

Institute for Student Learning and Assessment



High Impact Practices
Effective and engaging instruction
Student learning assessment
Assessment Showcase

Thursday, October 25, 2012
Kansas State University Student Union
9:00 am – 3:30 pm

Kansas State University Office of Assessment



Ann Ferren, Association of American Colleges and Universities (AAC&U)

- Ann Ferren, ACC&U - She held the position of Vice-President for Academic Affairs from 1996 to 2001 at Radford University in Virginia. She has over 25 years of experience in administration and held a number of positions at the American University in Washington, D.C., including Associate Dean of Faculties, Director of General Education, Vice-Provost for Academic Development, and interim Provost. She received her bachelor's degree in economics from Radcliffe College, the women's college of Harvard University, her Master of Arts in Teaching from the Harvard Graduate School of Education, and her Doctor of Education degree from Boston University.

Institute for Student Learning and Assessment

Schedule

9:00 Continental Breakfast and check-in (2nd floor Ballroom)

9:15 Welcome and overview of Institute

9:30 Keynote "Investing in Quality": a context for the institute and implementation of engaged learning practices and the need to *elevate the bar* for the assessment of student learning outcomes.

10:30 Two 45 minute concurrent sessions highlighting best practices in engaged student learning, high impact practices (HIPS) and their importance in assessing student educational outcomes.

Presenters will describe the practices that they integrate into their course(s), discuss how those practices have contributed to engaged learning and the assessment of that learning, and describe how to overcome challenges they have experienced while implementing high impact practices. A question and answer and brainstorming will be an important element in each session.

(The ballroom): • Internships; • Capstone; • Student Research;

Panel: Farrell Webb (*Family Studies, College of Human Ecology*), Keith Hohn (*Chemical Engineering, College of Engineering*) and Chris Little (*Plant Pathology, College of Agriculture*). Kim Morgan (*Social Work, College of Arts & Science*)

(Room 227): • Learning communities; • Service learning;

• First-year Seminars;

Panel: Laura Kanost (*Modern Languages, College of Arts and Sciences*), Gary Mortenson (*Music, College of Arts and Sciences*), Cheryl Ragar (*American Ethnic Studies, College of Arts and Sciences*)

11:15 switch to other concurrent session

12:00 Set-up for poster presentations.

12:15 Poster presentations and light buffet lunch. (see list of presentations)

1:30 Multi-disciplinary panel on high-impact educational practices, effectiveness of engaged learning practices and student learning assessment.

Panel: Gregory Eiselein (*K-State First*); Don Saucier (*Psychology, College of Arts and Sciences*); Trisha Gott (*School of Leadership Studies*); Jason Ellis (*Communications and Journalism, College of Agriculture*); Barney King (*Aviation Technology, College of Technology and Aviation*); Migette Kaup (*Interior Design, College of Human Ecology*); Lynda Andrus (*Art, College of Arts and Sciences*)

3:00 Closing thoughts on engaged learning practices as a foundation for enhancing student learning and assessment, student retention, and other important university goals: Ann Ferren, AAC&U; and Frederick Burrack, Director of the Office of Assessment.

3:15 Assessment awards for Kansas State University.

3:30 Have a safe trip home and thank you for attending!

Area for notes:



ABSTRACTS FOR POSTER PRESENTATIONS:

A Culture of Assessment, What it is and how we achieve it: *Frederick Burrack, Director of the Office of Assessment.*

The assessment process at Kansas State University was implemented in 2004 and presently involves every degree and certificate program at the University. Although enhancements are consistently pursued, the process runs smoothly with evidence of program improvement in most areas. Although what works for one college/university may not work for another, hearing about strategies and concepts that have been shown to be effective can be useful for those working to develop a culture of assessment. The issues that will be shared include developing a student learning assessment process that aligns university and program missions, strategies to report student learning outcomes, activities to engender a shared responsibility across campus, and processes to evaluate the effectiveness of assessment efforts.

A Discourse on Reflective Learning through Video Assessment of Teaching: *Center for the Advancement of Teaching and Learning - Dr. Jana R. Fallin, Ben Ward, Manpreet Rai.*

Our poster will provide information on a project conducted in the course, EDCI 942, Principles of College Teaching. Students are asked to make a video of themselves teaching. The objective of the assignment is to learn more about how to evaluate one's own performance as a teacher. The video and conferences with classmates and with the instructor are graded as credit/no credit. The student must complete the video, watch it, share it with a partner(s), give it to the instructor to watch, and you and your partner(s) meet with the instructor about what you learned from the experience. Our poster will include video clips interspersed with statements from the students, demonstrating the reflective practice and the resulting learning. Students need practice in deeply reflecting on experiences outside the classroom, such as a teaching event that is videotaped. This practice of reflection leads to powerful learning experiences.

The Multicultural Competency Portfolio: A self-assessment tool for faculty: *Doris Wright Carroll, Department of Special Education, Counseling, and Student Affairs.*

Developing inclusive, accurate, and efficient methods of multicultural online classroom assessment is a necessity for America's colleges. This presentation describes the development for an online multicultural competency portfolio, which is an assessment tool to improve multicultural competency assessment in distance education and blended courses. This program will help instructors and faculty to self-assess their own multicultural competence and to learn how to apply such skills in classroom and faculty advising interactions. The program objectives are to: 1) Describe the Multicultural Competency Portfolio components, and (2) demonstrate its utility for online cultural competency assessment for graduate and professional school students in education, humanities, and the social and behavioral sciences.

A Simple Assignment, How Creating Their Own Course Ethics Related to Students' Greater Engagement and Outcomes: *Department of Psychology - Jericho M. Hockett.*

At the beginning of the Spring 2012 semester, I gave my students in two classes an assignment with which they could apply concepts discussed in lecture to the class itself. Specifically, I gave my students the opportunity to create a list of ethics by which we--myself included--would agree to govern ourselves. In addition, I gave my students the opportunity to apply their ethics to my course policies and assignments. After completing various activities associated with this ethics assignment, I found that my students' engagement and course outcomes were higher than I would have predicted based on other factors. The poster presentation will detail the ethics assignment, provide examples of related student engagement and outcomes, and discuss limitations and extensions of the assignment.

Ability of Practical Nursing Students to Process Numeric Information, Student Learning Outcome #5: Process Numeric,

Symbolic and Graphic Information: summary of the results, action plan and next steps of this assessment project in practical nursing. *Johnson County Community College - Jane Zaccardi, Director Practical Nursing and Health Occupations & Sheri H. Barrett, Director, Office of Outcomes Assessment.*

The poster presentation provides a summary of the results, action plan and next steps of this assessment project in practical nursing.

Research Question: What was the impact of a curriculum revision on the ability of practical nursing students to process numeric information?

Background: The Kansas Board of Regents mandated a new core curriculum for Practical Nursing (PN) programs. The goal was to align the PN programs across the state of Kansas. The new mandate included deletion of a math-prerequisite. The faculty were interested in the impact this new curriculum had on students' ability to perform dosage calculations correctly.

Plan/Data Collection: Program faculty collected objective data that included scores on the basic math exam, medical math exam, final grades in selected courses, GPA, TEAS reading and math scores.

Building a Best Practice: The Pittsburg State University Co-Curricular Academy: PSU First year Program - assessment of student learning in the co-curricular units through an internal co-curricular academy at Pittsburg State University. *Pittsburg State University - Ms. Heather Eckstein, Director of First Year Programs & Dr. Patricia Lindley, Director of Assessment.*

Since the fall of 2009, Pittsburg State University has been a pioneer institution in the development and testing of the Higher Learning Commission's Academy for the Assessment of Student Learning. One goal for participation in the HLC Academy experience was to begin the assessment of student learning in the co-curricular units. To fulfill this goal, the HLC Academy model was used to build an internal co-curricular academy, which launched in January of 2011. The poster presentation will describe the structure, processes, and outcomes of this internal co-curricular academy. Lessons learned during the internal academy and strategies to sustain and support the assessment work of the co-curricular units will be noted. The progress of one unit, First Year Programs, will be featured to illustrate accomplishments in creating, implementing, revising, and documenting co-curricular student learning assessment over a two-year period.

Commonplaces, Jump-starting the Writing Imperative: *Mick Charney, Associate Professor of Architecture.*

The venerable but forgotten tradition of commonplacing holds potential to address the "limited learning on college campuses" dilemma documented in studies such as Arum and Roksa's "Academically Adrift." Demanding writing assignments correlate to improved reasoning skills, yet many students report that none of their classes requires them to write more than twenty pages. Commonplacing, as a 400-year-old learning tool, helped students fine tune comprehension, hone writing craft, and sharpen analytical thinking. Contemporized versions of commonplaces can similarly help our students reach that twenty-page threshold as they build a place in which they curate and archive ideas with a common purpose. Poster session attendees will learn: (1) what assessment studies reveal about gains, or lack thereof, in our students' critical thinking skills based on amount of work assigned; (2) the history of commonplacing and how its use today could become an effective alternative to the twenty-page term paper; (3) how venerable commonplacing methodologies can be updated for any particular discipline and what a contemporary commonplace book looks like; (4) what sorts of short writing assignments accord well with the objectives of commonplacing, including the sources of inspiration for selected commonplace assignments; (5) how to evaluate commonplace assignments; (6) ways by which commonplacing strategies can be blended into both large lecture classes as well as upper-level, small-enrollment classes in lieu of traditional term papers; and (7) the degree to which students become engaged in commonplacing as a teaching and learning tool.

Implementation of a Web-Based interface for reporting, organization, and dissemination of student learning outcomes:

Steven Hawks, Assistant Director of the Office of Assessment.

This session describes the development and integration the web-based assessment reporting data-base resulting in: (1) a noticeable improvement in providing timely feedback to programs with clear and visible connection to the specific context; (2) the cross-referencing of university outcomes, and accreditation expectations; (3) an increased attitude toward student learning assessment and annual reporting of data; (4) future planning including the inclusion of a repository to collect and share assessment instruments to hopefully result in cross-disciplinary interaction and enhancement of assessment instruments used in student learning assessment across the university.

Internships as a High-Impact Educational Practice: *Kerri Day Keller, Director of the Career and Employment Services.*

Internships – when done well – are among Kuh's (2008) recommended high-impact educational practices. However, what is essential for internships to be done well? What are the student learning outcomes of internships that are done well? To answer these research questions, a qualitative study reconstructed the internship experiences of nearly 20 undergraduate students. In addition, faculty members and employer representatives were interviewed about their observations regarding student internships. This poster session will provide an overview of the four essence themes and four outcome themes that emerged from the study's data. The results suggest that when internships are done well, they can embody Kuh's (2008) six elements of high-impact practices. Moreover, the findings of this study have the potential to assist the campus community – faculty, advisors, and career development professionals – as they help students fulfill their learning and career development goals (O'Neill, 2010).

K-State First: Assessing HIPs in an Interdisciplinary Program: *K-State First - Jenna Brack.*

K-State First, the university's first-year experience program, has implemented multiple high-impact educational practices at Kansas State. The program currently houses 44 first-year seminars and 14 interdisciplinary learning communities, and these courses integrate such practices as common intellectual experiences, undergraduate research, and service learning. The poster will describe K-State First's growing efforts to assess a wide variety of high-impact practices across a broad range of academic disciplines. Data presented indicate that students in our program have benefited from increased engagement, academic improvement, and higher rates of retention. We will also share our new program-wide student learning outcomes and their usefulness in measuring student learning, both programmatically and on a classroom level.

Life History Calendars, A High-Impact Strategy for Learning Communities: *School of Leadership Studies - Sharon Breiner, Mike Finnegan, Chance Lee, Irma O'Dell, & Kerry Priest.*

This poster describes how to facilitate the LHC assignment, as well as highlight several examples of students' LHCs. Testimonies from students and faculty will show the impact of the practice towards students' learning and community building within the classroom. The Life History Calendar (or LHC) is a data-collection method used for obtaining reliable retrospective data about life events and activities (Axinn, Pearce, & Ghimire, 1999). Leadership scholars have a growing interest in the timing and sequencing of important life events that contribute to development of leadership skills, competencies, and behaviors. The Life History Calendar was originally designed as a qualitative research method of documenting significant life experiences and specific events over time to analyze life-course dynamics. LEAD 212: Introduction to Leadership Concepts has adapted the LHC into an assignment for two purposes: As a community building tool, and as an opportunity for students to explore and articulate their own personal values, which become a basis for constructing their own leadership philosophy. Through this assignment, students are asked to reflect on their life experiences in the context of leadership, and document a series of events that helped shape the type of leader they are today. The calendar helps students visualize their lived experiences in a timeline format. Once an event has been recalled, the student can reflect on the lessons learned from said event and assign a value to it. The identification of values in relation to experience helps to shape students' personal leadership philosophies. Additionally, many of the reflective assignments students will be asked to write later in the class (e.g., Strengths, MBTI, and Personal Philosophy of Leadership Paper) will emphasize the use of personal examples. We believe that students develop critical thinking skills as they reflect on their lives and personally connect concrete experiences with the leadership theories and models introduced in this course. Creating a learning community is a key feature of the LEAD 212 class. Whether taken as a first-year seminar, in smaller class of 40 students, or in a large lecture with breakouts, students and faculty are challenged to foster a sense of community. This is accomplished not only through a shared space and common language, but through shared practices (Wenger, 1998).

Not all Assessment is the Same, using Formative Assessment in the Classroom: *English Language Program - Christina Kitson.*

When people think of assessment they often think of tests and more specifically they often think of standardized tests. There is a lot more to assessment than testing. Some examples of formative assessment are as simple as teacher observations of their own classes, teacher initiated questions, in-class discussion, as well as more formal measures like journals that students write their own learning in, graphic organizers, peer and self-assessment, and portfolios to name just a few. It is important to incorporate these forms of assessment in our classes as well as the traditional tests. A list of possibilities as well as suggestions for use in class for measuring different skills will be addressed in this presentation.

Strengthening Students' Critical Thinking Skills with Research-Focused Assignments: *Wichita State University - Melissa Mallon.*

Due to the over-abundance of information sources found online, it is more important than ever to assess students' abilities to critically examine information. This poster will present best practices for designing research assignments and projects that encourage critical thinking and evaluation of information through the use of library resources. Suggestions for assessment tools will also be presented, including the use of rubrics to assist instructors in scoring the research assignments.

Teaching Turfgrass Identification Using Online Versus Traditional Instruction: *Department of Horticulture, Forestry, and Recreation Resources – Steven J. Keeley and Kenton W. Peterson.*

The ability to teach lab skills in a distance education format may be a barrier to the development of effective distance courses in turfgrass management. We conducted a study to compare the effectiveness of online versus traditional instruction for teaching turfgrass identification. An introductory horticultural science class with four lab sections and a total enrollment of 89 students was the study setting. Two of the lab sections were randomly selected to receive online instruction in identification of six turfgrass species, and the other two sections received traditional instruction. Students in the traditional sections had live samples to view as they were taught identification characteristics. Both traditional and online students were provided access to live samples in a greenhouse for later practice. One week after receiving instruction, students took a quiz in which they were required to identify live samples (each species was included up to four times, and students were not told how many samples there were of each species), as well as answer "knowledge" questions regarding identification. Quiz scores showed no difference in ability to identify live samples of the six species between students receiving online versus traditional instruction. However, students receiving traditional instruction performed significantly better on "knowledge" questions. Student performance on the quiz was not correlated with time spent studying, overall course performance, or the perceived importance of turfgrass identification to the student. Our results show that students did not learn to identify live turfgrass samples better when given traditional versus online instruction.

Undergraduate Research Mentoring: *Ecological Genomics – Michael Herman, Anita Cortez., Dorith Rotenberg, Ari Jumpponen.*

The NSF-funded interdisciplinary Undergraduate Research Mentoring (URM) program in Ecological Genomics at Kansas State University is entering its second year. The URM program is an NSF cross-disciplinary initiative aimed to increase the number and diversity of individuals pursuing graduate studies in all areas of biology. The KSU Ecological Genomics Institute URM has partnered with the KSU Developing Scholars Program (DSP) and recruits students for a year-long mentoring in a variety of

topics in biology, entomology, and plant pathology; students may also apply for second year of support. The URM students are tightly integrated into the mentors' laboratories and provided guidance in professional conduct, ethics, general principles of science as well as introduced in the research culture in their specific fields. Additionally, students are encouraged to present their research in national and international meetings and strongly encouraged to participate in reporting their research in journal articles. A central component of the URM program is frequent evaluation and feedback. We have utilized informal questionnaires in recruitment materials to identify the most successful recruitment strategies (peer-to-peer contacts, classroom presentations). More formal mentor and mentee feedback has been queried in collaboration with Kansas State University's Office of Educational Innovation and Evaluation via entry and exit surveys that aim to measure expectations as well as how these expectations have been met in the course of mentoring. Based on the received feedback, we have increased the overall and minority recruitment, instigated travel awards to promote science communication, and recruited current URM mentees to disseminate their positive experiences through Kansas State University's DSP, Summer Undergraduate Research Opportunities program and NSF-REU programs. Exit surveys of the second cohort and recruitment of the third cohort of students during 2013 spring semester will permit the effectiveness of the program adjustments.

Using Persuasion to Improve the KSU Community: Communication Studies - *Travis Smith*

This poster addresses the themes of strategies to assess achievement in oral communication and critical thinking, as well as being a high impact instructional practice. In the Advanced Public Speaking course (COMM 321), the campus issue persuasive speech focuses on students selecting a KSU problem, identifying the cause of the problem, and then proposing a solution to the problem via reasoned arguments that are supported by extensive research and interviews. The students learn about KSU's infrastructure while also creating ethical and educated messages that can improve the campus community.

Utilizing a dashboard to track direct and indirect measures of students learning at Wichita State University: *Wichita State University - Richard Muma, Associate Provost for Quality Assurance and Accountability & David Wright, Associate Provost for Academic Data Systems and Strategic Planning*

Background and Purpose: To fulfill its mission, Wichita State University (WSU) believes that the faculty, with input from administration and students, should have the fundamental role in creating and maintaining a systematic assessment of student learning. This assessment should include a process that demonstrates accountability to the University community. Beginning in 2010, the Kansas Board of Regents launched a state-wide higher education strategic plan called Foresight 2020. In response to this plan, specifically the expectation to measure student learning, WSU has developed a systematic mechanism for measuring and reporting university-wide student learning outcomes.

Methodology: In evaluating student learning outcomes, WSU uses a mix of direct and indirect measures. Assessment measures are tagged to student learning outcomes appropriate to each outcome. Targets are based on expected (e.g., a direct measure – collegiate learning assessment – CLA) or desired (e.g., indirect measure – student satisfaction) performance.

Results: Outcomes, measures, targets and results are reported in a simple dashboard format in order to communicate WSU's student learning outcomes.

Discussion: The assessment mechanism developed and used by WSU provides comprehensive assessment data in a concise format. This allows administrators, faculty, and students to better utilize the data for improvement purposes and to better monitor how students are performing in terms of their learning.

Your Partner in Assessment: K-State Libraries: K-State Libraries – *Laurel Littrell*

This poster will list and highlight a number of ways that K-State Libraries can participate in partnership with degree programs to enhance assessment efforts. Some of the ideas include:

- LibGuides/Class Guides: customized web pages supporting coursework and study in various disciplines. These guides can include online instruction with embedded assessment tools.
- Library "Tours": Not only can we give your class a physical tour of Hale Library, but we can give your students a tour of our extensive online resources relevant to your class.
- New Prairie Press: We are in active discussions to publish two student-run research journals and will entertain proposals for additional journals for both graduate and undergraduate students.
- K-REx: provides permanent access to scholarly materials created by students as well as faculty members. Your students' best efforts can be assessed and included in this repository.
- Citation Analysis: Trying to break free of questionable online sources? We can assess student bibliographies and suggest ways to improve them with solid, scholarly sources.

2012 Assessment Awards

Hotel and Restaurant Management Program - The HRM faculty revised the original three SLO's to create global assessment measures for each of the program's eight outcomes for assessment in the 2010-2011 academic year. The following actions were taken: A SLO worksheet was developed and revised to provide comprehensive measure of all program outcomes; core competencies were refined; senior-level courses were identified which could provide a global assessment of student knowledge and comprehension; forms were developed by faculty to aid in tracking SLOs on a semester by semester basis.

Dietetics Coordinated Program - This program is a prime example of using the high-impact practice of internships as a primary means of student learning assessment and effectively documenting levels of student achievement that provides the program with the necessary information for making programmatic decisions. Their outcomes and assessment measures are thoroughly described and annual progress report clearly reporting the value of the results.

Biology Program: The assessment director and faculty in Biology reexamined the SLOs and revised the assessment plan revolving around course-imbedded assessments. The new assessment procedure will allow for the continuous assessment across the curriculum and become more responsive to student learning needs.

Geography Program - The Geography Department assessment plan provides numerous opportunities for students to be exposed to and ultimately master the department's four student learning outcomes. Analysis of the direct and indirect assessment measures identified specific areas of student learning deficiencies, even in the midst of longitudinal improvement in student scores. This resulted in the altering of curricular requirements and adjusting content instruction across the curriculum.

History Program – Due to challenges discovered in assessment its minor and responding to the peer feedback from the College Assessment Review Committee, the program has restructured its minor to make student learning assessment feasible and authentic to the learning associated with the program. In addition, the Department of History has made significant progress revising the focus of the program, redesigned the assessment instruments, focused on capstone learning assessment, constructed a timeline to implement assessment of all SLOs, and devised a data collection process to make possible outside and state-level reviews. We applaud their continued efforts as they move into the future of student learning assessment for their program.

Kinesiology Program – The program implements an outstanding level of faculty discussion and decisions making for curriculum and course modifications, revises SLO's as the vision of the program grows, implements an effective timetable for assessment of all of SLO's, and consistently reports assessments of student learning clearly and thoroughly. The program website is easily accessible and intuitive to navigate.

Music Education Program – The music education program has maintained annual student learning data viewed and analyzed longitudinally on each year's Annual Progress Report since 2006. Their template that maintains this data has been used as a suggested template for the PRISM reporting system.

Kaleen Knopp, Fred Guzek, and Don Von Bergen have worked collaboratively over the past year to update the Technology Management assessment plan and to create a unified system of reporting within their program. Technology Management is an interdisciplinary degree and presents certain challenges for assessment. Working together, these three have addressed these challenges head on and have developed a plan that will assist with comprehensive continuous improvement as we move forward.

Jim Goddard - Construction Science and Management; **Mitch Neilsen** - Information Systems; **Irma O'Dell** – Leadership Studies, **Troy Harding** - Computer Systems Technology, **Saeed Khan** - Electronic and Computer Engineering Technology, **Matt Williamson** - Construction Engineering Technology, **Julia Morse** - Mechanical Engineering Technology, **Barney King** - Technology and Aviation, and **Don Von Bergen** - Arts, Science and Business at K-State Salina: for stepping forward to participate in the pilot implementation of PRISM. Their extra efforts made possible the tweaking of the technology and identification of problematic issues prior to implementation across campus. We thank them for their duplication of effort in the past year, especially when the program updates resulted in lost data.

Michelle Haupt - Director of the Academic Career and Information Center. Michelle and her staff have been enthusiastic in their support of student learning outcomes. They have created a robust set of outcomes and have put in place mechanisms to gain information about improving the experience for students using their services and taking their classes. One particular point of achievement is the work Michelle has done with the Academic Majors and Minors Fair. This yearly event hosts more than 900 students, faculty and staff in providing students with information about majors at K-State. Michelle has created a questionnaire for fair participants to provide feedback, and this information is used to improve the event.

The Institute for Student Learning and Assessment

Originating from the annual Assessment Showcase, this Institute for Student Learning and Assessment is an annual event that invites faculty, student life professionals, graduate students, and assessment directors from the Kansas State University community and other regents institutions to explore way to enhance and assess student learning in programs and across the university.

High-Impact Educational Practices are intentional approaches to engage students in learning; deepening and enhancing learning achievement in and beyond the classroom, and a mechanism to provide useful evident of learning.

Useful Evidence refers to ways of recognizing and gauging learning that demonstrate program and university learning outcomes, equity in student learning, and qualitatively and quantitatively provides data for analysis that can lead to institutional improvement.

The goal of the institute is to assist in planning campus-wide approaches for instruction and assessment of student learning outcomes across the academy and student affairs; developing enhanced definitions and programmatic designs for student success



High-Impact Educational Practices

First-Year Seminars and Experiences

The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines.

Writing-Intensive Courses

Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Student Research

The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Service Learning, Community-Based Learning

The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences.

Internships

The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field.

Capstone Courses and Projects

These culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork.



Thank you

This Institute for Student Learning and Assessment is graciously supported by Provost April Mason and the financial commitment that makes the event possible.

STUDENT LEARNING ASSESSMENT AT KANSAS STATE UNIVERSITY

Kansas State University is committed to student learning and to providing the highest quality educational experiences for its students. The university upholds assessment of student learning and the use of the results of assessment as key strategies to ensure continuous improvement of student learning. Student learning outcomes at the university, degree program and support program levels provide a shared vision of what we value and what students are expected to learn. Within a culture of reflection, scholarship, trust and shared responsibilities, faculty, with participation from students, administrators, alumni and K-State constituents, develop and implement ongoing and systematic assessment strategies to understand what, how much, and how students learn. Through the use of both direct and indirect sources of evidence of student performance, results from assessment guide collective actions for, among others, curricular change, better learning opportunities for students, improvement of teaching, and more effective academic support services.



Future Events:

Faculty Exchange for Teaching Excellence: February 1 & 2 – Todd Zakrajsek from the Lilly Conferences will be keynote speaker and leader of several sessions promoting the development of cross-disciplinary networks of faculty interested in enhancement of teaching and learning.

Spotlight K-State: March 6 – features new and innovative instructional scholarship on teaching and learning.

THE OFFICE OF ASSESSMENT

The Office of Assessment's mission is to support continuous improvement processes through facilitation of meaningful assessment of student learning and effective methods for feedback and action in response to assessment results. The Office of Assessment:

- Consults with and provides support to faculty, academic and support units in planning, conducting, and maintaining college/department/unit assessment activities;
- Coordinates and supports university-wide assessment activities (e.g., conducting Senior/Alumni surveys, the National Survey of Student Engagement, the Collegiate Assessment of Academic Proficiency, and the assessment of student learning outcomes);
- Coordinates and provides support to Colleges in the Board of Regents (BOR) Program Review process;
- Serves as a general resource on assessment issues (e.g., assessment workshops, newsletters, tool development, etc.);
- Works on a variety of special projects, as requested.

Institute for Student Learning and Assessment

Organizing Committee

Frederick Burrack (Director, Office of Assessment)
Steven Hawks (Assistant Director, Office of Assessment)
Gregory Eiselein (K-State First)
Chris Aikens (College of Engineering)
Elaine Johannes (College of Human Ecology)
Kerri Day Keller (Student Life)
Don Kurtz (College of Arts and Science)