004, by Stylus Publishing, LLC, and AAHE.

Keynote Speaker

Biographies



Marilee Bresciani, Ph.D.



Dr. Bresciani has been in higher education administration and faculty positions for over 17 years. In those positions, she has conducted enrollment management research, quantitative and qualitative institutional research, course-embedded assessment, and academic and administrative program assessment. As Assistant Vice President for Institutional Assessment at Texas A&M University, Dr. Bresciani enjoys assisting several units and departments with the development of their assessment plans, the identification and development of assessment tools and methods, and the use of their data for continuous improvement of student learning and development. In this role, she also coordinates the university processes for assessment of programs and student learning and development as well as coordinating effective support for the embedding of those processes in faculty and staff's day-to-day doing. In collaboration with others, Dr. Bresciani conducts outcomes assessment for specific programs and courses as well.

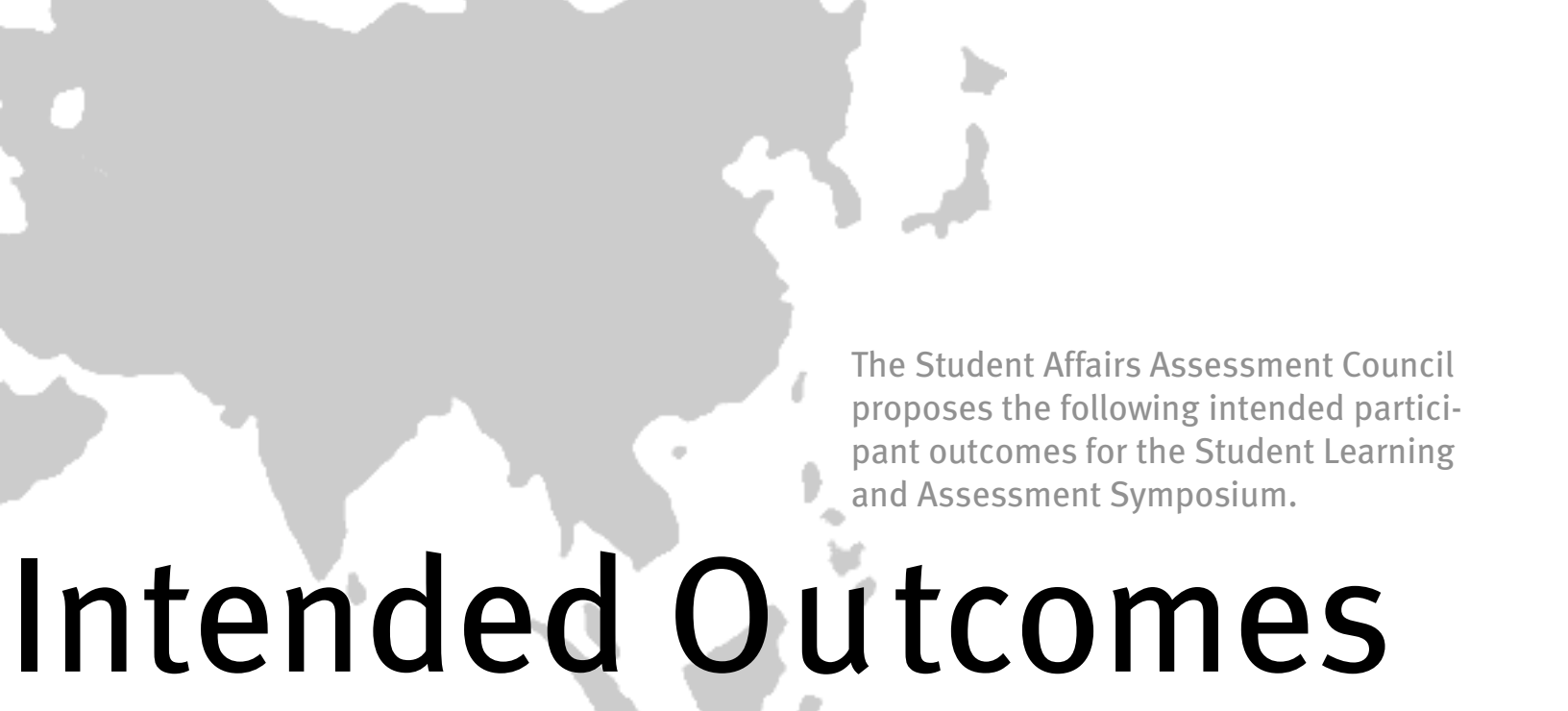
Dr. Bresciani has been invited to present on assessment nationally and internationally, has a number of invited presentations, is a leading author of a book on assessing student learning and development, is authoring two other books on program assessment and general education assessment, has developed and delivered several courses on assessment of student learning, and serves on the editorial board of the *NASPA Journal*. Dr. Bresciani is a reviewer for the Australian Quality Assurance Agency and is also a Managing Partner in an international assessment and enrollment management consulting firm.

In her spare time, Dr. Bresciani enjoys technical rock climbing, backpacking, gardening, music, and cooking for friends, family, and her two yellow labs. She holds a Ph.D. in Administration, Curriculum, and Instruction from the University of Nebraska and a Masters of Arts in Teaching from Hastings College.

Charles M. Grisham, Ph.D.



Charles M. Grisham, Ph.D. was born and raised in Minneapolis, Minnesota, and educated at Benilde High School. He received his B.S. in chemistry from the Illinois Institute of Technology in 1969 and his Ph.D. in chemistry from the University of Minnesota in 1973. Following a postdoctoral appointment at the Institute for Cancer Research in Philadelphia, he joined the faculty of the University of Virginia, where he is Professor of Chemistry. He has authored numerous papers and review articles on active transport of sodium, potassium, and calcium in mammalian systems, on protein kinase C, and on the applications of NMR and EPR spectroscopy to the study of biological systems. His work has been supported by the National Institutes of Health, the National Science Foundation, the Muscular Dystrophy Association of America, the Research Corporation, and the American Chemical Society. He is a Research Career Development Awardee of the National Institutes of Health, and in 1983 and 1984 he was a Visiting Scientist at the Aarhus University Institute of Physiology, Aarhus, Denmark. He has taught biochemistry and physical chemistry at the University of Virginia for 20 years. He is a member of the American Society for Biochemistry and Molecular Biology. He plays the piano and five-string banjo, coaches an AAU basketball team, and enjoys hiking and canoeing.



The Student Affairs Assessment Council proposes the following intended participant outcomes for the Student Learning and Assessment Symposium.

Intended Outcomes

1 Participants will broaden their awareness and understanding of assessment and learning outcomes by . . .

Being acquainted with the benefits of assessment and focus on student learning.

Engaging curiosity and building energy around assessment and learning outcomes.

2 Participants will broaden their awareness and understanding of the significance of assessment and learning outcomes to the strategic thinking and planning of their institution by . . .

Understanding how local assessment efforts fit into the mission of the institution.

Understanding how an integrated approach to assessing student learning can lead to greater effectiveness and program improvement.

3 Participants will be introduced to a community around assessment and student learning by . . .

Making connections with others engaged in assessment.

Building a network of support around assessment by sharing ideas with others in order to enhance the overall assessment efforts.

Engaging in dialogue about issues of assessment and student learning.

Recognizing the past, present, and potential commitment to assessment and student learning.

4 Participants will contribute to building a university wide capacity for assessment and student learning by . . .

Taking steps in initiating assessment efforts.

Identifying assessment goals in order to effectively implement assessment plans.

Examining the continuum of student learning.

Improving programs through assessment of student learning outcomes.

Communicating the importance of assessment efforts to key stakeholders.

5 Participants will expand upon their knowledgebase of techniques, definitions, and tools in outcomes assessment by . . .

Learning about new and innovative ways to put assessment of student learning into practice.

Identifying resources including literature, individuals, techniques, and tools available at OSU and nationwide.

Enhancing and expanding upon skills to contribute to their knowledgebase of assessment within their organization.

Thank you for your efforts, your attendance and your commitment!

Student learning is important to us all and we each contribute to that effort in many different ways. It is our hope that this symposium has showcased other ways in which to collaborate in our efforts to find the answers to how well we are achieving our educational intentions at the program level, the department level, and the university level.

This symposium would not have been possible without the dedication, work, and support of the individuals listed below. The effort was collaborative and involved a great deal of volunteer energy. Many thanks to each of you!

STUDENT AFFAIRS ASSESSMENT COUNCIL:

Baker, LeeAnn	Honors College, CSSA Graduate Student
Blakley, Edie	Career Services
Collay, Ryan	SMILE Program
Cormack, Barbara	Financial Aid, CSSA Graduate Student
DeBellis, Rick	SOAR
Dyer, Beth	University Counseling and Psychological Services
Frederic, Jo	Services for Students with Disabilities
Garagnani, Rosemary	Admissions
Hall, Cori	SMILE CSSA Graduate Student
Hansen, Eric	University Housing and Dining Services
Heintz, Jessica	Services for Students with Disabilities
Hoogesteger, Lisa	Recreational Sports
Ketcham, Pat	Student Health Services
Leslie, Susie	Academic Programs
Martel, Annette	Student Involvement, CSSA Graduate Student
McDaniel, Mina	Academic Programs
Nelson, Jodi	Student Affairs
Nishihara, Janet	Educational Opportunities Program
Phillips, Nita	Recreational Sports
Roberts, Sheila Marie	Educational Opportunities Program
Robinson, Ann	Student Media
Roper, Larry	Vice Provost for Student Affairs
Sanderson, Rebecca	Student Affairs Research and Evaluation
Shellhammer, Gina	Academic Programs
Smith, Kami	Student Media
Sumner, Kent	Memorial Union

A SPECIAL THANKS TO:

Becky Johnson	Interim Vice Provost for Academic Affairs & International Programs
Sabah Randhawa	Interim Provost and Executive Vice President
Joy Jorgensen	Enrollment Management
Laurie Bridges	University Housing and Dining Services
Megan Beierle	Graphic Designer, Memorial Union & UHDS
Dan Larson and staff	University Housing and Dining Services
Bonnie Allen	OSU Libraries
Jared Short	Services for Students with Disabilities
Jennifer Josephson	Services for Students with Disabilities
Haris Gunadi	Services for Students with Disabilities
Lesly Egan	University Housing and Dining Services
Richard Turnbull	University Housing and Dining Services
Sungard SCT	
Hilton Garden Inn	

