



March 2006

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Mark These Dates:

May 3-5, 2006

Pacific Northwest Higher Education Teaching & Learning Conference

"The Scholarship of Teaching, Learning & Assessment: Connections That Work"

Online REGISTRATION available at the conference website: TLC2006 website

Moore's Musings: On Networks and Shell Games



Bill Moore, SBCTC

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On Renewing a Network, Re-Thinking a Retreat

Several weeks ago my "assessment liaison" group gathered for its winter quarter retreat, and by all accounts (and by that I mean not just me ☺) the meeting was very successful. It always helps when we have outside guests—people get tired of hearing just from me and each other, I think—and this time Gary Brown, the Director of the Center for Teaching, Learning and Technology at Washington State University led a marvelous session exploring the issues and implications of this brave new world of technology, and "digital-native" students¹, that we're battling or embracing, depending on your perspective, or at the least grappling to understand. But that's another story; this story is about the other reason I think this particular gathering was more successful than usual: we've redefined our network in a way that not only makes sense in the ongoing evolution of the assessment initiative but also is crucial to continuing and extending the important contribution of this work to the colleges around the state. [[Read more](#)]

An Observation from the Two-year Assessment Liaison Workshop

Mike Witmer, Skagit Valley



I had the pleasure of attending Phil Venditti and Sally Gove's session on their "**Good Stories for Good Learning**" mini-workshop at the Fall Assessment Liaison retreat. The premise is that perhaps the best way to help us convey understanding of difficult concepts is to actively seek out and use stories in the learning process. Phil and Sally came to recognize that they used stories, some based on personal experience and some drawn from other sources, in their own teaching. This led to the development of a statewide project to collect, catalog and ultimately make these stories available to all of us for use in our own teaching.

I found the story-telling and following discussion intriguing, fun and insightful. Phil and Sally had worksheets that we started to use to "prime the pump." Needless to say these were not really necessary given the group at this session! Getting us to start telling stories was NOT at issue. What I found interesting as we shared stories that we each used in class

Resources

Books and Publications
A review of five books (1 from Anker Publishing Company and 4 from Jossey-Bass)

Local and National/
Workshops
Information on up coming local and national conferences, teleconferences and workshops

WA State Higher Education
ATL websites and newsletters
Provides a link to college ATL websites and newsletters

Two- and four-year
Assessment Liaisons and Coordinators
Provides contact information on WA State's two-year assessment liaisons and four-year assessment coordinators

Faculty Association of
Community & Technical
Colleges (FACTC)[
Links to the FACTC website

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**"To accomplish great things
we must dream as well as
act."**

--Anatole France

was that I tell lots of stories. I don't think of them as stories, but as examples to illustrate ideas in psychology, but they are stories and generally (if they are any good) they also entertain a bit. That positive emotion associated with being at least slightly amused should lead to better memory of concepts, and that is certainly one of my objectives.

I also found the discussion interesting in that we tended to find additional meaning in each others stories. Perhaps, a good story is good because it has several layers of meaning. The reaction of students to the stories can also help us to gauge the understanding they have and help direct us in the learning process. Beyond that it was just fun for us to hear some of the "A material" of our colleagues.

2006 Teaching and Learning Conference – Hard to believe but this year's Pacific Northwest Higher Education Teaching and Learning Conference is just two months away. "The Scholarship of Teaching, Learning & Assessment: Connections That Work" will be held at the Vancouver Hilton, in Vancouver, Washington May 3-5, 2006.

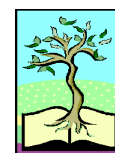
We have some great opportunities for This year's keynote speaker will be Richard Gale, Senior Scholar, The Carnegie Foundation for the Advancement of Teaching. Gale directs the [Carnegie Academy for the Scholarship of Teaching and Learning \(CASTL\) Higher Education Program](#) and works with the *Integrative Learning Project*. Gale was selected as a Carnegie Scholar for 2000 and is a founding member of the International Society for the Scholarship of Teaching and Learning (ISSOTL). He holds a doctorate in theatre from the University of Minnesota, a master's of fine arts in playwriting from the University of California San Diego, and a master's in drama from San Jose State University. His research includes work on the academic seminar, aesthetic literacy, critical pedagogy, pedagogy and theatre of the oppressed, theatre and national identity, and the scholarship of teaching and learning.

Online Registration Open

To register, please go to the conference website where there is also information on Information on Lodging, Fees and the

Schedule-at-a-Glance. To avoid a late fee, registrations must be received on or before April 17.

**"Things which matter must never be at the mercy of things
which matter least"
Johann Wolfgang von Goethe**



Your First College Year Survey: Highlights from the 2005 YFCY

Victor Saenz & De'Sha Wolf
February 16, 2006

[An essay from the National Resource Center for the First Year Experience and Students in Transition, FYA Listserv; used with permission from the NRC]

This year marks the sixth year of national administration for the Your First College Year (YFCY) survey. The YFCY survey was created to enable institutions to strengthen their first-year student assessment efforts in order to generate policy and practices that will positively impact the lives of first-year students on their respective campuses. The YFCY instrument was designed through a partnership between two organizations with a shared mission: to enhance local and national assessment of the first college year. The [Higher Education Research Institute \(HERI\)](#) at UCLA joined forces with [The Policy Center on the First Year of College](#) to develop a national survey of first-year students.

KEEP toolkit

The KEEP Toolkit is a set of web-based tools that help teachers, students and institutions quickly create compact and engaging knowledge representations on the Web. With the KEEP Toolkit you can:

- ✓ select and organize teaching and learning materials.
- ✓ prompt analysis and reflection by using templates.
- ✓ transform materials and reflections into visually appealing and intellectually engaging representations.
- ✓ share ideas for peer-review, assessment, and collective knowledge building.
- ✓ simplify the technical tasks and facilitate knowledge exchange and dissemination.

The YFCY survey measures students' curricular and co-curricular experiences since entering college, and is administered at the end of the first year. To encourage longitudinal assessment of first-year students, this survey also serves as a posttest to the Cooperative Institutional Research Program (CIRP) Freshman Survey, a national survey of incoming college freshmen currently in its 40th year of administration. Using these two surveys in tandem, therefore, allows schools to assess how and why their first-year students change over time. For additional information on utilizing the YFCY in conjunction with the CIRP Freshman Survey, we direct you to the December 2003 issue of *Research in Higher Education*, which includes an article by Alexander W. Astin and Jenny J. Lee on the importance of longitudinal assessment in higher education research. The remaining part of this brief essay will highlight selected findings from the most recent YFCY data collection effort. [[Read more](#)]

Saenz, V. & Wolf, D. (2006). Your First College Year Survey: Highlights from the 2005 YFCY. Essay for the First-Year Assessment Listserv. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition. (<http://www.sc.edu/fye/resources/assessment/essays/Saenz-2.16.06.html>)

National Resource Center Announces Competition for Research Grant

Columbia, SC (February 1, 2006) - The National Resource Center for The First-Year Experience and Students in Transition invites applications for 2006-07 Paul P. Fidler Research Grant. The Paul P. Fidler Research Grant will promote the development and dissemination of original research with the potential to have a national impact on college student success. The Center invites applicants to submit proposals addressing a wide variety of topics, including students of color, community colleges, advising, transfer and articulation, administrative policies, and other issues related to college student transitions.

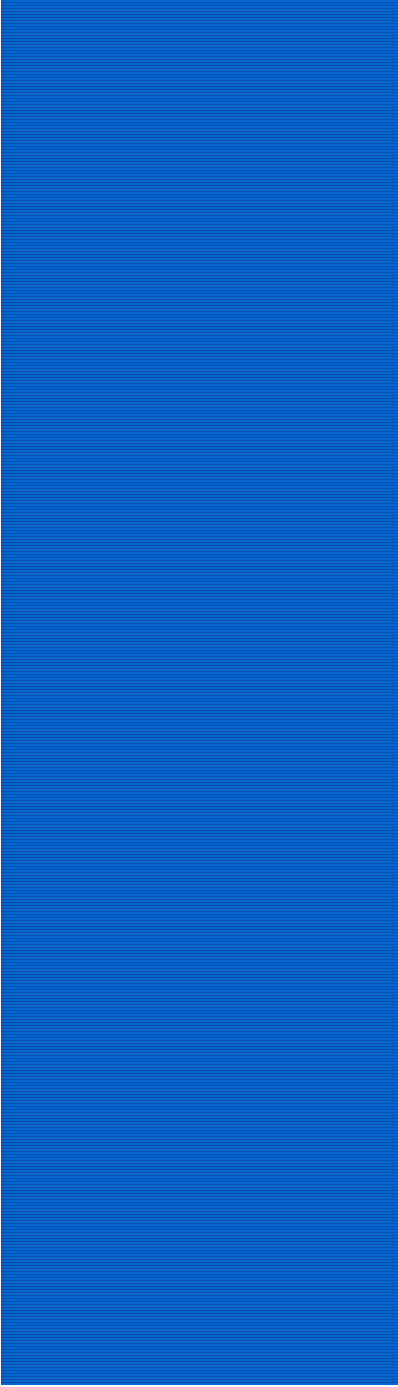
The grant was established in 2005 in an effort to "encourage scholars, in a very concrete and significant way, to develop research agendas focusing on students in transition," explains Mary Stuart Hunter, the Center's director. The grant competition is open to faculty, staff, and graduate students who plan to conduct research on issues of college student transitions. Cross-institutional research teams are especially encouraged to apply for the Paul P. Fidler Research Grant.

To be awarded in November 2006 at the 13th National Conference on Students in Transition in St. Louis, Missouri, the Paul P. Fidler Research Grant provides a comprehensive award package including:

- Stipend of \$5,000
- Travel to the 13th National Conference on Students in Transition, November 2006, in St. Louis, MO, at which the award will be presented
- Announcement and recognition at 2006 Students in Transition conference luncheon
- Travel to the 14th National Conference on Students in Transition, November 2007, in Cincinnati, OH, at which the research findings will be reported
- Announcement on The National Resource Center webpage, listservs, and print publications
- Priority consideration for publication by the National Resource Center for The First-Year Experience and Students in Transition

The application & proposal form may be downloaded at www.sc.edu/fye/research/grant and must be submitted electronically to NRCresearch@gwm.sc.edu by June 1st, 2006.

The Paul P. Fidler Research Grant complements the Center's ongoing efforts to develop a comprehensive research and literature base related to college student transitions. The National Resource Center for The First-Year Experience and Students in Transition has as its mission to support and advance efforts to improve student learning and transitions into and through higher education. In addition to the Fidler Grant, the Center fulfills its mission



through the presentation of annual conferences and institutes, web resources, and publications, including a monograph series and the Journal of The First-Year Experience and Students in Transition.