

**OPID Spring Conference**  
***Partnering for Student Success in the First Year: Learning About Learning***

**Madison Concourse Hotel**  
**March 22-24, 2007**

**Agenda w/ Abstracts**

**Thursday, March 22 - Pre-Conference**

11:30 - 1:00 Registration **2<sup>nd</sup> Floor Lobby**

12:00 - 4:30 Wisconsin Teaching Fellows (**University AB**) and Scholars Meetings  
(**University CD**) (includes lunch)

1:00 - 4:00 Pre-Conference Workshops:

**1. New Directions in Institutional Research: Your *In-House* Resource for Comprehensive Research and Assessment** **Conference 4**

Mark Mailloux, Institutional Research Manager, UW-Platteville  
Gesele Durham, UW-Milwaukee; Margaret Manzi, UW-Oshkosh;  
Bill Blanchard, UW-Parkside; Colleen Howes, UW-System;  
Mike Watson, UW-Oshkosh

This pre-conference session explores the role of institutional research within UW System institutions. Survey results will be presented that assess current IR practices and the extent to which IR contributes to SoTL. A non-traditional, extended model of IR will be proposed and discussed; the extended model involves a comprehensive approach to IR that taps both internal and external databases, and expands analytic services. Finally, practical ideas from across UW System will be presented that demonstrate the value of leveraging your institution's IR function in SoTL research and assessment. Overall, this pre-conference session is meant to (1) expand the idea of IR, (2) raise awareness of IR among faculty/administrators, and (3) encourage the effective utilization of IR as an analytic resource for SoTL.

**2. Unique Challenges of Engagement in Large Classes: Perspectives and Research-Based Practices** **Conference 2**

Connie Schroeder, Assistant Director, Center for Instructional and Professional Development, UW-Milwaukee;  
Susan Stalewski, UW-Milwaukee; Kelly Ottman, UW-Milwaukee

Large classes can be opportunities for engagement and accomplishment of higher levels of learning, although they frequently are not. What are the real barriers? Are students, the institution, the room or instructors' course design and pedagogy to blame? Participants will identify these common barriers and examine models of course design that increase accountability, preparation, motivation, and levels of learning while countering anonymity and ultimately, the elusive engagement of learners.

# Conference

**Friday, March 23**

8:30 - 12:00 Registration **2<sup>nd</sup> Floor Lobby**

9:00 - 10:30 Plenary Session:  
**Systematic Inquiry: From Classroom Practice to Institutional Strategy**  
**Madison Room**

Dennis Jacobs, Professor of Chemistry & Biochemistry, Vice President and Associate Provost at the University of Notre Dame

Elizabeth Barkley, Professor of Music at Foothill College

Tony Ciccone, UW-Milwaukee, Moderator

The scholarship of teaching and learning, as both a perspective and a process, has always been a paradoxical concept. It finds its root in the tangible world of the classroom, yet reaches its full potential in its dissemination to others. We undertake SoTL work because we want to understand and improve the learning environment for *our* students, yet we know that our personal investigation can and must be part of a larger conversation – with discipline colleagues, with colleagues who teach in similar formats to similar populations, with colleagues involved in broader institutional initiatives.

In this plenary session, we'll discuss how SoTL has evolved as its thinkers and practitioners have come to understand this "double vision." We'll do this first by highlighting the work of two SoTL pioneers, Dennis Jacobs and Elizabeth Barkley. Each will present the problem they confronted, the intervention they designed, the results they observed, and, most importantly, the way their work has influenced other SoTL scholars, colleagues who have implemented their insights, and programs and institutions that face similar issues.

Tony Ciccone will then situate these examples in their larger contexts as models of SoTL research for individuals and institutions. He will discuss how the principles behind this type of work – systematic inquiry, collaboration, dissemination, implementation – demonstrate the essential role SoTL can play in guiding the work of the institution.

10:45 - 11:45 Concurrent Sessions:  
**Focus on Systematic Inquiry**

***Measuring and Understanding the Sources of Student Gains in Political Engagement*** **Senate A**

Russell Brooker, Alverno College; Glen Rogers, Alverno College

An important goal of education is to increase the political engagement of students. Literature shows that educated citizens are more attentive to politics and participate more often. We conducted a survey of Alverno undergraduates

after the 2004 and 2006 elections and compared freshmen, sophomores, juniors, and seniors. We also conducted qualitative research of students' own assessments and explanations of their political engagement. We have found evidence that education appears to be accomplishing its goals in the area of political awareness and involvement incrementally from year to year. We also explore reasons given by students for their increased political engagement.

***Metacognition in Diversity Courses***

**Senate B**

Nancy Chick, UW-Barron County; Terri Karis, UW-Stout;

Cyndi Kernahan, UW-River Falls; Cary Komoto, UW-Barron County

In this panel discussion researchers will report on preliminary results from a collaborative SoTL project in which the student learning question being investigated is: What happens when students engage in metacognitive reflection on their own and their classmates' learning in diversity courses? Research on metacognition, or "thinking about one's own thinking," suggests that making student-thinking processes more visible to them and to others enhances learning and supports emotional self-regulation. Monitoring and reflecting upon their thinking processes should enhance students' learning by, at the very least, facilitating more skillful engagement with the emotions that accompany—and sometimes inhibit—diversity-related learning.

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***UWGB's FOCUS Program and the First Year Seminar Pilot***

**Caucus**

Scott Furlong, UW-Green Bay; Brenda Amenson-Hill, UW-Green Bay;

Regan Gurung, UW-Green Bay; Andy Kersten; UW-Green Bay;

Georjeanna Wilson-Doenges; UW-Green Bay; Denise Bartell; UW-Green Bay

UW-Green Bay's freshman program (FOCUS) is a holistic and collaborative program. UWGB piloted a content-based freshman seminar using general education classes. Faculty committed to skills and knowledge sets such as critical thinking, communication, and interdisciplinarity. The seminar included a group project requiring students to work together to solve a problem in an interdisciplinary way. It also included co-curricular activities and a freshman film series to get students more engaged in campus activities and to examine issues in different ways. We built assessment into the project in numerous ways (e.g., NSSE data, other measures). The project also provided opportunities for faculty development and scholarship of teaching and learning projects. The session will discuss all of these elements.

***Professor/Student Partnership Uncovers***

**University A**

***Why University Students Don't Read***

Mary Hoeft, UW-Barron County; Trent Sonnentag, Student;

Troy Vollendorf, Student

Professor Mary Hoeft and two of her students will share findings from an ongoing examination of why university students aren't reading. In "Phase 1" Hoeft surveyed her first semester university students, asking those who hadn't read an assignment to suggest what Hoeft could have done differently to get them to read. In "Phase 2" Hoeft and English professor Nancy Chick taught a learning community incorporating student suggestions. In "Phase 3" Hoeft is

☒ This session will repeat on Saturday at 9:45 a.m.

collaborating with students who are doing one-on-one reading behavior interviews with University of Wisconsin-Barron County students. Session participants will receive a packet which includes the reading survey tool and research findings.

***Reading Matters: Student Literacy and Higher Education*** **Conference 1**

Jonathan Ivry, UW-Whitewater

Recent national surveys indicate that student literacy levels (prose, document, and quantitative) continue to decline. As faculty and staff, how should we respond to this disturbing trend? Does the emphasis on critical thinking and writing that has typified English and humanities departments cause faculty to overlook more basic student literacy issues? How should our curricula and pedagogy change to reflect this new environment? In addition to examining these issues, I will review the results of two recent national surveys on literacy levels in the U.S., and present the results of a study I conducted in Fall 2005 on readings skills and habits among UW-Whitewater juniors enrolled in a General Education Humanities core course.

***Being Reasonable: Logic and Critical Thinking*** **Conference 2**

Jerry Kapus, UW-Stout

Empirical evidence suggests that the standard logic course is of little benefit for improving students' reasoning skills. However, it is not clear whether this is due to course content or to course design and instruction. This presentation will discuss the application of principles from cognitive science on critical thinking to the course design and instruction of symbolic logic. Pre and post test results of students' reasoning skills will be discussed. The session will engage participants in discussing the application of these principles to their courses and the implications of these principles for the first year experience.

***Increasing Classroom Discussion with Two Steps*** **Conference 3**

Leda Nath, UW-Whitewater

The ability to create discussion in the classroom is highly regarded by teachers, students and university administrations. This paper offers a low-tech method to increase classroom discussion in almost any content area. In addition, a simple test of the technique is presented. Results provide empirical support that students in a course in which the technique was applied perceived higher levels of discussion than students in a similar course which did not apply the technique. Other possible benefits related to the technique are discussed, as well as ideas for future research.

***Active Learning in the College Preparatory Chemistry Classroom*** **Conference 4**

John Picione, UW-Milwaukee; Kristen Murphy, UW-Milwaukee;

Thomas Holme, UW-Milwaukee

Active learning and in particular, POGIL (Process Orientated Guided Inquiry Learning), are effective teaching methods for many levels of chemistry from high school to physical chemistry. We devised a year-long systematic experiment to test active learning (and more specifically, POGIL) in lectures of large sections of preparatory chemistry. Additionally, we utilized methods

which tested the effectiveness of the new teaching methods, found instances in which POGIL is useful and instances in which it is not. We will present our method for tailoring an experiment to test the implementation of a new teaching method and the means to test it.

***New Facility Brings New Philosophy and Partnership with Student Affairs***

**Conference 5**

Paul F. Trilling, Ed.D., UW-Oshkosh

Preliminary results of data (N=104) from ongoing research indicate that only one-third of freshmen students are meeting the minimum guidelines of physical activity levels established by the American College of Sports Medicine. Additionally, less than one-fourth (23%) are participating in intramural activities. With the completion of a new state of the art student wellness center and a major philosophical shift in the delivery of the only physical education general education course on campus, a model partnership between academics and student affairs is attempting to change a rooted culture on campus to increase student engagement and learning.

***Business Concepts and Attitudes of First-Year Students***

**University B**

Bill Wresch, UW-Oshkosh

Prior research has indicated that many students find business careers unattractive and have a number of fundamental misconceptions about basic business processes. In an effort to determine how pervasive such problems may be, a survey was administered to nearly 600 students taking an introductory business class at UW Oshkosh. Results showed that business attitudes among these students were more positive than prior research would have predicted. Nevertheless, significant misconceptions were also found. Students had fundamental confusions over profit, marketing, and human resources. The same survey was repeated at the end of the course and found limited change in attitudes or concepts.

***Assessing Student Learning In Introduction to Agribusiness Class***

**VIP Office**

Annie Kinwa-Muzinga, UW-Platteville

Teaching an introductory course is very challenging because the type of student enrolled in that course—freshmen—enjoys challenging the instructor, lacks preparedness for college life, and also is not aware of their respective learning style. It is therefore unclear if different activities we use in class and lab activities contribute to effective learning associated with students' different learning styles. This paper investigates ways to improve class and lab activities in Introduction to Agribusiness class to further accommodate different student learning styles. Specifically, the paper analyses the difference in learning occurring in two consecutive semesters.

***Strategies for Communicating and Interacting with First-Year Students: Leveraging Technology***

**Madison Room**

Jude A. Rathburn, Ph.D., UW-River Falls; Miriam Huffman, UW-River Falls

Imagine that during the first week of the semester your campus email system crashes - no email for one week. What impact would this disruption in email

have on your ability to communicate and interact with first-year students? We discovered that the loss of email impacted faculty and staff much more than students. So we have started to explore ways to leverage the technologies that students use to stay connected and build community, such as facebook, podcasts, instant messaging, etc. Join us to brainstorm and figure out new ways to leverage technology to enhance our interactions with first-year students.

***Metaphors for Teaching and Learning in the First Year Experience* University C**

Theresa Castor, UW-Parkside

The purpose of this study was to gain a better understanding of how college students characterize their own effective and ineffective learning experiences. Students were asked to describe in detail specific instances of their own effective and ineffective college learning experiences and to create metaphors to characterize those particular experiences. While student descriptions provided information regarding classroom practices, the metaphors were tools to help the researchers gain an understanding of how students made sense of those practices in relation to being effective or ineffective for student learning. This presentation will focus on describing survey responses collected from freshmen student respondents (44 of the 142 surveys collected).

***Teaching Music as a Foreign Language***

**University D**

Charles Young, UW-Stevens Point

This presentation will discuss how music theory courses can be taught using concepts and methods derived from Foreign Language instruction. This concept was first implemented in the Music Composition course at UW-Stevens Point in the Spring term 2006. This presentation will also discuss approaches and benefits to multidisciplinary collaboration in basic skills courses.

12:00 - 12:45 Lunch

**Capital Ballroom**

1:00 - 2:15 Plenary Session:

**What do Millennial Students Expect in the College Classroom?  
Stereotypes, Perceptions, and Preferences**

**Wisconsin Ballroom**

Craig Wendorf, Psychology Department, UW-Stevens Point  
Colleen Aird, Student; Autumn McKeel, Student

Recent analyses of the popular media and business literature have suggested that the Millennials – individuals who were born after 1982 – may reflect a unique generation of students who bring with them unique talents, skills, and challenges. It has been supposed, on a theoretical level, that these unique characteristics should lead to differential preferences for classroom management and teaching techniques. But do students of the Millennial generation really possess these implied characteristics, tendencies, and preferences? This session will focus on how information about the characteristics of Millennials – as described by local and regional demographic data – can be combined with both quantitative and qualitative

data about student engagement and teaching strategy preferences to provide a more realistic view of this generation. The important implications of this knowledge for teaching and learning will be developed and discussed.

2:30 - 3:30 Concurrent Sessions:

**Focus on “Who are our Students?”**

***What Do First-Year Students’ Think about Learning in Groups?*      **Caucus****

Aimee Lau, Wisconsin Lutheran College; Renee Meyers, UW-Milwaukee

Past research suggests that group interaction leads to improved learning outcomes, yet we also know that many students hate groupwork. In this study, we sought to discover, from the perspective of freshmen students, what they view as the benefits and drawbacks of learning in groups, and why they sometimes resist learning in groups. As educators, if we are to craft appropriate group learning experiences for first-year students, we need to find out from them what they think works, doesn’t work, and what preparation they feel they need to best learn in this setting. This systematic inquiry addresses those questions.

***Data Mining; Identifying Student Trends and Demographics*      **Conference 1****

Daniel R. McCollum, UW Colleges; Jeff Meece, UW Colleges;  
Andrea DePalma, UW Colleges; Dr. Kavita Bhatia, UW Colleges;  
Hatem Kouraichi, Student

Our panel will discuss the development of a cost effective process that uses existing student records as a data resource, with the intent of supporting the enrollment management process, identification and justification of student support services, as well as allowing for statistical analysis in support of campus assessment projects. The data mining process discussed in our presentation is replicable at other two-year campuses and provides a means of collecting data for support of management, enrollment, and academic decisions as well as a comparison between “local” and institutional data. Examples will be provided of data-based decisions the campus has, and will make.

***Why Freshmen Fail*      **Conference 2****

George E. Smith, UW-Platteville; D. Joanne Wilson, UW-Platteville

The purposes of the original project were (1) to identify key reasons why first-semester freshmen at UW-Platteville fail, and (2) to help subsequent freshmen avoid these disruptive patterns by advising them from the perspectives of previous students. The scope of student responses covered personal and social problems as well as academic issues.

***Adult Learners in Wisconsin*      **Conference 3****

Kay Taube, UW-Extension; Mary Crave, UW-Extension

UW-Extension and the UW Colleges are leading an Adult Student Initiative (ASI) in the UW System. Demographic studies of Wisconsin’s workforce show our per capita personal income is below the national average and considerably lower than that of neighboring states. The ASI is intended to expand

baccalaureate education to WI adults in order to prepare a more educated workforce for higher paying jobs. Ms. Taube and Ms. Crave will provide information about adult learners in the state and in the UW System, their special needs as they enter/re-enter higher education, and the system-wide Adult Student Initiative (ASI).

***They're Here and Queer – Understanding the Issues of Today's LGBTQQA Students***

**Conference 4**

Willem Van Roosenbeek, UW-La Crosse; Jordan Landry, UW-Oshkosh; AJ Clauss, UW-La Crosse

LGBTQQA? Do all these letters scare you? Wondering what issues the LGBTQQA students on campus today are dealing with? Want to know what your campus should do to support these students? In this session you will learn what LGBTQQA stands for, the distinction between sexual orientation and gender identity/expression, the current issues queer students on campus face, what your campus needs to do to reach out to students who were raised by LGBTQ parents, and what an ally is and how you can become one.

***Promoting Active Learning in a Large Introductory Course***

**University AB**

Dennis Jacobs, University of Notre Dame

With the goal of promoting extensive discussion and debate in a large lecture environment, the presenter exploits remote keypad technology (clickers) to engage simultaneously 200 students within an introductory science course. Working individually and in pairs, students are challenged to predict the outcome of a scientific experiment before they see it performed in class. This practice provides students with frequent opportunities to deepen and assess their own conceptual understanding. In addition, the clicker technology provides the instructor with a rich source of empirical data for systematically investigating how this approach to teaching facilitates student learning and metacognition.

***Using Multi-Media and Next Generation Web Technology to Locate, Document, and Share Evidence of Student Learning***

**Madison Room**

Elizabeth Barkley, Foothill College

With the emergence of new, more user-friendly multi-media and web design tools, opportunities are increasing for faculty to use technology to document their scholarship of teaching and learning. This session demonstrates several of these tools to locate and share evidence of student learning in a 'next generation' electronic course portfolio.

***Adult Learners: Their Successful Start in Our Totally Online Environment***

**Conference 5**

Barbara Stinson, UW Colleges; Dubear Kroening, UW Colleges; Jim McCluskey, UW Colleges; Kris Haag, UW Colleges

UW Colleges Online has experienced steady growth and success in offering the Associate of Arts and Science (AAS) Degree since its Higher Learning Commission accreditation in early 2001. Consistently, in over 80% of the seats are adult learners, who bring a particular set of needs and demands, talents and

experiences, and trends to the higher education totally online environment. Who are these students and how do we address their unique challenges while providing them with a successful educational experience?

***Barriers to Learning in Women's Studies and Diversity Courses*** **Senate A**  
Deb Hoskins, UW-La Crosse

A SoTL project to understand the process by which students understand a complex idea common to Women's Studies and Ethnic and Racial Studies – intersections between hierarchies of race, class, gender, and sexual orientation – actually yielded more information about what stopped our predominantly white and female students from learning. I will discuss the findings of the study, their relationship to identity development, and engage the audience in exploring ways to engage students during the first year. Given the reality of a largely-white student body, what might we try, and how should we measure success in the first year?

***Equity Scorecard*** **Senate B**  
Jodi Hare-Paynter, UW-Whitewater; Carmen Wilson, UW-La Crosse;  
Greg Lampe, UW Colleges

The UW System Equity Scorecard project involves six volunteer UW institutions using disaggregated data to identify new methods and strategies for eliminating inequities in educational opportunities and outcomes. The Equity Scorecard Project seeks to foster educational excellence through closing the achievement gap for historically underrepresented students. This panel, made up of faculty and staff at three institutions participating in the project, will talk about how the Equity Scorecard is moving institutions toward change, and how it can be used as a model for exploring existing data in new ways to understand more about how students learn, and how we can help them to be engaged, encouraged, and successful at our institutions.

***How what we know about our students can inform our advising*** **University C**  
Debbie Gough, UW-Eau Claire

This presentation will provide a portrait of UW-Eau Claire freshmen using data from a variety of sources (including a local questionnaire). It will then look at local research that analyzes the best objective predictors of success for freshmen. We will then discuss how this information can inform our work with individual students. How can we build on the strengths of our students? How can we help students we know are not as strong or experienced in certain areas as other students? What questions should we be asking of students? While the data is limited to UW-Eau Claire, the categories of information and the questions that need to be asked are easily transferable to other campuses.

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|-------------|--|-------------------------|
| 3:30 - 4:00 | Break  | <b>Madison Ballroom</b> |
| 4:00 - 5:30 | Plenary Session:<br><b>The National Survey on Student Engagement</b><br><b><i>Measuring and Managing Student Engagement: Why it Matters in the First Year of College</i></b> | <b>Madison Ballroom</b> |

Jillian Kinzie, Indiana University

The importance of the first year of college to enhanced student learning and persistence is well documented. Although first year experience programs including extended orientation programs, first year seminars, and learning communities are now established at many colleges and universities, the assessment of program effectiveness has lagged, and there is still much to learn about how assessment results can inform the improvement of teaching and learning. Student engagement data offers one approach to systematically assess quality in the first year and guide action to promote student success.

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|-------------|---|-----------------------------------|
| 5:30 - 6:00 | Reception / Cash Bar  | <b>Wisconsin Capital Ballroom</b> |
| 5:30 - 6:00 | Poster Session set-up   | <b>Assembly Room</b>              |
| 6:00 - 8:00 | Dinner and panel of former <i>Regent Teaching Award</i> winners:<br><b>What Students Have Taught Me About Student Learning</b>                          | <b>Wisconsin Capital Ballroom</b> |
|             | Denise Scheberle, UW-Green Bay<br>John Koker, UW-Oshkosh<br>Cathy Helgeland, UW-Manitowoc   |                                   |
| 8:00 - 9:30 | Poster Session:<br><b>Current Wisconsin Teaching Fellows/Wisconsin Teaching Scholars:<br/>Examples of Scholarship of Teaching and Learning Projects</b> | <b>Assembly Room</b>              |

# Conference

**Saturday, March 24**

7:30 - 8:30 Continental Breakfast **Madison Ballroom**

8:00 - 11:00 Poster Session **Assembly Room**

8:30 - 9:30 Concurrent Sessions:  
**Models of “what do we know about our students’ learning?”  
and “what works?”**

***Making Sure “Pre” Isn’t “Mis”: Preconceptions and Student Learning*** **Conference 5**

Nancy Chick, UW-Barron County; Tracy White, UW-Barron County;  
Cary Komoto, UW-Barron County

The focus of this panel discussion is on first-year student preconceptions in three different academic disciplines. Student preconceptions will affect how students learn. If their preconceptions are not dealt with, they may not learn the new concepts or ideas being taught to them. Nancy Chick (English) will report on two SoTL projects which comprise a "signature pedagogy" in literary studies. Tracy White (Biology) will report on a SoTL project which addresses the problem of oversimplification of the goals and processes of science. Cary Komoto (Geography) will report on a SoTL project which addresses misconceptions about processes in physical geography.

***Including Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) History, Ideas, and People in the College Classroom*** **Senate A**

Denise Clark, UW-Oshkosh; H. Jordan Landry, UW-Oshkosh

This workshop focuses on ways to include GLBT (Gay, Lesbian, Bisexual, and Transgender) people, culture, and ideas in the college classroom. Our collaborative discussion will address pedagogy and curriculum in relation to GLBT inclusion. The attendees will learn how homophobia and heterosexism have shaped curriculum in such a way as to exclude GLBT contributions to knowledge and culture. Attendees will gain knowledge about how exclusion of GLBT people, culture, and ideas affects students in the classroom. The expected outcomes are that participants will gain knowledge about how to construct a classroom climate that allows for inclusivity of diversity, specifically issues of gender and sexuality.

***Achieving Student Success Using the Teaching Team Model*** **Senate B**  
Johanna Dvorak, PhD., UW-Milwaukee

Teaching Teams is a program designed to improve student success especially in large lecture courses. Developed at the University of Arizona in 1997 and now being implemented at the University of Wisconsin-Milwaukee, Teaching Teams is a collaboration of faculty, learning center staff, TAs, and students to

improve learning and engagement in the course. Participating faculty select student preceptors enrolled in the course to assist their peers in and outside the class. As team members, preceptors earn additional course credit to develop college success and leadership strategies, engage with the professor, and assist their classmates. Learn more about this successful program.

***Campus Common Read: Creating a Community of Literacy and Scholarship*** **Caucus**

Joseph J. Foy, UW-Waukesha; Margaret Hankenson, UW-Waukesha

The University is a community of scholars. For our communities to thrive and flourish, we need dialogue between and among ourselves. This can be stimulated through a campus common program. As UW-Waukesha prepares for the fifth year of its Campus Read Program, we would like to share our experiences and the results of a comprehensive assessment of the program. We hope this will spawn a proliferation of similar programs during the first and second year of college, and the resulting exchange can help strengthen our program and others like it already in place.

***Establishing Institutional Cultures of Evidence to Prove/Improve the First Year*** **University B**

Donald Mowry, UW-Eau Claire; Melissa Bonstead-Bruns, UW-Eau Claire; Michael Wick, UW-Eau Claire

The University of Wisconsin-Eau Claire has offered a First Year Experience Program for more than 15 years. However, it has assumed many forms and it has never been fully assessed for student learning outcomes. In the spring of 2006, a Task Force on the First Year Experience was formed to “prove” or “improve” the program. After an extensive review of the research and participation in two national conferences on the First Year Experience, including one solely focused on assessment, the Task Force formulated and implemented a comprehensive and ongoing assessment plan that will be the focus of this panel presentation.

***Living and Learning: Educational Outcomes of Freshman Learning Communities*** **University A**

Diana Rogers-Adkinson, UW-Whitewater; Susan M. Wildermuth, UW-Whitewater

Research has demonstrated that freshmen live and learn communities (LLCs) create curriculum coherence, help students transition to college, encourage student-faculty interaction, and facilitate retention (Tinto, 1999). However, acquisition and comprehension of course material are not usually emphasized in this research. Instead, learning is an assumed positive by-product of the integration, transition, and retention-focused goals (Howser, 1998). This session presents research comparing students who participate in LLCs with non LLC students and explores student learning outcomes; specifically differences in student state motivation, cognitive learning, and affective learning. Implications for live and learn program and curriculum development will be discussed.

This session will repeat on at 9:45 a.m.

☒ ***Four Years Later: Seniors Reflect on Their Experiences in First-Year Interest Groups (FIGs)*** **University C**

Greg Smith, UW-Madison

Assessment of first-year interest groups (FIGs) has demonstrated that these programs are generally effective in helping freshmen make successful transitions to university life. Continuing assessments of FIGs at UW-Madison, including following students through to their senior years, have revealed that achievements in FIGs persist far beyond the freshman year. Students in FIGs continue to earn higher GPAs and have higher retention and graduation rates; FIGs have influenced choices in courses, majors, and graduate programs. Reflecting on their FIGs experiences, seniors say that they appreciated the integration of disciplines and gained broader understanding of the value of liberal arts education.

***A SoTL Approach to Improving Student Learning in the First Year***

John Stone, UW-Whitewater; Liz Hachten, UW-Whitewater **University D**

The session will overview the *UW-Whitewater Teaching Scholars Program (UW-W TSP)*, and its approach to encouraging faculty and instructional staff to explore methods of enhancing student learning in first year students. The session will discuss the design of the *UW-W TSP*, overview methods used to focus faculty attention on student learning in the first year, explore pragmatic and logistic issues (i.e., securing funding, scheduling for completion of SoTL project), discuss lessons learned from running the program, and present a few of the sample SoTL projects completed in support of the program.

☒ ***Building on a Culture of Collaboration to Promote Student Success*** **Conference 1**

Christel Taylor, UW Colleges; Greg Lampe, UW Colleges;  
Greg Ahrenhoerster, UW Colleges; Sue Kalinka, UW Colleges;  
Amy Mussell, UW Colleges; Cheryl Schoenhaar, UW Colleges

The UW Colleges' Engaging Students in the First Year (ESFY) Initiative has grounded its processes in the institution's collaborative culture. We will discuss the variety of evidence we have and how collaborative partnerships result in access to new expertise, experience, and evidence as teams develop new programming or improve existing programming to promote student success in the first year of college. We will feature an intercampus partnership with librarians developing activities for First-Year Seminar classes and a campus group promoting retention and academic success by learning from a variety of data and including campus members in different institutional roles.

***Using Technology to Provide Early and Often Feedback to First Year Students*** **Conference 3**

Joan Thomas, UW-Stout; Kim Nimsgern; UW-Stout

Research indicates that students desire and benefit from early and frequent feedback regarding their academic performance. The Early Alert System at UW-Stout uses innovative technology to provide instructors with user friendly

☒ This session will repeat on at 9:45 a.m.

point and click options to identify student concerns regarding attendance, academic performance, and other issues related to class performance. Feedback is provided electronically to students and advisors. Faculty participation rate is high due to ease of use and student response. Expansion possibilities include positive feedback and other “at risk” groups of students beyond their first year. Data tracking is easy with a click of a button that downloads all information into spreadsheet format.

- ☒ ***Access to Success – An Institutional Program for the First Year*** **Conference 4**  
Ruth Williams; UW-Milwaukee; Jim Hill, UW-Milwaukee;  
Gesele Durham; UW-Milwaukee; Ruth Russell, UW-Milwaukee;  
Beth Warner, UW-Milwaukee; Shana Stein, UW-Milwaukee

UW-Milwaukee has implemented Access to Success, a comprehensive first-year program that incorporates a Summer Bridge; Freshman Mentoring; First-Year Transition Courses; Academic Advising; Honors programming; redesigned freshman courses including Mathematics, Chemistry, Philosophy and Psychology; a Multicultural Student Center; Tutoring; Supplemental Instruction; Teaching Teams, and an Early Warning System. The assessment results for Fall 2005 freshmen participating in Access to Success program strategies is promising in its implications for improved retention and achievement for participants in retention strategies, especially for freshmen of color and freshmen requiring development work.

9:45 - 10:45 Concurrent Sessions

***General Education and Literacy: Reaching and Teaching First-Year Students*** **Conference 5**

Lori Allen, UW-Parkside; Frances Kavenik, UW-Parkside;  
Christine Tutlewski, UW-Parkside; Theron Snell, UW-Parkside

This presentation describes the process that is being used at the University of Wisconsin-Parkside to address literacy problems among first-year students, who typically start their undergraduate careers testing into one or more remedial courses: reading, writing, and/or math. Because these students are also taking one or more general education courses, we are focusing on their performance in those courses as a means of improving their literacy skills. Our work may be of specific interest to those also beginning to look at how literacy in general education affects the performance of first-year students.

***UWGB’s FOCUS Program and the First Year Seminar Pilot*** **Senate A**

Scott Furlong, UW-Green Bay; Brenda Amenson-Hill, UW-Green Bay;  
Regan Gurung, UW-Green Bay; Andy Kersten; UW-Green Bay;  
Georjeanna Wilson-Doenges; UW-Green Bay; Denise Bartell; UW-Green Bay

UW-Green Bay’s freshman program (FOCUS) is a holistic and collaborative program. UWGB piloted a content-based freshman seminar using general education classes. Faculty committed to skills and knowledge sets such as critical thinking, communication, and interdisciplinarity. The seminar included a group project requiring students to work together to solve a problem in an interdisciplinary way. It also included co-curricular activities

- ☒ This session will repeat on at 9:45 a.m.

and a freshman film series to get students more engaged in campus activities and to examine issues in different ways. We built assessment into the project in numerous ways (e.g., NSSE data, other measures). The project also provided opportunities for faculty development and scholarship of teaching and learning projects. The session will discuss all of these elements.

***Campus Common Read: Creating a Community of Literacy and Scholarship***

**Caucus**

Joseph J. Foy, UW-Waukesha; Margaret Hankenson, UW-Waukesha

The University is a community of scholars. For our communities to thrive and flourish, we need dialogue between and among ourselves. This can be stimulated through a campus common program. As UW-Waukesha prepares for the fifth year of its Campus Read Program, we would like to share our experiences and the results of a comprehensive assessment of the program. We hope this will spawn a proliferation of similar programs during the first and second year of college, and the resulting exchange can help strengthen our program and others like it already in place.

***Using Data to Influence Practice and Culture***

**Senate B**

Jane Henderson; UW-Stout; Anne Kelly Hoel, UW-Stout

Gathering feedback from students to guide teaching, learning and student success is common practice at UW-Stout. The Teaching and Learning Center utilizes a variety of data sources including NSSE results, ACT-CAAP results and several customized assessment tools to guide faculty development outreach and support instructors' scholarly investigation. The process begins with asking the right question(s) and being vigilant about using the data collected to affirm or improve practice. Examples of tools used to gather data about our students will be shared but more importantly, the actions that resulted from the data collection will be shared.

***Living and Learning: Educational Outcomes of Freshman Learning Communities***

**University A**

Diana Rogers-Adkinson, UW-Whitewater;  
Susan M. Wildermuth, UW-Whitewater

Research has demonstrated that freshmen live and learn communities (LLCs) create curriculum coherence, help students transition to college, encourage student-faculty interaction, and facilitate retention (Tino, 1999). However, acquisition and comprehension of course material are not usually emphasized in this research. Instead, learning is an assumed positive by-product of the integration, transition, and retention-focused goals (Howser, 1998). This session presents research comparing students who participate in LLCs with non LLC students and explores student learning outcomes; specifically differences in student state motivation, cognitive learning, and affective learning. Implications for live and learn program and curriculum development will be discussed.

***Four Years Later: Seniors Reflect on Their Experiences in First-Year Interest Groups (FIGs)***

**University C**

Greg Smith, UW-Madison

Assessment of first-year interest groups (FIGs) has demonstrated that these programs are generally effective in helping freshmen make successful transitions to university life. Continuing assessments of FIGs at UW-Madison, including following students through to their senior years, have revealed that achievements in FIGs persist far beyond the freshman year. Students in FIGs continue to earn higher GPAs and have higher retention and graduation rates; FIGs have influenced choices in courses, majors, and graduate programs. Reflecting on their FIGs experiences, seniors say that they appreciated the integration of disciplines and gained broader understanding of the value of liberal arts education.

***Building on a Culture of Collaboration to  
Promote Student Success***

**University B**

Christel Taylor, UW Colleges; Greg Lampe, UW Colleges;  
Greg Ahrenhoerster, UW Colleges; Sue Kalinka, UW Colleges;  
Amy Mussell, UW Colleges; Cheryl Schoenhaar, UW Colleges

The UW Colleges' Engaging Students in the First Year (ESFY) Initiative has grounded its processes in the institution's collaborative culture. We will discuss the variety of evidence we have and how collaborative partnerships result in access to new expertise, experience, and evidence as teams develop new programming or improve existing programming to promote student success in the first year of college. We will feature an intercampus partnership with librarians developing activities for First-Year Seminar classes and a campus group promoting retention and academic success by learning from a variety of data and including campus members in different institutional roles.

***Access to Success – An Institutional Program for the First Year***

Ruth Williams; UW-Milwaukee; Jim Hill, UW-Milwaukee;  
Gesele Durham; UW-Milwaukee; Ruth Russell, UW-Milwaukee;  
Beth Warner, UW-Milwaukee; Shana Stein, UW-Milwaukee

**Conference 4**

UW-Milwaukee has implemented Access to Success, a comprehensive first-year program that incorporates a Summer Bridge; Freshman Mentoring; First-Year Transition Courses; Academic Advising; Honors programming; redesigned freshman courses including Mathematics, Chemistry, Philosophy and Psychology; a Multicultural Student Center; Tutoring; Supplemental Instruction; Teaching Teams, and an Early Warning System. The assessment results for Fall 2005 freshmen participating in Access to Success program strategies is promising in its implications for improved retention and achievement for participants in retention strategies, especially for freshmen of color and freshmen requiring development work.

***Improving Student Success and Retention in  
Introduction to Sociology***

**University D**

Helen Rosenberg, UW-Parkside; Teresa Reinders; UW-Parkside;  
Anne Statham, UW-Parkside

We describe how this project developed, the negotiations involved in teaching two courses with two different instructors and consulting with a partner as part of our learning community. In addition, we describe how competencies are operationalized and indirectly assessed on a weekly basis and at two time points in the semester. Students who drop our classes will be interviewed as well. We consider challenges we faced in project implementation, academic and demographic indicators used as predictors of success, and the long term goals of this project including reassessing those who become sociology majors in the Senior Seminar.

***Establishing Institutional Cultures of Evidence to  
Prove/Improve the First Year***

**University B**

Donald Mowry, UW-Eau Claire; Melissa Bonstead-Bruns, UW-Eau Claire;  
Michael Wick, UW-Eau Claire

The University of Wisconsin-Eau Claire has offered a First Year Experience Program for more than 15 years. However, it has assumed many forms and it has never been fully assessed for student learning outcomes. In the spring of 2006, a Task Force on the First Year Experience was formed to “prove” or “improve” the program. After an extensive review of the research and participation in two national conferences on the First Year Experience, including one solely focused on assessment, the Task Force formulated and implemented a comprehensive and ongoing assessment plan that will be the focus of this panel presentation.

10:45 - 11:00 Break

**Wisconsin Capital Ballroom Lobby**

11:00 - 12:00 All-Conference Session for Campus Teams:

**Wisconsin Ballroom**

**Developing Campus Action Plans Discussion**

Greg Lampe, Associate Vice Chancellor for Academic Affairs, UW Colleges,  
Facilitator

12:00 - 1:30 Lunch and Closing Panel:

**Capital Ballroom**

**Moving Forward: Reflections from a panel of participants**

Gerald Greenfield, Interim Provost, UW-Parkside  
Trent Sonnentag, Student, UW-Barron County  
Susan McFadden, Professor of Psychology, UW-Oshkosh