

**Wednesday August 30, 1995**  
**University of Wisconsin-La Crosse Faculty Forum**

**“Assessment: Bureaucratic Nuisance or Opportunity  
to Enhance Teaching and Learning”**

sponsored by

The Office of the Provost  
The Center for Effective Teaching and Learning  
The Undergraduate Teaching Improvement Grant Program

**Cartwright Center**

**12:30-12:45 p.m. Welcome and Introduction**

**Valhalla** Julius Erlenbach, Provost/Vice Chancellor

**12:45-1:30 p.m. Keynote Address “Assessment--Finding the Metaphor”**

**Valhalla** Barbara Wright, Professor of German Studies, University of Connecticut

**1:45-2:45 p.m. Concurrent Sessions**

**Room 257** “Improving Student Learning in Elementary Statistics”  
Tony Barkauskas, Mathematics

**Room 332** “The ‘Carrot-On-A-Stick’ Class: Program Assessment Via A Senior  
Emily Johnson and Betsy Morgan, Psychology

**Room 259** “Learning By Listening To Students”  
Bill Cerbin, UWL Assessment Coordinator and Charlotte Erickson,

**Room 337** “National Standards and Portfolio Development for School Health  
Dick Detert, Health Education and Promotion

**Room 339** “Assessing Student Writing”  
Sonja Schrag, Terry Beck, Bruce Handtke, Paul Heckman, English

**2:45-3:00 p.m. Break-** Refreshments in Valhalla

**3:00-4:15 p.m. Plenary Session “Assessing Liberal Learning”**

**Valhalla** Case Study led by Dr. Wright

**4:15 p.m. Reception**

**Port O’ Call**

**About the Keynote Speaker**

Dr. Barbara Wright is Professor of German Studies at the University of Connecticut where she heads the German Section in the Department of Modern and Classical Languages. Dr. Wright did her graduate work at Middlebury, Mainz in Germany, and received her doctorate at UC-Berkeley. She has

been involved at her own campus in curriculum, reform, general education and assessment. Currently she directs a FIPSE-funded project to infuse Spanish into the Nursing and Allied Health curricula.

Dr. Wright was director of the Assessment Forum of the American Association for Higher Education from 1990-92 where she served as a national leader in promoting assessment as a way to improve undergraduate education. She presents assessment workshops at national conferences and has worked with a large number of faculty on issues related to assessment of student learning. She will present a keynote address entitled, "Assessment--Finding the Metaphor," and will lead a present a case, "Assessing Liberal Learning" about an institution that is having difficulty responding to an assessment mandate from their regional accrediting agency.

### **About the Concurrent Sessions**

"Improving Student Learning in Elementary Statistics" Tony Barkauskas, Mathematics

Math 205 (Elementary Statistics) teachers and faculty who teach follow-up courses that require statistics will meet in a round-table discussion of what we would like students to learn and remember from elementary statistics. A summary of the results of the spring 1995 MTH 205 Assessment Test will be available. Room 257

"The 'Carrot-On-A-Stick' Class: Program Assessment Via A Senior Seminar" Emily Johnson and Betsy Morgan, Psychology

This session examines the benefits and costs of using a seminar for seniors as a vehicle for conducting a variety of quantitative and qualitative assessment procedures. Time will be allotted for brainstorming about productive ways to present assessment results back to the department as a whole. Room 332

"Learning By Listening To Students" Bill Cerbin, UWL Assessment Coordinator and Charlotte Erickson, Education

In spring 1995 freshmen and seniors participated in focus groups about their experiences and education at UWL. This session presents preliminary findings from the interviews and explores students' views about academic and co-curricular experiences at UWL. Room 259

"National Standards and Portfolio Development for School Health Education Majors at UWL" Dick Detert, Health Education and Promotion

This session presents an innovative portfolio approach incorporating competencies from the national standards for school health educators. It examines initial experiences from the pilot implementation with UWL seniors, and should be of interest to faculty who are interested in developing a portfolio-based approach to assessment of student learning. Room 337

"Assessing Student Writing" Sonja Schrag, Terry Beck, Bruce Handtke, Paul Heckman, English

This presentation describes the process of assessing student writing. It will discuss methods of evaluation and the problems of evaluating writing as well as solutions to those problems.

Room 339