

**Teagle Assessment Scholar Development Workshop Agenda
February 2–4, 2012**

Participant information

- The dress for the workshop is very casual—jeans and sneakers are fine.
- Athletic facilities are available on campus each day. Information about the facilities can be found in your guest packet.

Meeting goals

The Teagle Assessment Scholar Program is designed to help Scholars develop their:

- Ability to understand different forms of assessment evidence and effectively communicate their meaning to a wide range of audiences.
- Ability to work collaboratively with faculty, staff, students, and administrators from colleges and universities to identify actions that will improve student learning.
- Understanding of the broader trends and events that influence institutions' capacity and interest in using evidence to improve student learning.
- Ability to work collaboratively with other Teagle Scholars to help institutions improve student learning.

In this meeting we will focus our sessions on working collaboratively with student surveys to develop guiding questions for conversations with students, to engage in these conversations, and then make sense of what those conversations tell us about an institution's learning environment.

Documents for the meeting

1. Porter, S. (2011). [Do college student surveys have any validity?](#) *The Review of Higher Education*, 35, 45–76.
2. Ewell, P., McClenney, K., & McCormick, A. C. (2011, September 20). [Measuring engagement.](#) *Inside Higher Ed*.
3. Wabash College survey data – Excerpts from Wabash National Study Year 1 and Year 4 reports on Good Teaching, Challenge, Interactional Diversity (including Negative Diversity Interactions), and Deep Learning. (Copies will be distributed at the meeting)

Copies of documents will also be posted on Backpack.

Thursday, February 2, 2012

3:30–5:00 p.m.

Time to prepare posters or finish the conference readings. We will leave materials for your posters in Trippet 312. Coffee, tea, soda, water, and snacks will be available outside of Trippet 325.

Please address the following questions in your poster (tailor the questions as necessary if your project is just beginning):

- What aspects of students learning and/or experience is your project designed to improve?
- What have you done on the project so far, and what do you have left to do?
- What is the most significant thing that you have learned so far?
- What has been your biggest challenge?

See also [Poster Guidelines](#) at the end of the agenda.

4:15–5:00 p.m.

Planning meeting, Trippet 325

We would like to meet with Lori Collins-Hall, Bruce Colwell, Cherry Danielson, and David Paris prior to the meeting to review the roles they will play in the meeting.

5:00–5:30 p.m.

Opening session, Trippet 325

Introductions and review of the meeting

5:30–6:00 p.m.

Reception, Trippet 2nd Floor Rotunda (main level)

6:00–7:00 p.m.

Dinner, Trippet Dining Room

7:15–8:15 p.m.

Poster session, Trippet 3rd Floor Rotunda (upper level)

Coffee, tea, and water available outside of Trippet 325

In this session, we will talk with Lynn Chandler, Lori Collins-Hall, Lisa Friedenber, Rebecca Sanderson, and Kevin Saunders to help them move assessment projects at their institutions forward. During the poster session, please ask Lynn, Lori, Lisa, Rebecca, and Kevin questions about their work and help them reflect on and evaluate their plans for their institutions. As you do so, consider how the lessons they are learning are relevant to your own work.

After 8:15 p.m.

Time for further conversation and relaxation. Wine and beer are available in the Clifford Lounge on the third floor of Trippet Hall for all participants.

Friday, February 3, 2012

7:45–8:45 a.m.

Breakfast (buffet including eggs, meat, oatmeal, etc.), Trippet Dining Room

9:00–10:30 a.m.

Preparation for student conversations, Trippet 123.

We will begin by reflecting on lessons learned from the poster session, and then shift our attention to preparing for our conversations with students. Joe Friona and Elizabeth Evans will begin the session by highlighting themes they observed in the poster sessions the night before.

We will then divide into teams for the student conversations, and review Wabash College survey data that will serve as the basis for our conversations.

The goal of our conversations with students will be to develop a richer, more institutionally contextualized understanding of what the surveys are and are not capturing about student learning and student experiences at the college. Teams are as follows:

Team 1

Conversation Leader 1 – Michele Saint-German

Conversation Leader 2 – Stephen Kauffman

Observer – Cherry Danielson

Team 2

Conversation Leader 1 – Lynn Chandler
Conversation Leader 2 – Kevin Saunders
Observer – Lori Collins-Hall

Team 3

Conversation Leader 1 – Joe Friona
Conversation Leader 2 – Lisa Friedenberg
Observer – Bruce Colwell

Team 4

Conversation Leader 1 – Rebecca Sanderson
Conversation Leader 2 – Autumn Harrell
Observer - David Paris

Team 5

Conversation Leader 1 – Elizabeth Evans
Conversation Leader 2 – Bill Murry
Observer – Kathy Wise

10:30–10:45 a.m.

Short break – Coffee, tea, water, and fruit will be available outside Trippet 325

10:45 a.m.–12:00 p.m.

Work in teams to prepare conversation questions and strategies for facilitating the conversations. We suggest the following locations:

Team 1 – Trippet 312

Team 2 – Trippet 325

Team 3 – Trippet 122

Team 4 – large seating area, upper level of Trippet (East)

Team 5 – large seating area, upper level of Trippet (West)

12:15–1:15 p.m.

Conversations with Wabash College students – The teams will meet and have conversations with Wabash students in the following locations:

Team 1 – Private Dining Room, Sparks Center

Team 2 – Caleb Mills House Dining Room

Team 3 – Trippet Hall 122

Team 4 – Trippet Hall 325

Team 5 – Trippet Hall Dining Room

1:15–1:45 p.m.

The conversation leaders will return to Trippet Hall for lunch, and the observers will debrief with the students for approximately 30 minutes.

1:30–2:30 p.m.

Lunch, Trippet Dining Room

2:30–3:00 p.m.

Check email, walk off post-lunch coma, talk with colleagues

3:00–4:45 p.m.

Teams write a two- to three-page memo summarizing the conversations, Trippet 325

We will start this session by reviewing the points of the memo, and then the conversation leaders from each team will move to their assigned area in Trippet and compose a two- to three-page memo that addresses the following points:

1. List and describe the themes you heard during your conversations.
 - a. Are there specific examples you heard during the conversations that would help Wabash constituencies understand the survey data?
 - b. Are there specific examples you heard during the conversations that run contrary to the survey findings?
2. Imagine that you are reporting out to the academic leadership of Wabash College – please write a short summary, based on your review of the survey data and your conversations with Wabash students, of what you have learned about:
 - a. Wabash’s strengths;
 - b. Wabash’s challenges;
 - c. Questions about the college and its learning environment that you still have and would continue to examine given more time and information.

Observers will meet with with Kathy Wise and Charlie Blaich in this session to review the conversations and develop feedback for the conversation leaders.

4:45–5:00 p.m.

Break

5:00–6:45 p.m.

Discuss what we learned from our conversations, Trippet 325

In this session, we will share the short memos that you wrote in the previous session. We will also talk about the experience, what worked well and what was challenging about the conversations, and discuss the observers’ comments from the conversations.

6:45–7:45 p.m.

Dinner, Trippet Dining Room

7:45 p.m.

Free time in the evening. Wine and beer are available in the Clifford Lounge on the third floor of Trippet Hall for all participants.

Saturday, February 4, 2012

7:45–8:45 a.m.

Breakfast (includes eggs, meat, oatmeal, etc.), Trippet Dining Room

9:00–10:30 a.m.

Discussion of the recent controversy surrounding the National Survey of Student Engagement, Trippet 325.

In this session, we will discuss Porter’s critique of NSSE and consider the idea of “consequential validity” that Ewell, McClenney, and McCormick discuss in their response to Porter. We will also talk about the ways we use surveys to help institutions improve student learning and how we work with the limitations of these devices. Lisa Friedenber and Kevin Saunders will kick off our discussion with a few brief comments on a point of agreement and disagreement with each of the two articles.

10:30–10:45 a.m.

Have some coffee, check out of your room, and stretch your legs (Coffee, tea, and water will be available outside of Trippet 325 from 9:00 a.m. until noon.)

10:45 a.m.–12:00 p.m.

Discuss assessment certification, Trippet 325

David Paris will lead us in a discussion of the [New Leadership Alliance](#) for Student Learning and Accountability's initiatives, including the recently published [Committing to Quality: Guidelines for Assessment and Accountability in Higher Education](#) (PDF) and a developing assessment certification program. David will talk about both the program itself and what he learned about assessment from working with assessment leaders on this program.

We will conclude the session by completing meeting evaluation forms.

12:00 noon

Lunch, Trippet Dining Room

Box lunches will be available. You may eat lunch in the dining room or take your lunch with you.

Poster Guidelines

Posters are a simple way of outlining the main points of an argument or providing the highlights of some information. Posters are designed to create conversations, not silent reading. The points on a poster are the touchstones for that conversation, but the explanation should come out during the conversation.

- Posters should include only enough large, legible text to address your main points. Rely on the individual standing next to the poster to fill in the details.
- Do not worry about style or color—keep the poster brief and focus on writing the essential points without elaboration.
- The responsibility of those who are reading a poster is to ask questions. One good question is, “So, can you give me a summary of what is on the poster?” The goal of these conversations is twofold—it’s to learn about what other people are doing at their institutions and to find out if you might want to use their techniques, programs, lessons learned, or anything else to help your institution. Second, the goal is to ask questions that help the presenter reflect on and evaluate both their plans for their institution and what they have learned.