

Chapter XVII: MASTER PLAN AND ASSESSMENT WORKSHOP

The following information comes from the Summer 2001 Master Plan and Assessment Workshop. The agenda (p.2-3), PowerPoint presentations (p.4-19), breakout group questions (p.20-23), and answers to the breakout questions (p.23-31) are included.

Truman State University

Summer Master Plan/Assessment Workshop

August 6-7, 2001

“Affirming the Promise” After Five Years: A Mid-course Review

Version: July 31, 2001

Activities Room, Student Union Building

Monday, August 6

12:30-1:00 p.m.	Registration
1:00 p.m.	Welcome – Randy Smith, President of Faculty Senate
1:05 p.m.	Opening Remarks – President Jack Magruder
1:15-2:15 p.m.	“Truman in FY 2002: Celebrating Success and Setting a Course for the Next Five Years” University Master Plan Update Michael McManis
2:15 p.m.	Break
2:30-3:45 p.m.	Ensuring the Vitality of Assessment: Panel Report Planned Review of Assessment – Ruthie Dare-Halma CSEQ and NSSE – David Hoffman Interview Project – David Gillette Portfolio Project – Doug Davenport
3:45 p.m.	Break
4:00-4:45 p.m.	Breakout Discussion Groups “Deepening a Self-reflective Liberal Arts Culture – Key Issues”
4:45-5:15 p.m.	Group Reports

Tuesday, August 7

8:30-9:00 a.m.	Transforming the University Garry Gordon
9:00-10:30 a.m.	Project Team on Teaching and Evaluation Debra Kerby Peter Seldin Presentation
10:30 a.m.	Break
10:45-11:45 a.m.	Fostering Greater Diversity at Truman Bertha Thomas Faculty and Students (TBA)
11:45-12:30 p.m.	Breakout Discussion Groups “Deepening an Inclusive Liberal Arts Culture – More Key Issues”
12:30 p.m.	Adjournment

Transforming the University

August 2001

**Master Plan/Assessment
Workshop**

Recent Change Has Been Self-conscious and Outwardly Dramatic

- *New Mission*
- *Decrease in programs*
- *Increase in quality experiences (student profile, study abroad, foreign language, student-faculty ratio, etc.)*
- *New voices and ideas*
- *Shifts in leadership*

University at a Strategic Point in its Development

- *New faculty culture to meet new mission*
- *Unique, fragile niche with specific student profile*
- *External forces competing with some University goals*

Setting the Stage for Transformation

- **Future transformation may be more subtle, but no less important**
- **University must become even more learning centered**
- **Truman must recreate itself to “act” more like a small private liberal arts college in important areas that more fully engage students**
- **Keep traditions and values that have served us well and allowed us to flourish**

Setting the Stage for Transformation

- **Embrace change and create an environment that encourages risk**
- **Vision and High Goals in the absence of strong planning and the ability to “manage” change lead to unrealized goals**

Question:

*How should we transform the
University over the next 5 years
and beyond?*

Principles of Commitment #1

- **1. Universally provide learning experiences that present “life changing” experiences for students**
- **Make mid-course adjustments to LSP in anticipation of re-examination of liberal arts curriculum**
- **Re-examine the relationship between the major and the liberal arts curriculum**

Point #1 (con't)

- **Develop and enhance Undergraduate research/scholarship, study abroad, internships, service learning**
- **Create co-curricular opportunities that consciously provide learning opportunities**
- **Restructure curriculum to promote and accommodate “other” learning experiences and allow for greater faculty involvement**
- **Establish necessary support and learning enhancement opportunities for all Truman students, especially those “at risk” *here***

Principles of Commitment #2

- **2. Ensure that faculty and support staff have the knowledge and skills to understand and meet the needs of bright, talented 18-22 year old students**
- **Reconsider Faculty Development in the context of a learning-centered environment and as part of a larger Learning Enhancement Center**
- **Close collaboration with Student Affairs staff to better understand developmental issues and challenges for our students**
- **Involve faculty even more significantly in student learning experiences and leadership development opportunities traditionally seen as part of the co-curriculum**

Principles of Commitment #3

- **3. Enhance the culture and community of “association”**
- **Reconsider how students live on campus**
- **Continue to collaborate with local community to enhance social opportunities for students**
- **Enhance campus social community by providing better places for students to interact among themselves and with faculty/staff**

Point #3 (con't)

- **Create a realistic plan and timeline to establish an honor code to promote academic integrity and citizenship**
- **Continue to promote diversity through programs, hiring and expectations of behavior**

Principles of Commitment #4

- **4. Continue to develop a faculty culture supportive of Truman's values, a culture in which all members treat each other with respect and civility**
- **Establish an acknowledged expectation of Roles and Responsibilities for Truman Faculty**
- **Work to create a better understanding of what effective teaching at Truman is, how to assess and evaluate it, and how best to value it within policies and practices**

Point #4 (con't)

- **Establish tenure and promotion procedures that are consistent and fair, but that recognize unique features among disciplines and divisions**
- **Continue the tradition of governance that is based on faculty/administration collaboration and communication and *trust***
- **Understand and make “visible” the understanding that a primary variable in student learning is the teacher**

Principles of Commitment #5

- **5. Ensure that adequate and meaningful assessment exists to meet current and future transformation**
- **Refine Assessment Program to fine tune and make more effective institutional efforts**
- **Support and promote meaningful analyses and research that relate to Truman's environment, faculty and students**

Point #5 (con't)

- **Provide the means to share assessment information to allow for enhanced faculty/staff, discipline/division use**
- **Support and promote an assessment “culture of use” by the campus community**

*What are you willing to do
personally to participate in this
transformation?*



Truman State University

2001 Summer Planning and

Assessment Workshop

August 6-7, 2001

Michael A. McManis

University Dean

Planning and Institutional Development



Updating the University Master Plan

**“Affirming the Promise:
An Agenda for Excellence in the
Twenty-first Century”**

The Second Five Years



Why Review Plan Now?

- ❖ **Ten-year Plan: 1997-2007**
- ❖ **Five-year Data Projections: 1997-2002**
- ❖ **Completion of Mission Enhancement Program and Major Report to CBHE in April 2002 Regarding Accomplishments and Future Plans**
- ❖ **New CBHE Statewide Plan**
- ❖ **Mid-course Assessment Appropriate and Necessary**



Anticipated Planning Schedule

- ❖ **August 2001:** Appoint Strategic Planning Steering Committee
- ❖ **August 2001:** Begin Conversation with Division Heads; Launch Review at Summer Workshop
- ❖ **Fall 2001:** Meet with Campus Constituency Groups; Develop Refined Vision and Goals; Identify Key Issues and Possible Strategies
- ❖ **December 2001:** Present Progress Report to Board of Governors; Complete First Draft



Anticipated Planning Schedule (con't)

- ❖ **January 2002:** Circulate Draft Plan to Campus Community; Discuss Draft at January Conference
- ❖ **February 2002:** Progress Report to Board of Governors; Develop Revised Draft
- ❖ **March 2002:** Review Draft with Faculty Senate; Review Draft with CBHE Staff
- ❖ **April 2002:** Submit Revised Plan to Board of Governors
- ❖ **May 2002:** Submit Final Plan to CBHE



Truman State University: A Case Study in Intentional Change

❖ The Right Idea at the Right Time:

Truman has been shaped to a significant degree by its deliberate choices and the social and political environment affecting Missouri higher education.

❖ Refining the Culture of a Nationally Ranked Public LAS Institution:

Truman has prospered in the past and can continue to prosper in the future by effectively anticipating its environment and responding positively to its opportunities.



Key Decision: Changing Institutional Focus and Priorities

❖ **From: A *Common* Regional University**

- **Friendly**
- **Relatively Open Access**
- **Quality, Caring Faculty**

❖ **To: An *Uncommon* Public Liberal Arts University**

- **Friendly**
- **Statewide Mission**
- **Selective Admissions**
- **High Quality, Caring Faculty -- Phi Beta Kappa, etc.**
- **Focus on Nationally Competitive Learning Outcomes**



Truman's Vision Statement

As an *affordable* public university, Truman dedicates itself to provide students of demonstrated high ability a challenging liberal education which expands their abilities, opportunities, and expectations and prepares them to excel with a sense of responsibility and fulfillment.

Truman Faculty Senate, 1995



Truman's Core Supportive Values

- ❖ **Focus on Students and Student Learning**
- ❖ **Intellectual Challenge in a Nurturing Environment**
- ❖ **Affordability**
- ❖ **Commitment to Assessment**



Truman's Principal Planning Themes

Institutional Development Priorities

- ❖ **Deepening an enhanced, self-reflective liberal arts culture**
- ❖ **Recruiting and supporting outstanding students, faculty, and staff**
- ❖ **Providing excellent support to the teaching/learning process**
- ❖ **Nurturing viable relationships with external constituencies**



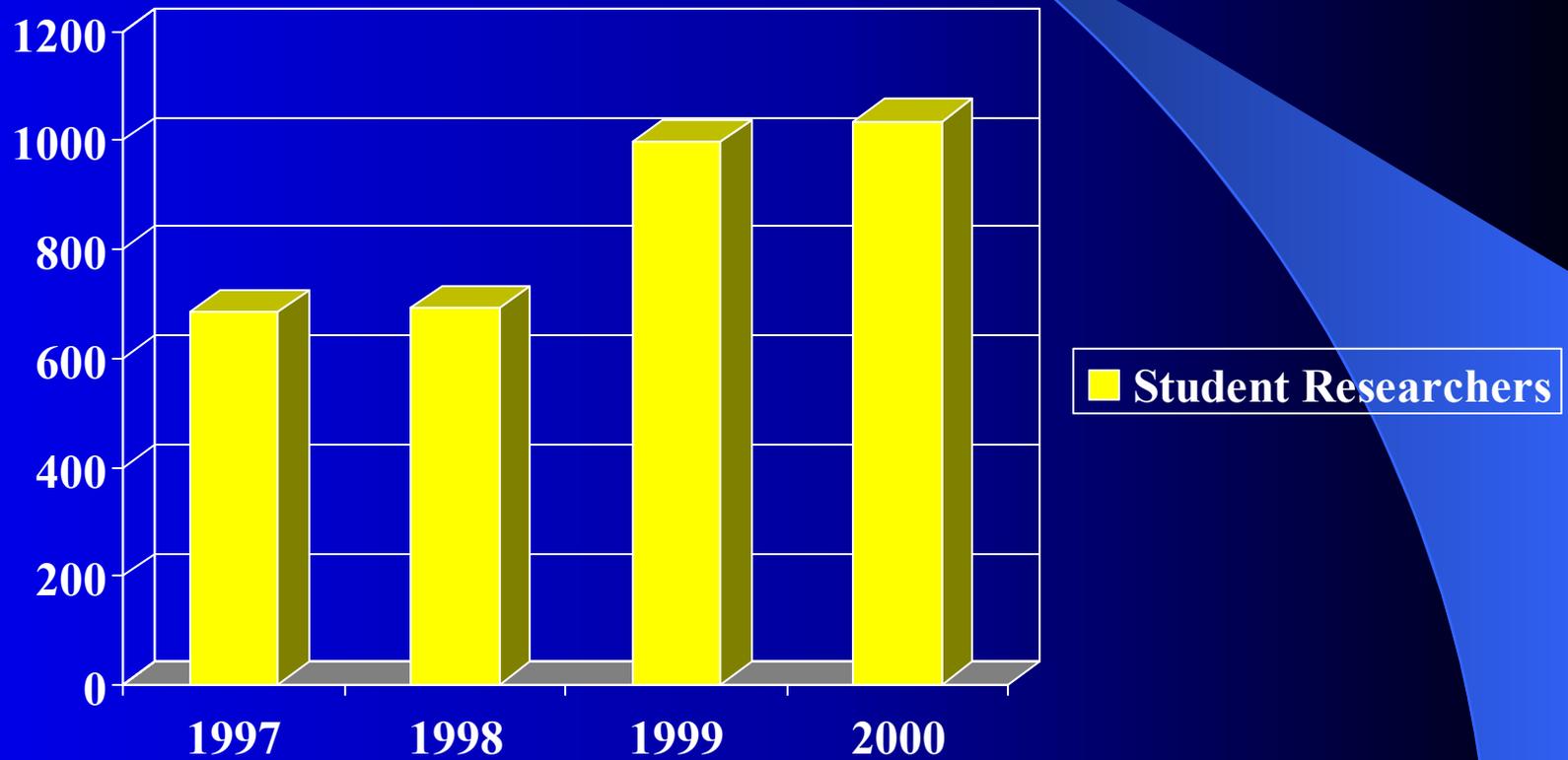
Significant Accomplishments

An Enhanced Liberal Arts Culture

- ❖ **Implementation of a New Liberal Studies Program**
- ❖ **Redefinition of Freshman Orientation Program**
- ❖ **Expansion and Redefinition of Residential College Program**
- ❖ **Reorganization and Expansion of Student Advising**
- ❖ **Growth of Collaborative Research**
- ❖ **Attainment of a ΦBK Chapter**
- ❖ **More Accessible Assessment Data, i.e., Assessment Almanac**
- ❖ **Periodic Review of Assessment Program Elements**



Students Involved in Collaborative Research, FY 97-00





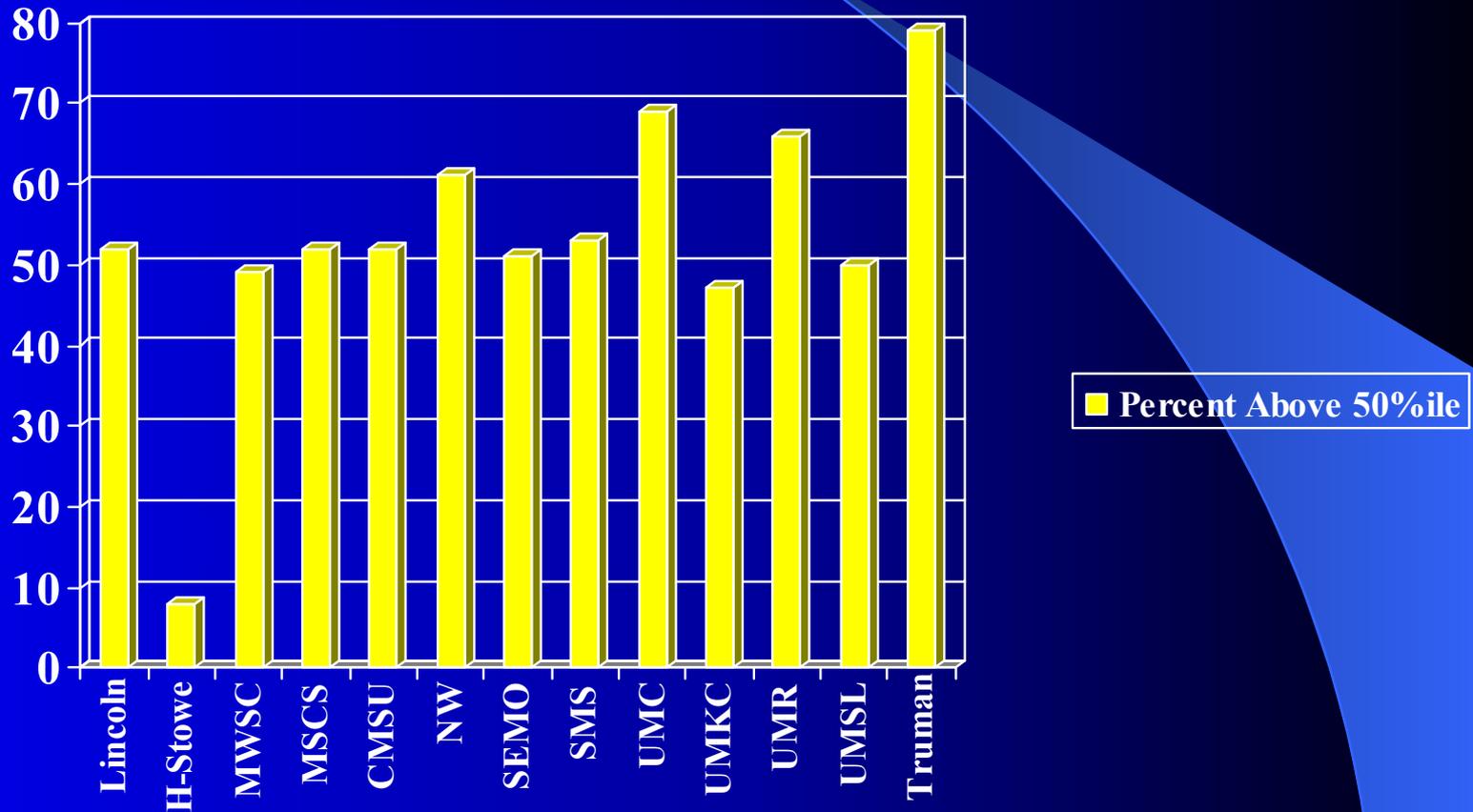
Significant Accomplishments

Outstanding Students and Faculty

- ❖ **Attainment of Highly Selective Admission Criteria -- Best in the State**
- ❖ **Highest Percentage of Public Sector Students Meeting CBHE Goals for Freshmen Preparation, Teacher Education Entrance and Exit, and Assessed Performance in the Major**
- ❖ **Highest Public Sector Graduation Rate in State**
- ❖ **Faculty Recruitment -- 33 New Positions**
- ❖ **Improved Faculty Orientation Program**
- ❖ **Distinguished Visiting Scholars Program**

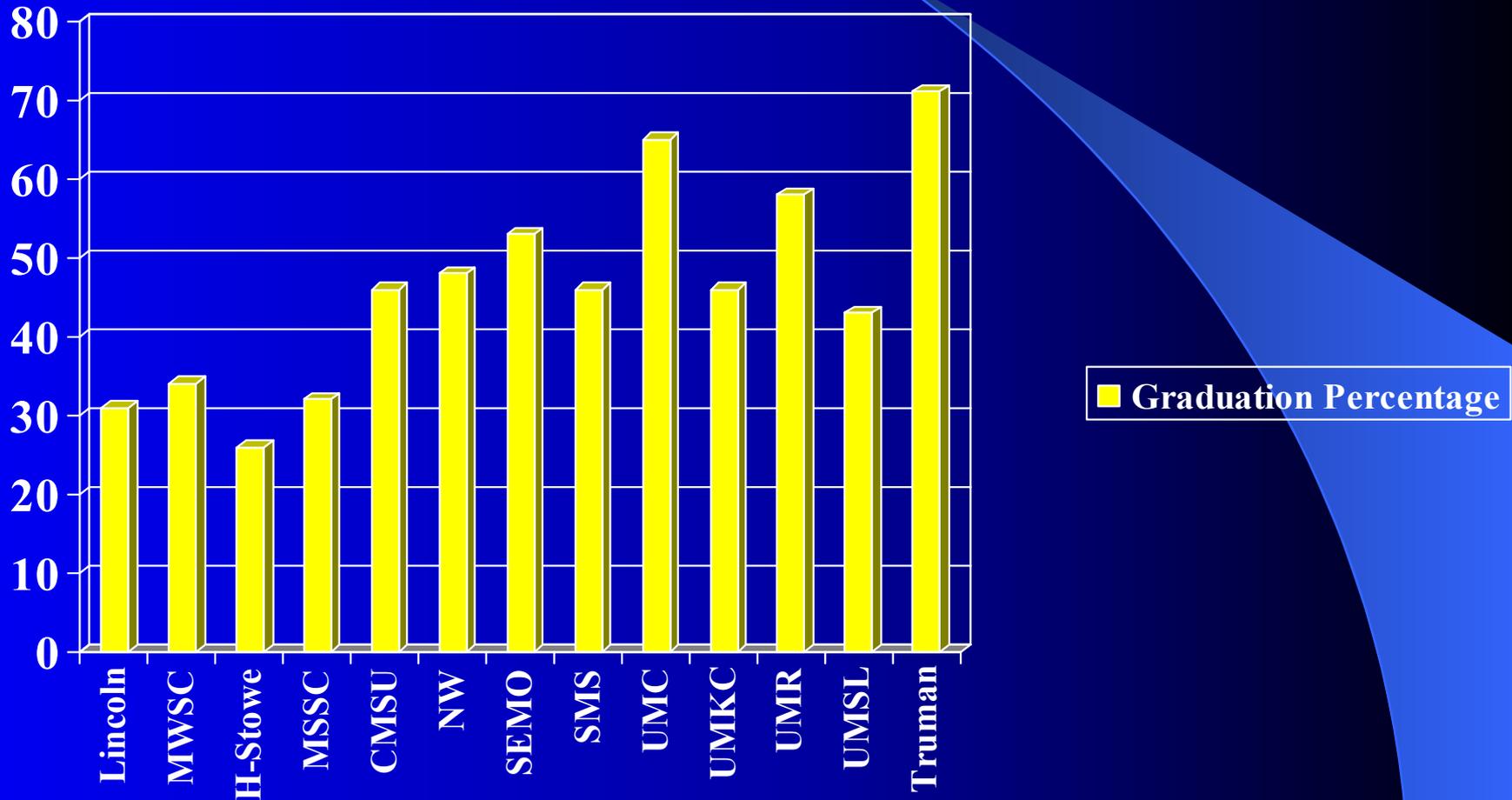


Performance of Baccalaureate Graduates on Major Field Examinations, FY 2000



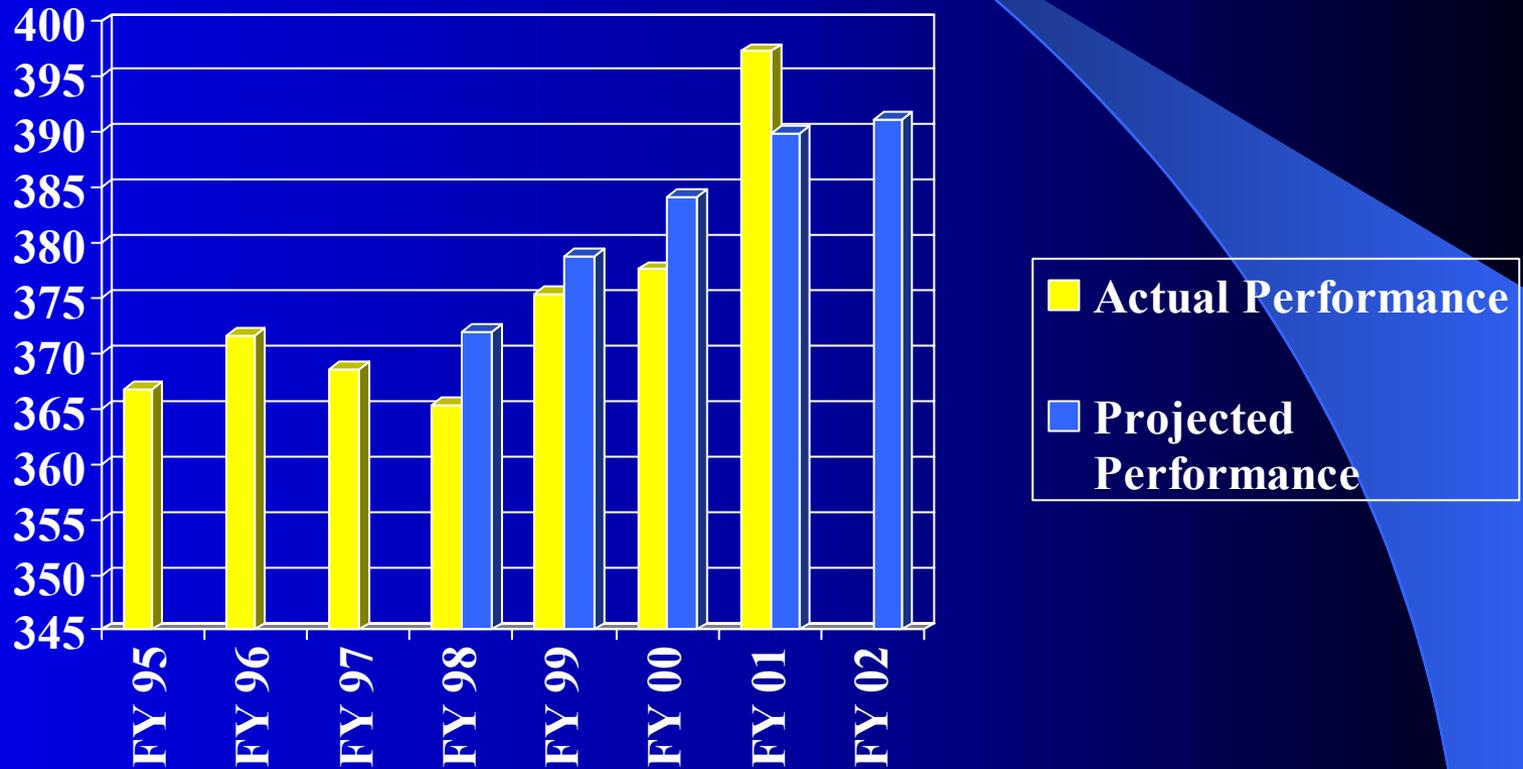


Six-year Graduation Rate for Full-time Freshmen from Any Public Institution, Spring 2000





Successful Faculty Recruitment: *FTE Faculty, FY 98 - FY 00*





Significant Accomplishments

Excellent Support for Teaching and Learning

- ❖ **Enhanced Collections for Pickler Memorial Library Plus New MOBIUS System**
- ❖ **Completed High Speed Campus Network for All Faculty and Major Residence Halls**
- ❖ **Expanded Access to Computer Classrooms and Open Access Computer Labs**
- ❖ **Completion of Strategic Plan for Computing**
- ❖ **Major Capital Projects Completed or Underway for Violette Hall, Fine Arts, and Science**



Significant Accomplishments

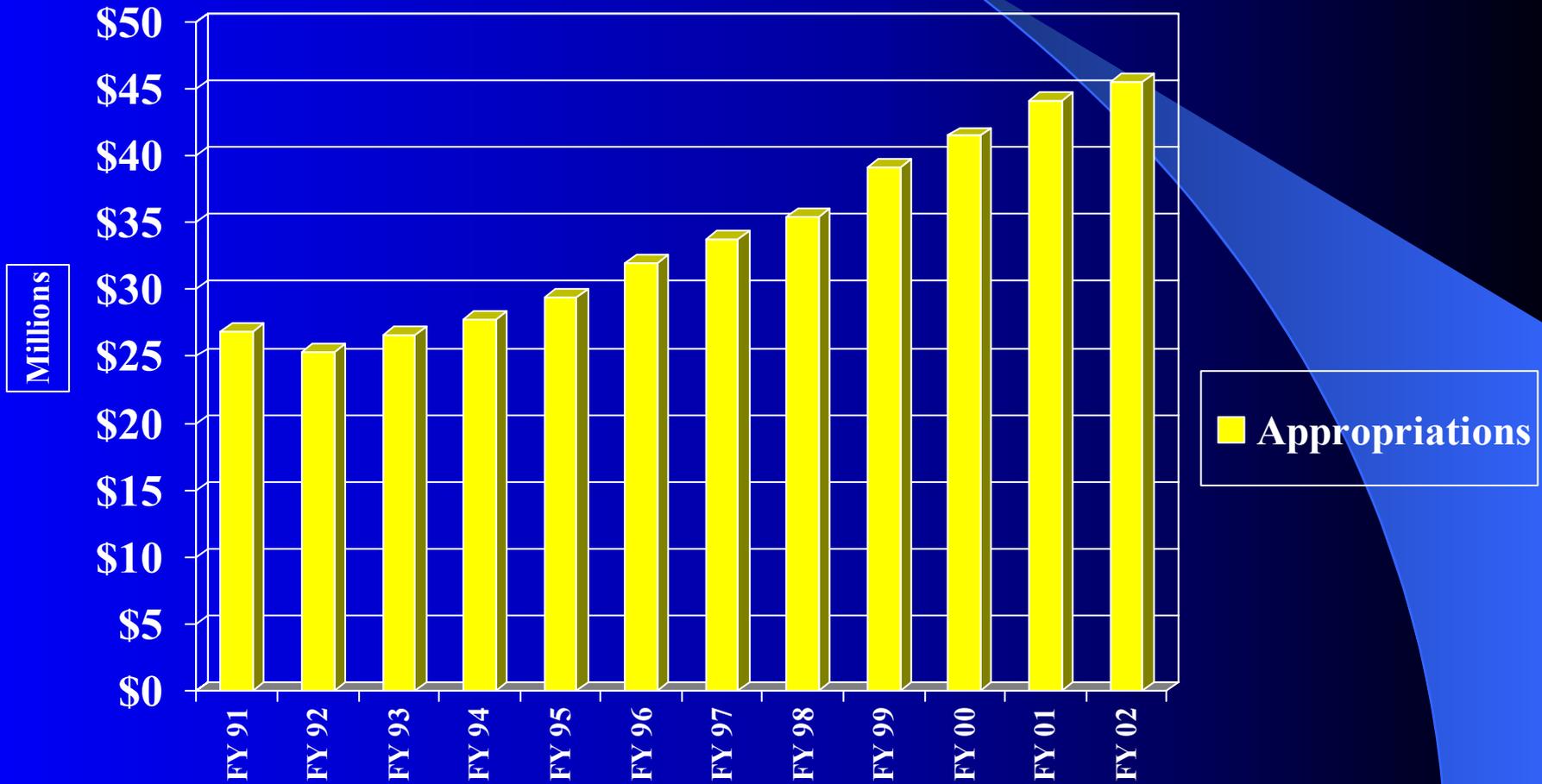
Fostering Strong External Relationships

- ❖ **High Credibility with Government Officials at All Levels -- Governor, General Assembly, CBHE, Kirksville**
- ❖ **Increasingly Successful Alumni and Development Programs**
- ❖ **Maintaining a Network of Cooperative Arrangements -- TCRC, Moberly C.C., MOREnet, MOBIUS, Campus Compact, UM-Rolla Management Program, Missouri Enterprise --MAMTC**
- ❖ **Strengthening Relationships with Businesses and School Districts**



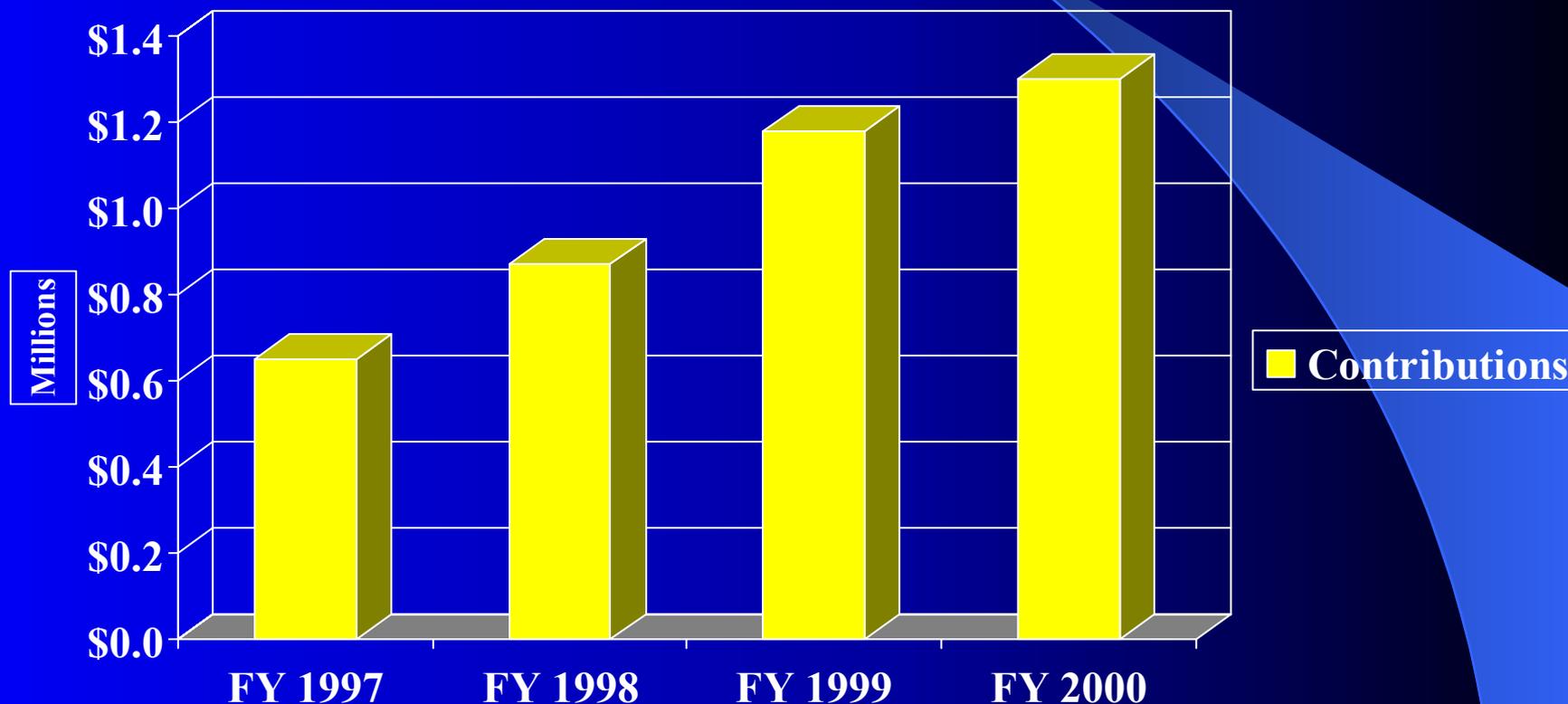
State Appropriations

FY 1991-2001





Total Contributions Excluding Planned Gifts, FY 97-00





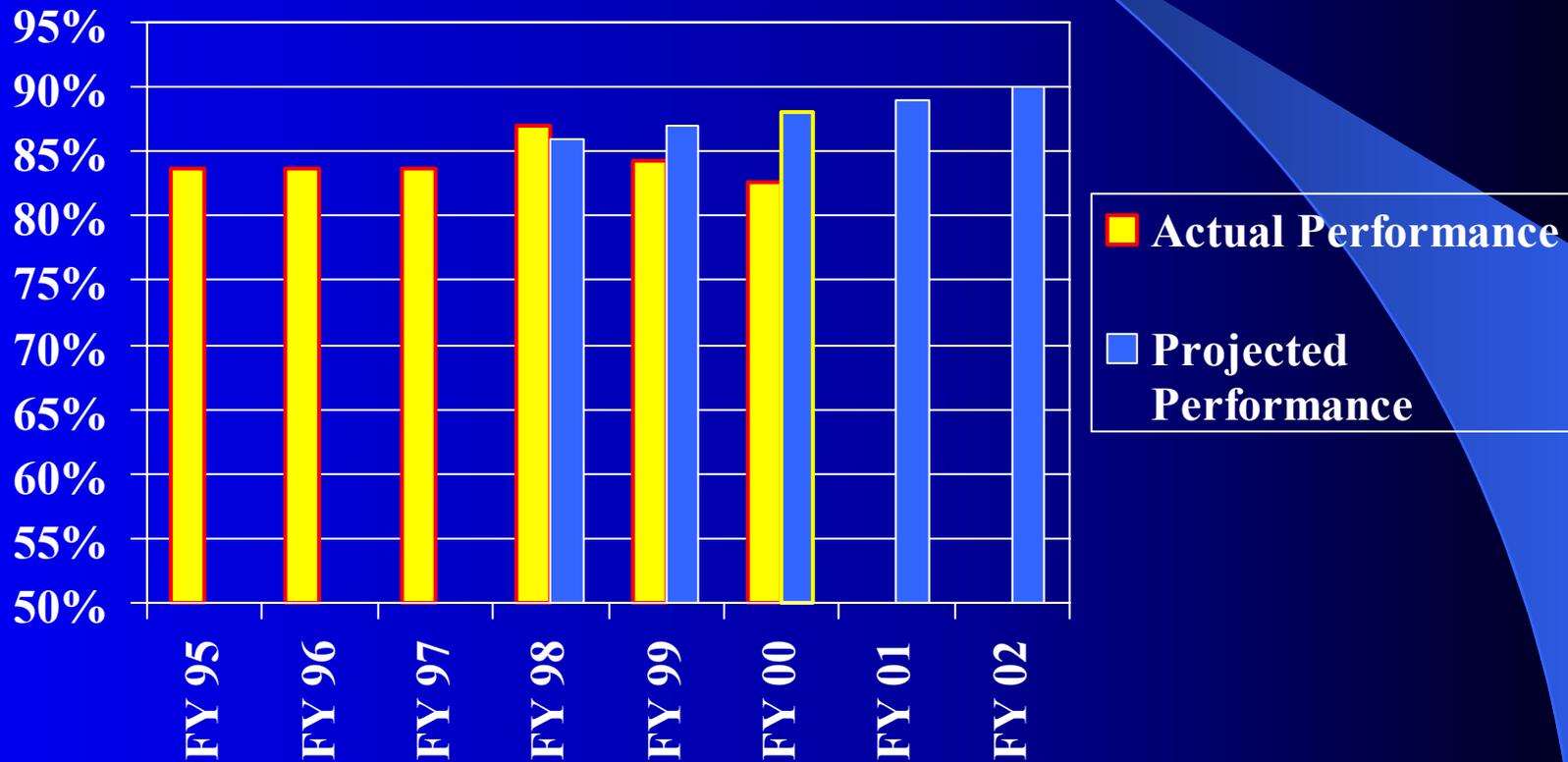
*Building a Nationally Recognized
Public Liberal Arts University*

A Work in Progress!



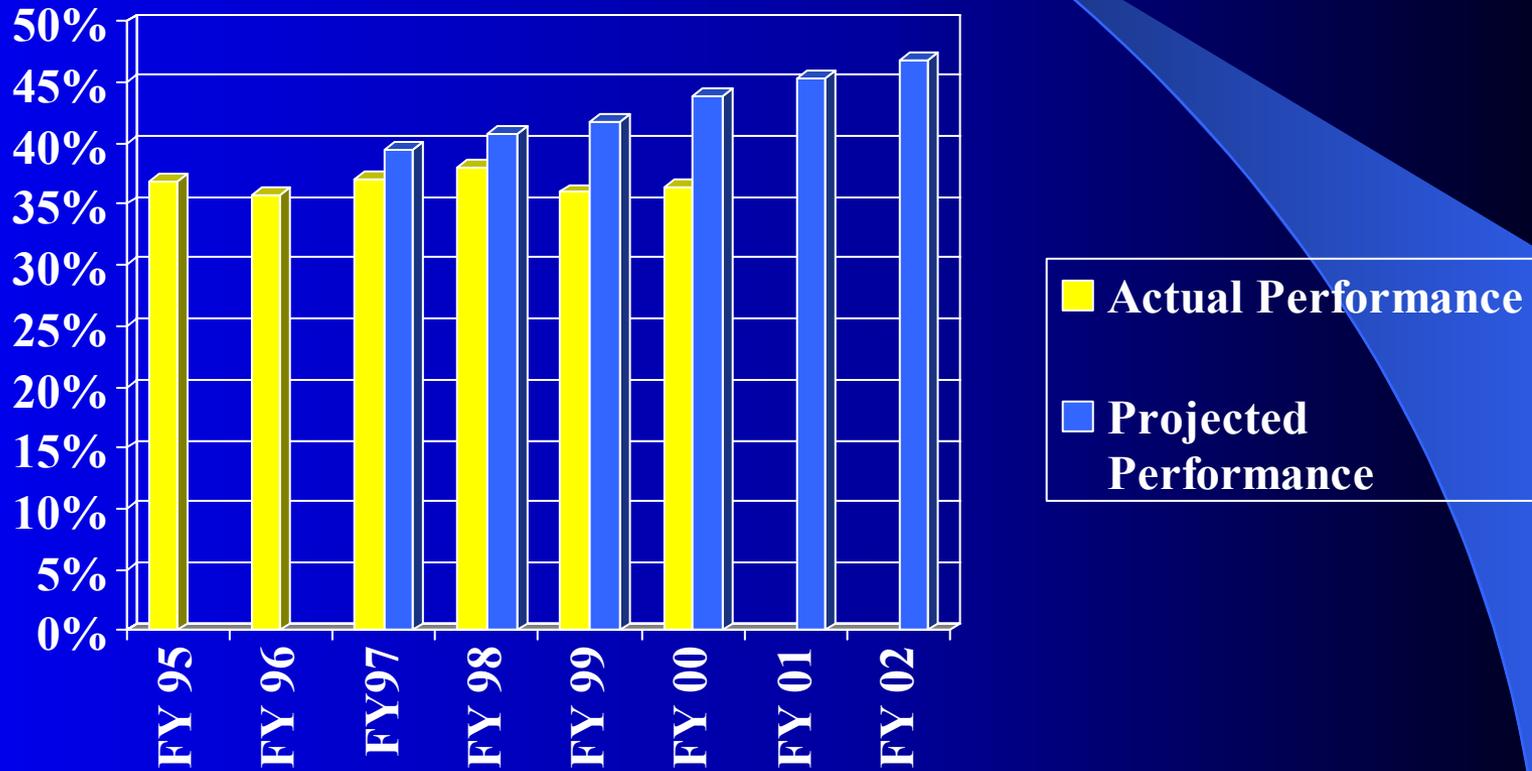
The Unfinished Agenda -- Goals Yet To Be Achieved

Freshman-Sophomore Retention Rates





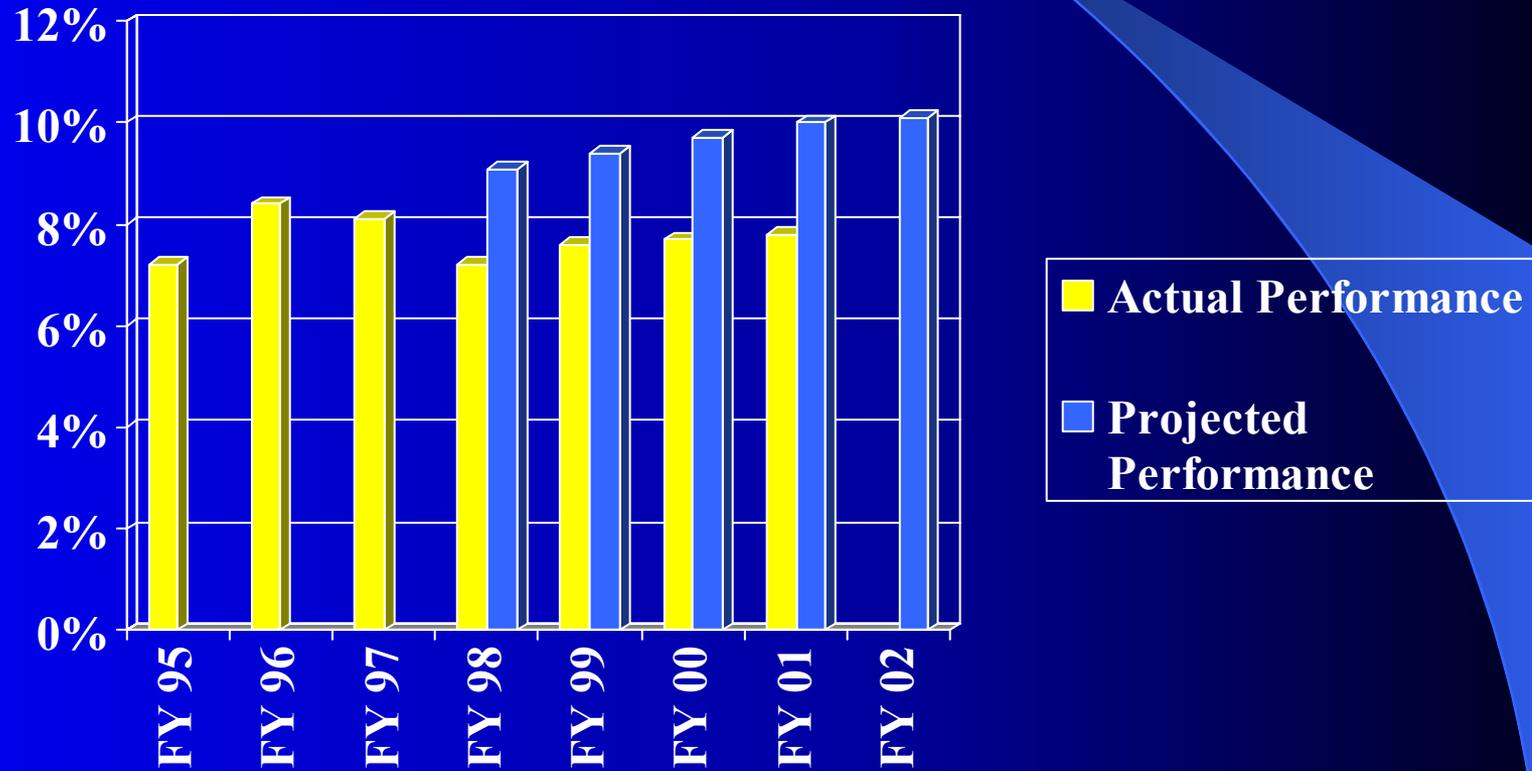
The Unfinished Agenda -- Goals Yet To Be Achieved Graduate School Participation





The Unfinished Agenda -- Goals Yet To Be Achieved

Percent Minority Freshmen





*Building a Nationally Recognized
Public Liberal Arts University*

**Constructing the Future on the
Foundations of the Past**



Updating the University Master Plan: Background Assumptions

State-level Social and Political Factors

- ❖ **Aging Population Statewide**
- ❖ **Priorities of Social Welfare Issues Plus Transportation and Economic Development**
- ❖ **Closely Divided Political Alignment**
- ❖ **Political Instability Due to Term Limits**
- ❖ **Prevailing Low Tax Philosophy**
- ❖ **Declining Relative State Revenue Support for Higher Education**
- ❖ **Continuing Skepticism about Higher Education's Management and Performance**



Updating the University Master Plan: Background Assumptions

System-level Education and Fiscal Factors

- ❖ **Decentralized Governance Unchanged**
- ❖ **Number of High School Graduates as well as College Attendance Rates Increasing**
- ❖ **Numbers of Well-prepared Students Lagging -- Creating Intense Competition for These Students**
- ❖ **Increasingly Effective Community College Lobby with a Public Policy Focus on Transfer and K-14 Education**



Updating the University Master Plan: Background Assumptions

System-level Education and Fiscal Factors (con't)

- ❖ **Missouri Tuition Relatively High -- Fostering Continuing Public Interest in Restraining Tuition Growth While Enhancing Geographic and Financial Access**
- ❖ **Increasing Debate Regarding Higher Education Funding Formula and Relative Importance of FTE Funding, Funding for Results, and Inflation Adjustments**
- ❖ **Extended Decline in Available State Resources and Relative Share -- Resulting in Severe Competition for Fiscal Support**



Updating the University Master Plan: Background Assumptions

Truman Specific Factors

- ❖ **Residential, Traditional College-age Students Will Remain a Narrow and Highly Competitive Segment of the Higher Education Market**
- ❖ **Prospective Students Will Continue To Be Drawn to Truman Based on Its Reputation for Academics and Affordability More Than Its Liberal Arts Emphasis**
- ❖ **Parents and Students Will Continue to Demand a High-level of Amenity in Facilities and Service from Faculty and Staff**



Updating the University Master Plan: Background Assumptions

Truman Specific Factors (con't)

- ❖ **Early Retirement Incentives May Result in Significant Leadership Changes Among Faculty and Top Administrative Staff in Next Five Years**
- ❖ **Recent and Prospective Influx of New Faculty and Administrative Staff Could Lead to Erosion of Key Institutional Values Without a Proactive University Response**
- ❖ **Given Truman's Remote Location, Faculty Welfare Issues and Spousal Employment Will Play an Increasingly Important Role in Recruitment and Retention**



Updating the University Master Plan: Background Assumptions

Truman Specific Factors (con't)

- ❖ **Non-state Resources and Internal Reallocations Will Be a Significant Source of Future “Flex” Funds**
- ❖ **Truman’s Distinctiveness Based Upon Its Assessment Program Will Decline as Other Institutions Develop Assessment-based Cultures**
- ❖ **While the State’s Leadership Values Truman and Its Role in the Higher Education System, Short-term State Priorities Will Not Necessarily Reinforce Mission Attainment**
- ❖ **Truman’s Status in the Missouri System Will Depend on the Continued Attainment of Demonstrated, Nationally Competitive Learning Outcomes and Willingness to be Accountable**



Inventing a New Type of Institution: The Public Liberal Arts University

Key Questions

- ❖ **What does it mean to be both “public” and “liberal arts”?**
- ❖ **What institutional attributes and behaviors should receive priority attention?**
- ❖ **How do we want to grow this institution?**
- ❖ **What proposals for specific changes and improvements will stimulate significant faculty and staff commitment and support in personal terms for those initiatives?**



Likely Planning Issues

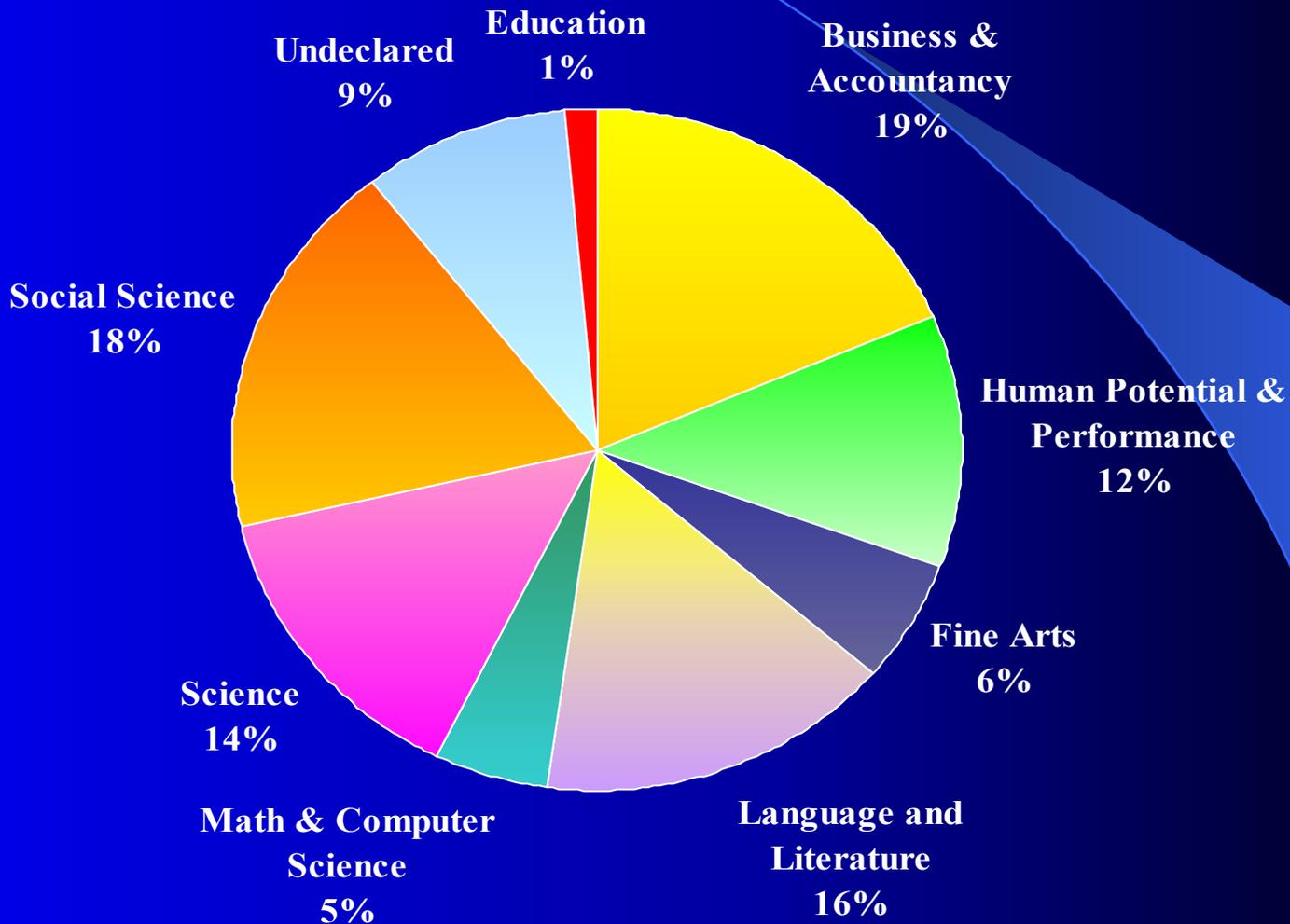
An Enhanced Liberal Arts Culture

- ❖ **How should the curriculum develop?**
- ❖ **What should be the relative size of the disciplines?**
- ❖ **What kinds of experiences should our students have?**
- ❖ **What are appropriate levels of student performance and academic challenge?**
- ❖ **What do our students need to learn and do to be successful when they leave Truman?**
- ❖ **How can we best ensure the vitality of the assessment program?**



Total Number of Majors by Division:

Fall 2000

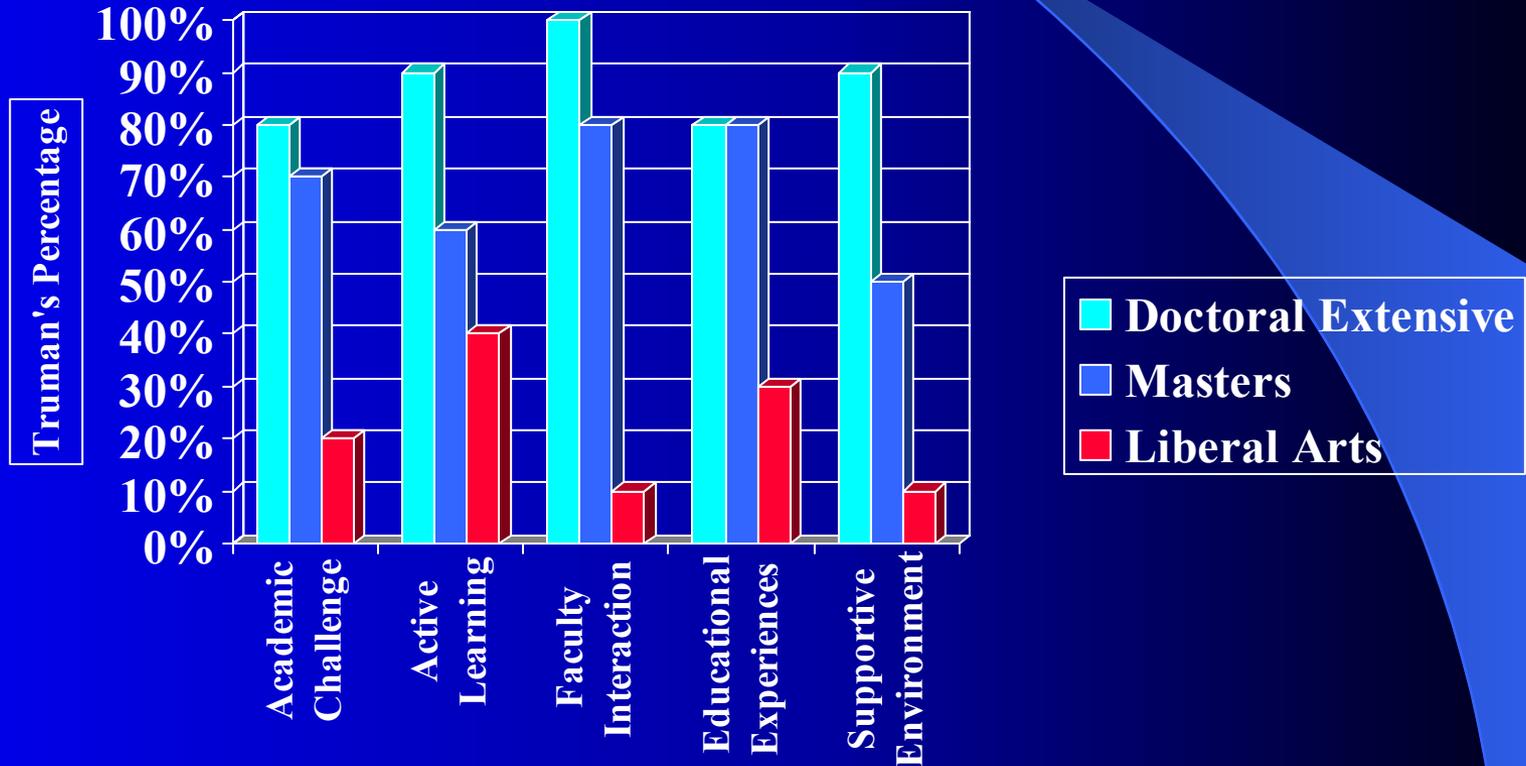




NSSE Survey Data for Seniors

Truman Performance Versus Other Institution Types

Spring 2000





Likely Planning Issues

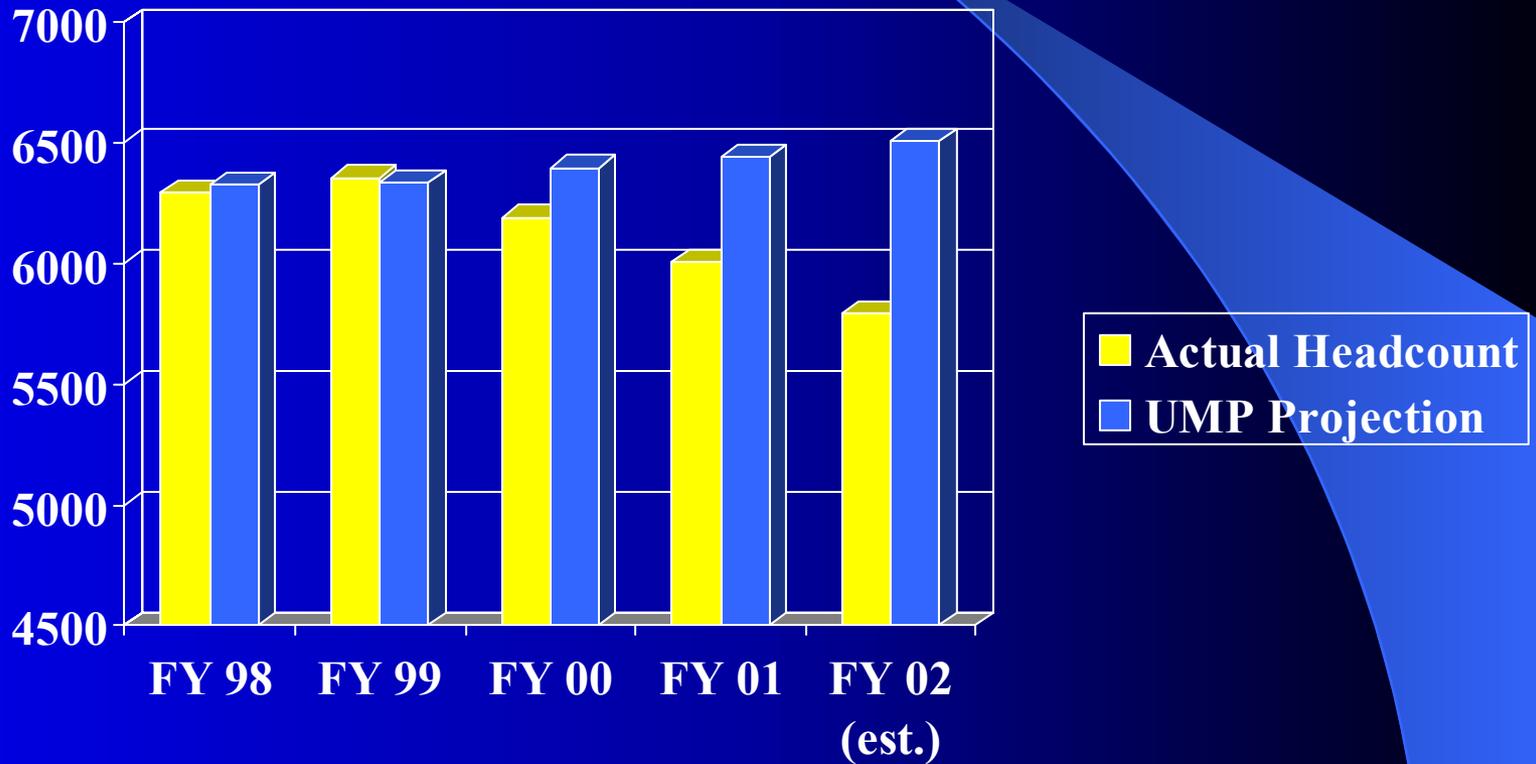
Outstanding Students and Faculty

- ❖ **What is the “right” size for this institution?**
- ❖ **What are the best strategies for enhancing recruitment and retention for both students and faculty?**
- ❖ **What are the key faculty and staff welfare issues, i.e., salary, benefits, spousal employment, and how can these be improved?**
- ❖ **What can we do to enhance student and faculty diversity?**
- ❖ **Do faculty roles and workloads require further definition?**
- ❖ **How do we help ensure that all faculty are effective teachers?**



Total On-campus Fall Enrollment

FY 97-02





Likely Planning Issues

Excellent Support for Teaching and Learning

- ❖ **What is the proper role of instructional technology in the teaching learning process and how do we foster this vision?**
- ❖ **How can we ensure the completion of the remaining major academic building projects, or compensate if they are delayed?**
- ❖ **How can we ensure the continued competitiveness of our residence halls and student support spaces without incurring unacceptable levels of debt?**



Likely Planning Issues

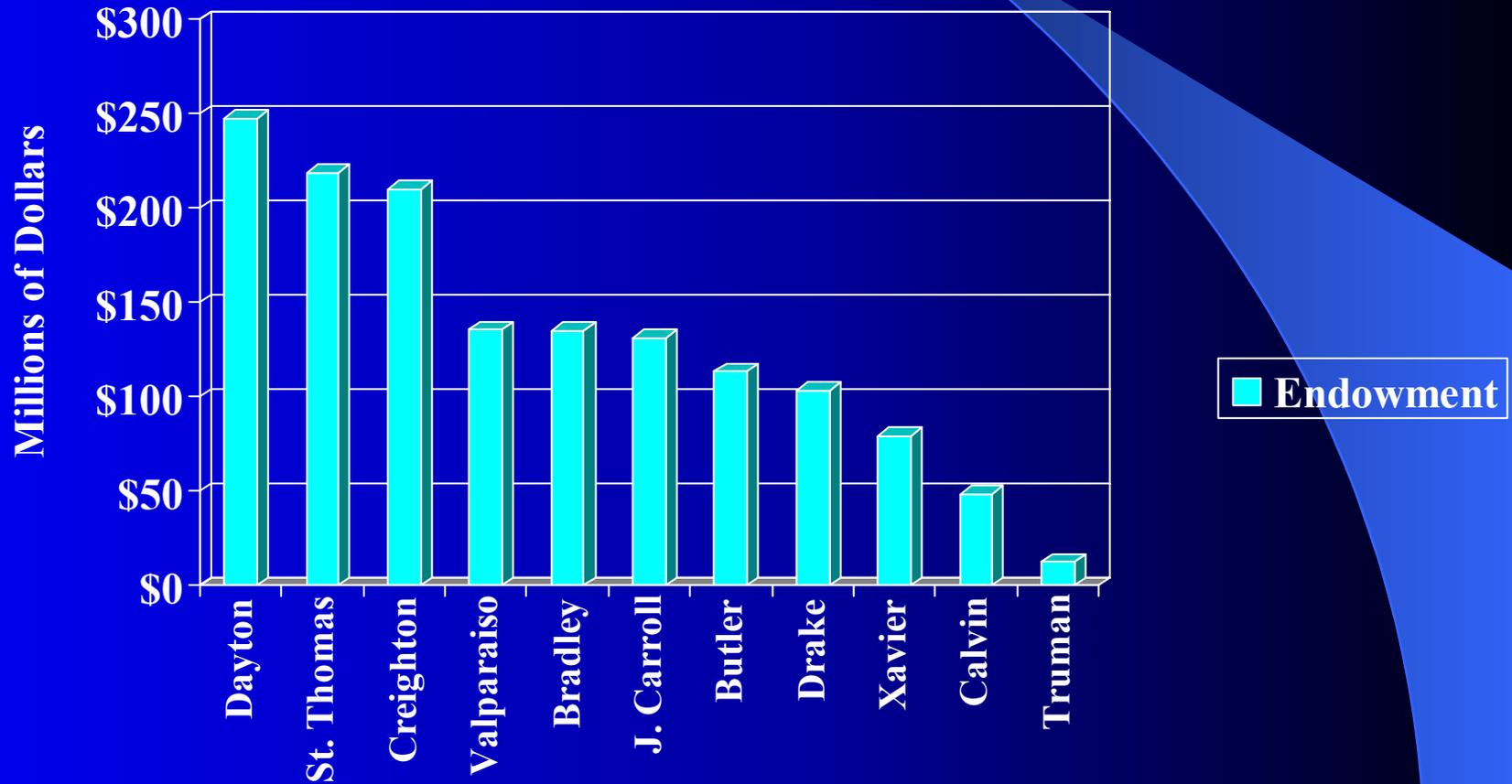
Fostering Strong External Relationships

- ❖ **How can Truman connect with and support the CBHE's statewide agenda?**
- ❖ **How can Truman accelerate the development of alumni and corporate support?**
- ❖ **How can Truman maintain good relations with the General Assembly in an unstable environment?**



A Truman Tradition: Doing More With Less

Truman's Endowment Versus U.S. News' Midwestern Peers





An Agenda for Excellence

Summary of Desired Characteristics for Truman, FY 2002

- ❖ Is recognized nationally as a *premier* public liberal arts and sciences university
- ❖ Features a *distinctive* LAS program and culture
- ❖ Has maintained and enhanced an *exemplary* faculty, staff, and student body
- ❖ Fosters the attainment of *outstanding* student learning outcomes comparable with the most competitive institutions in the nation
- ❖ *Effectively* maintains a commitment to affordability

Ensuring the Vitality of Assessment: Panel Report

Master Plan/Assessment Summer Workshop

August 6, 2001

Ruthie Dare-Halma – Planned Assessment Review

David Hoffman - CSEQ and NSSE

David Gillette – Interview Project

Doug Davenport - Portfolios



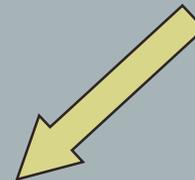
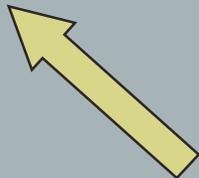
And so it goes...

Vision/Dreams

Assessment

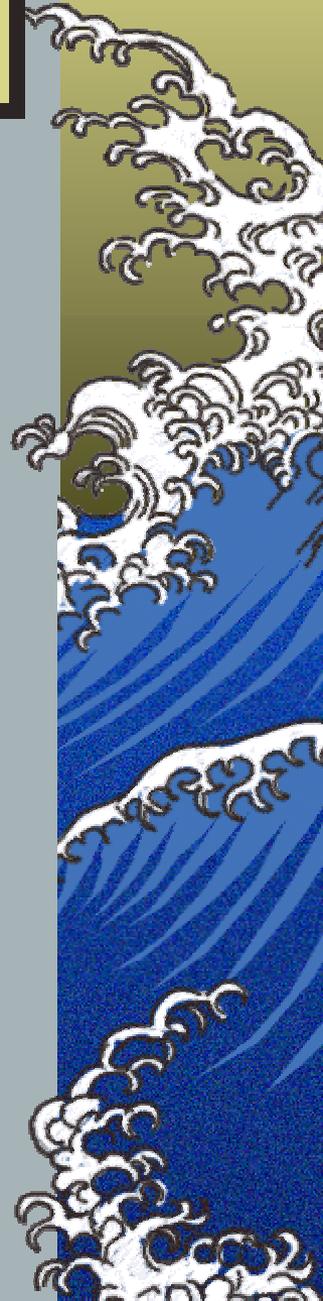
Assessment

Planning



Past Activities

- ▶ *Established systematic review of each assessment program component*
- ▶ *Suspended Freshman Tests*
- ▶ *Replaced first-year student assessment with CSEQ*
- ▶ *Replaced ISS with CSEQ*



Past Activities (continued)

- ▶ *Participated in NSSE*
- ▶ *Developed new interview questions for Interview Project*
- ▶ *Updated portfolio prompts*
- ▶ *Staff survey under development*
- ▶ *Offering Tek.Xam*



Future Plans

- ▶ *Additional analysis*
- ▶ *Restructure Assessment Committee*
- ▶ *Increase accessibility of data*
- ▶ *Examine “Junior Test” experience*



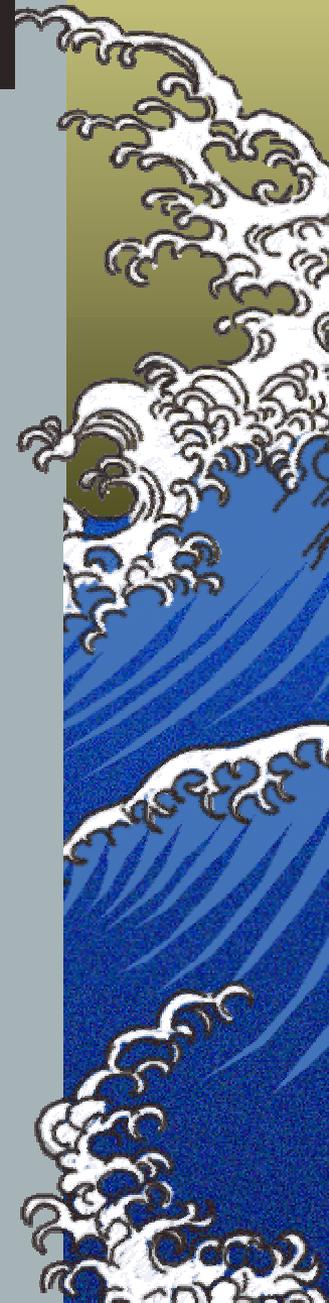
Future Plans (continued)

- ▶ *Assessment consultant*
- ▶ *Computing literacy assessment*
- ▶ *Campus-wide input on revitalization focus*
- ▶ *Investigate GSQ's suitability*
- ▶ *"Link" various assessment instruments: data mining*



Panel Overview

- ▶ *CSEQ and NSSE—David Hoffman*
 - ▶ *College Student Experience Questionnaire (CSEQ)*
 - ▶ *National Survey of Student Engagement (NSSE)*
- ▶ *Interview Project—David Gillette*
- ▶ *Portfolios—Doug Davenport*





The Truman State University
2001 Student Interview Project:
Recruitment & Retention



The University Assessment Committee
Student Interview Project Chair: David Gillette

Brief Overview



Brief Overview

- Truman initiative

Brief Overview



- Truman initiative
- 10 years ago in response to current interests

Brief Overview



- Truman initiative
- 10 years ago in response to current interests
- annual/bi-annual themes

Brief Overview



- Truman initiative
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Brief Overview



- Truman initiative
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- interviewee selection

Brief Overview



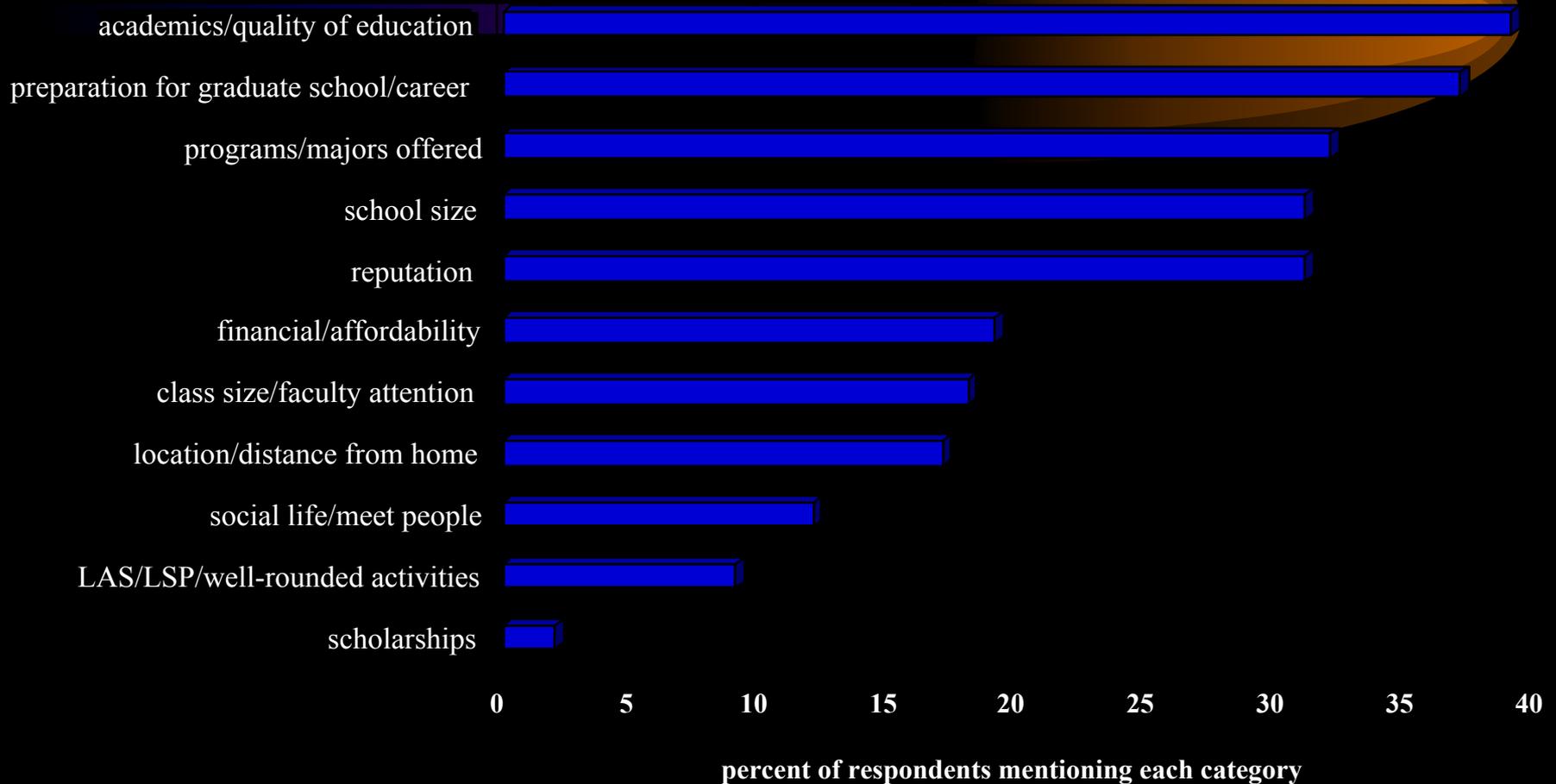
- Truman initiative
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- interviewee selection
- personal nature

Brief Overview

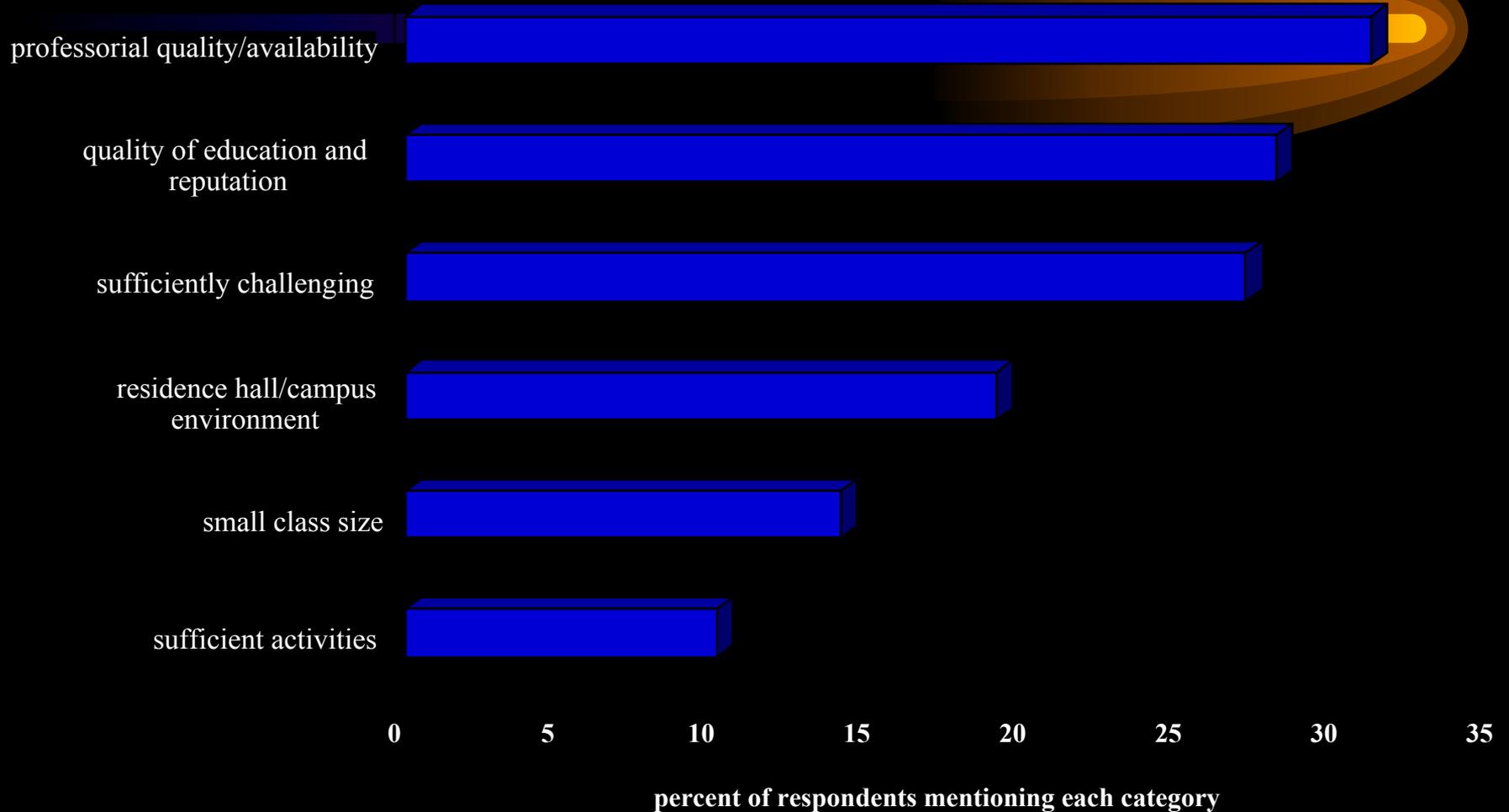


- Truman initiative
- 10 years ago in response to current interests
- annual/bi-annual themes
- faculty-student team
- interviewee selection
- personal nature
- immediate impact, if...

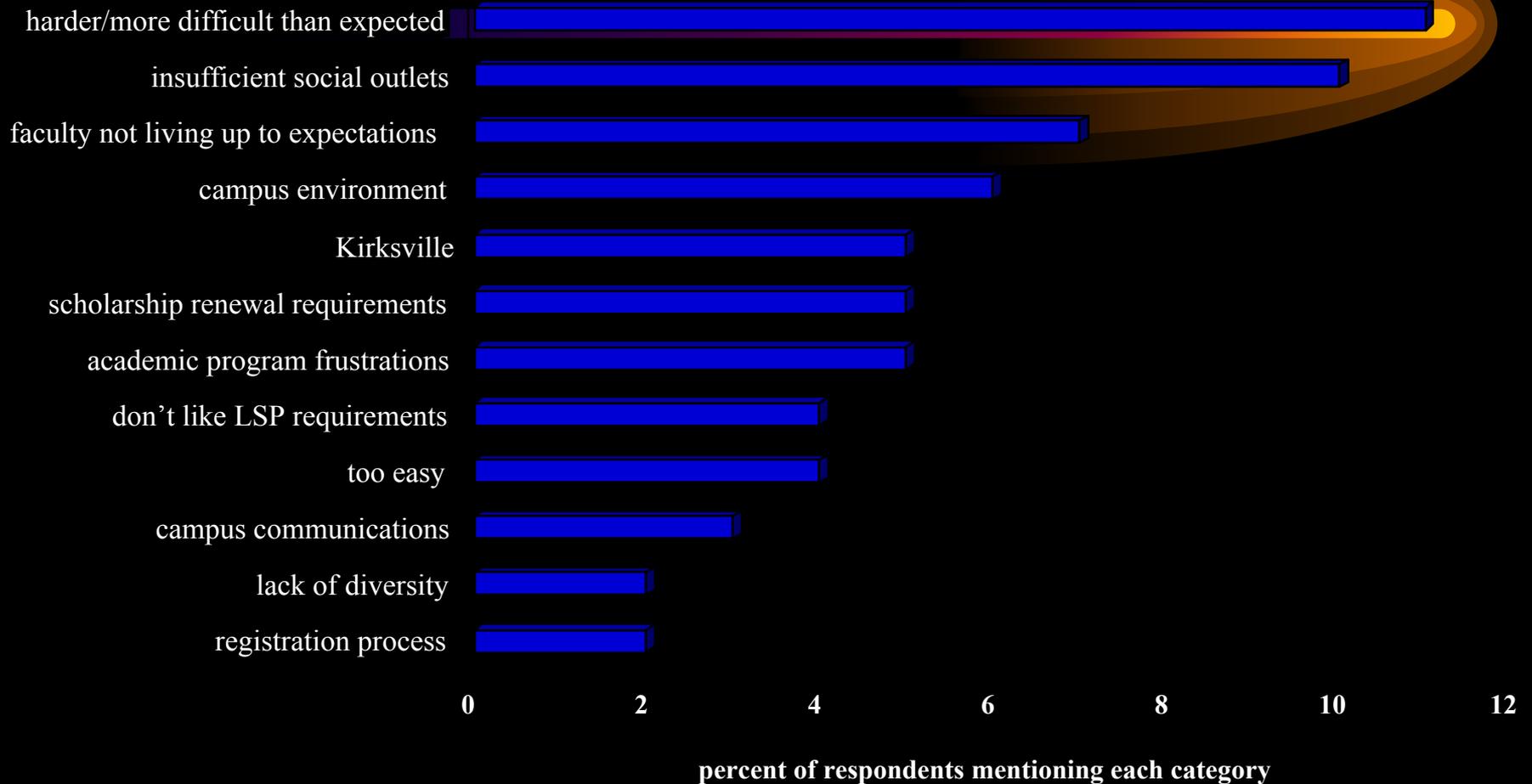
As you were searching for a university to attend, what goals did you have for a college education?



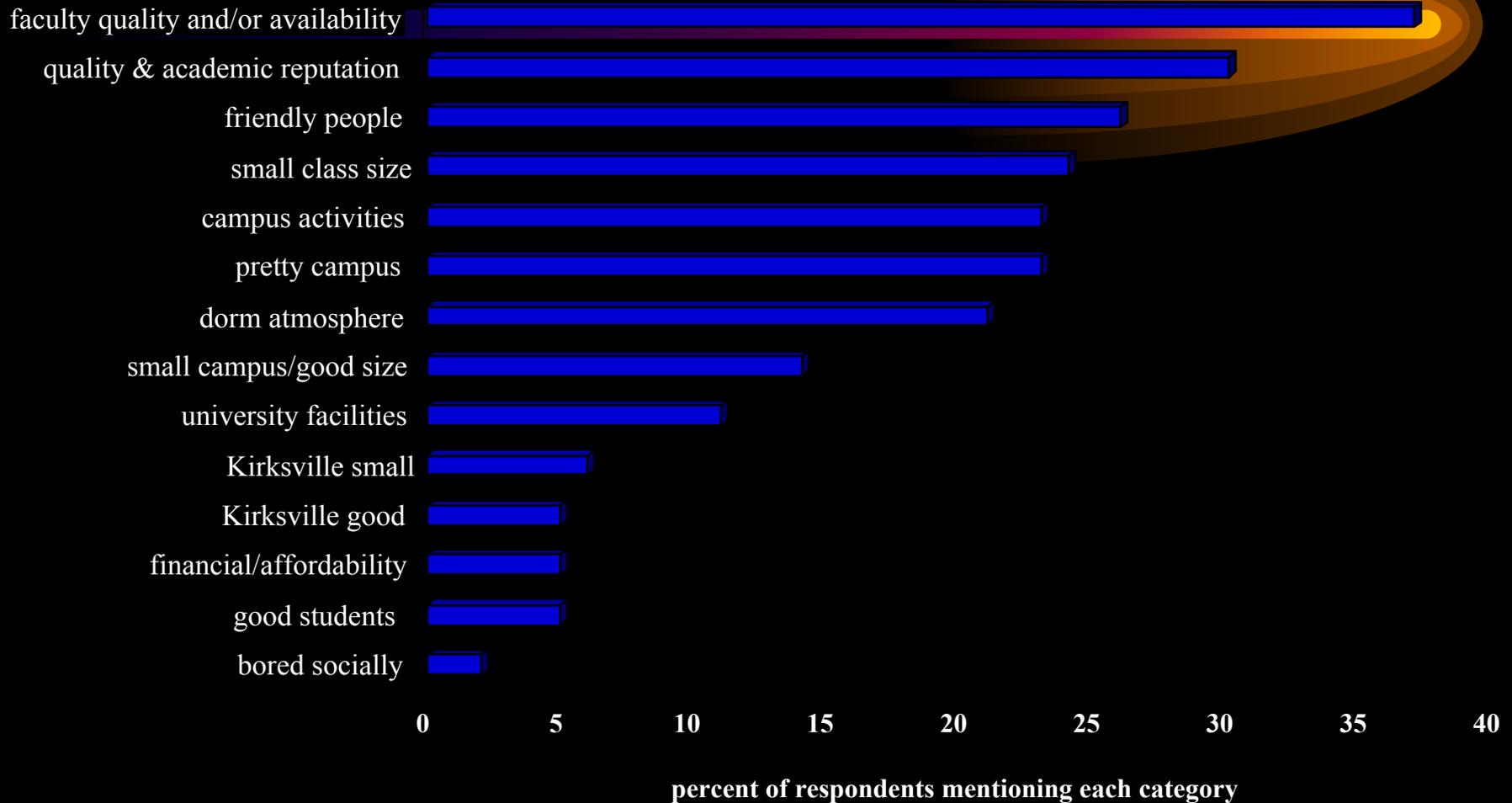
How has Truman lived up to your expectations?



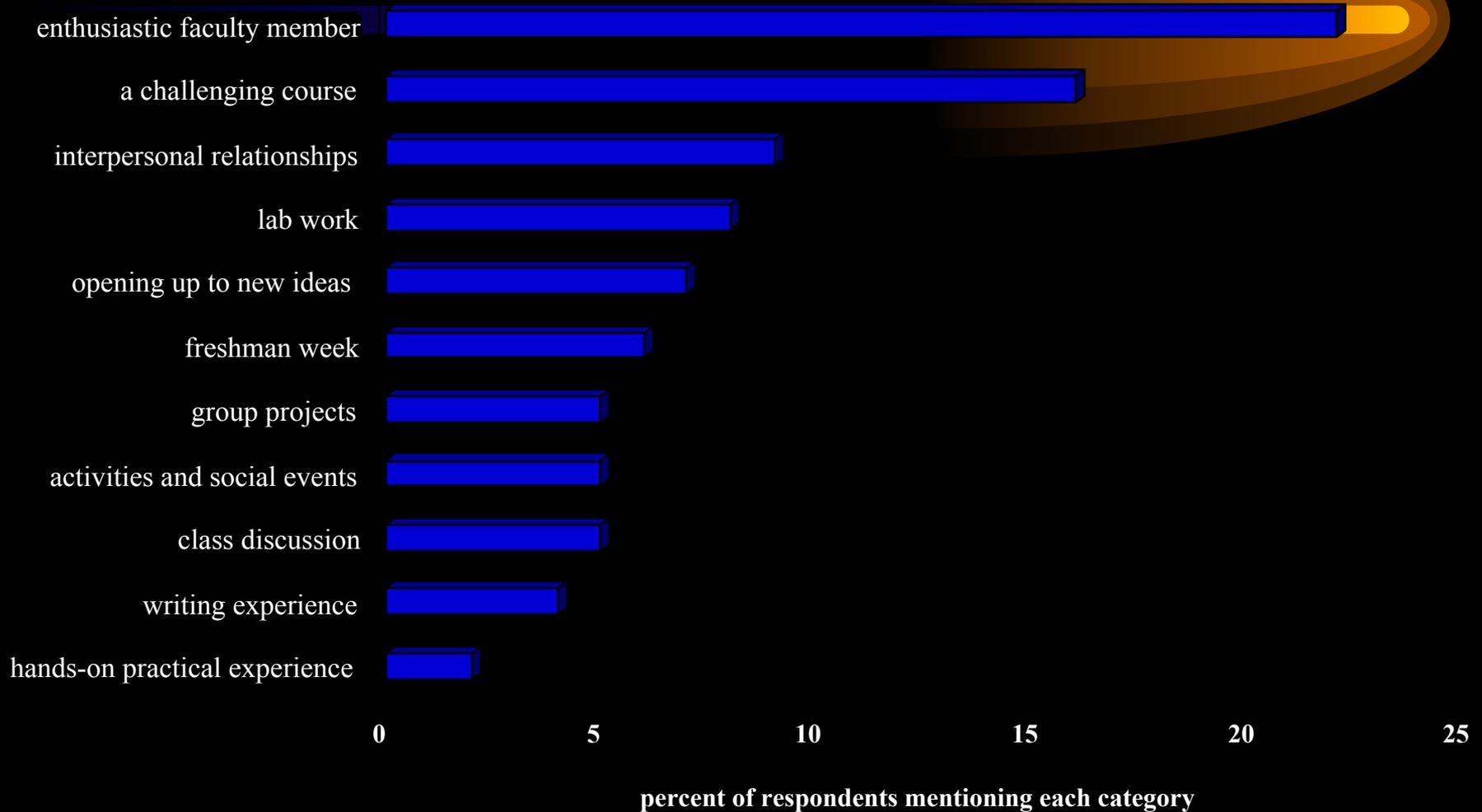
How has Truman let you down?



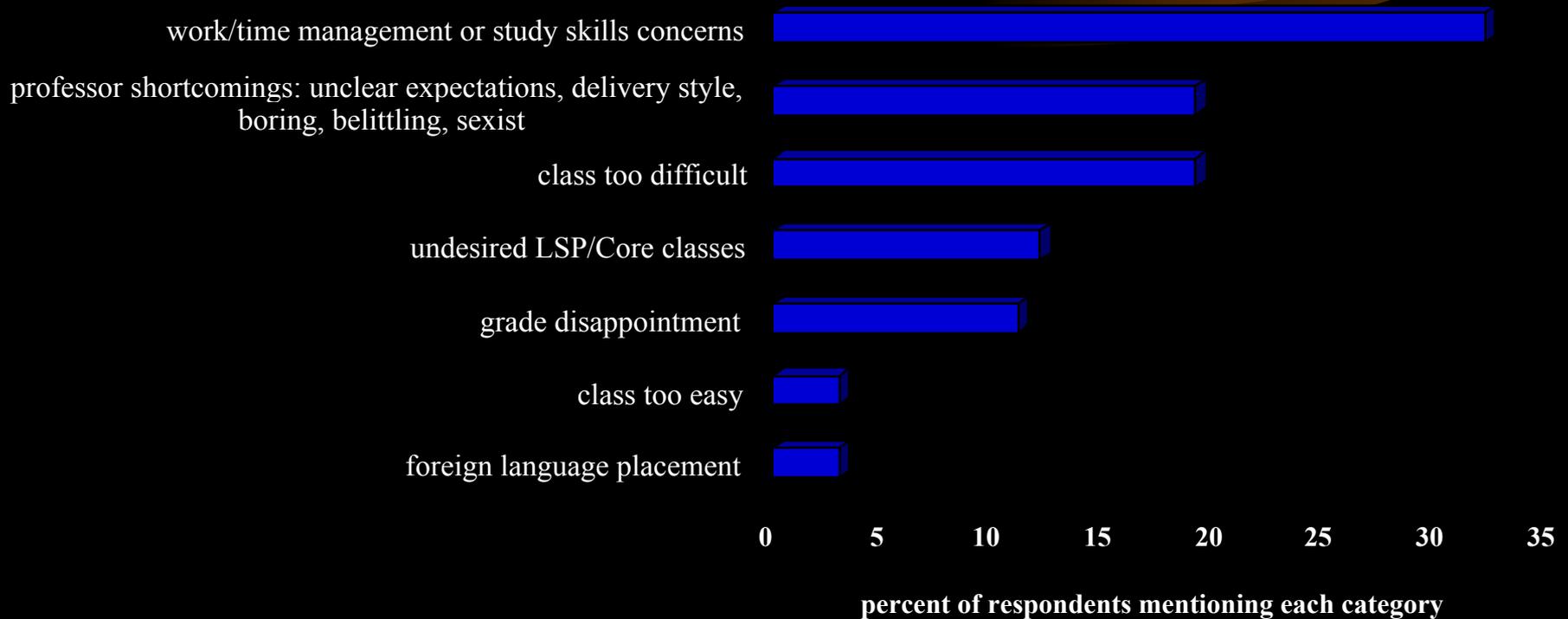
What aspects/features of Truman would you tell friends and family about back home?



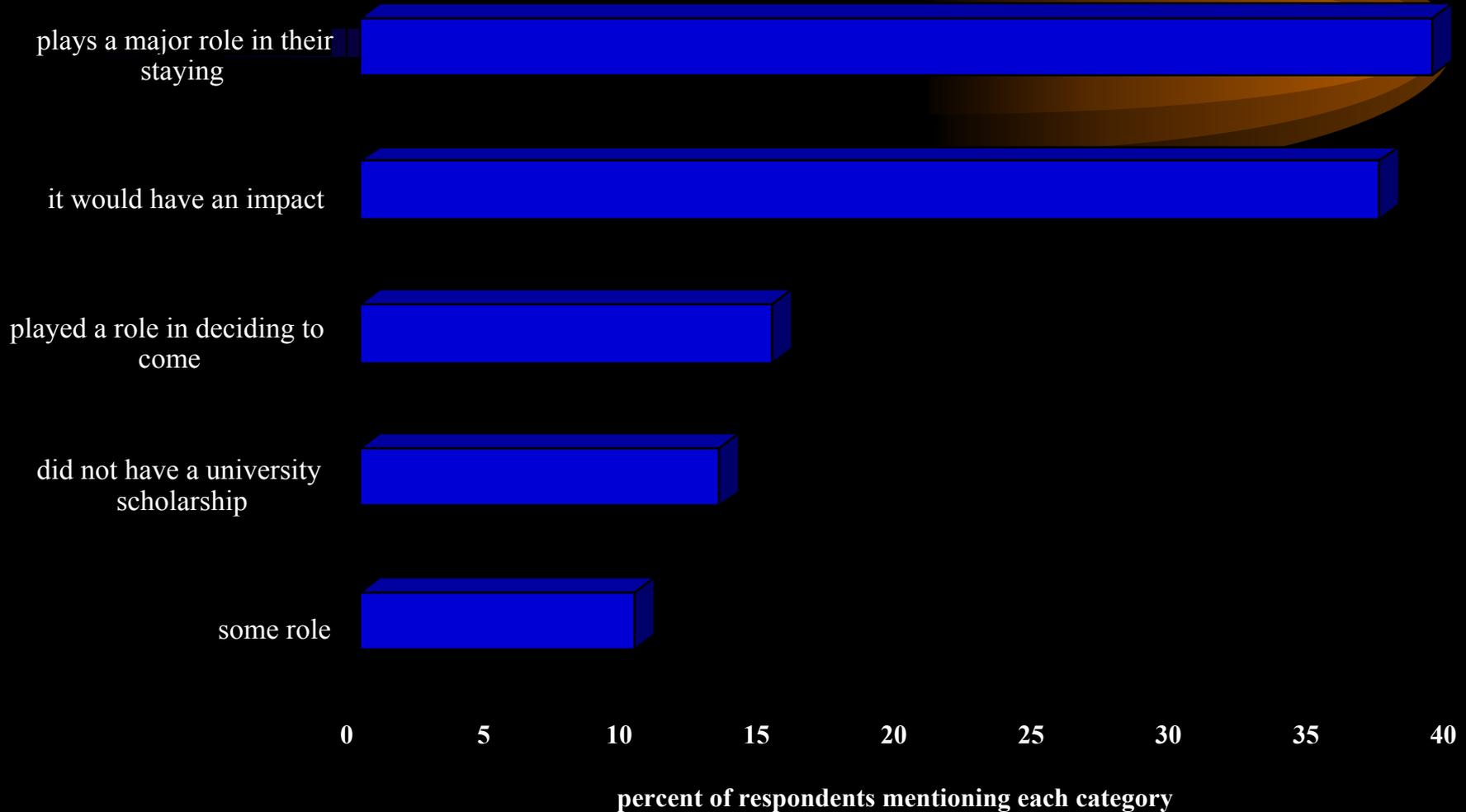
What have been your most rewarding learning experiences so far?



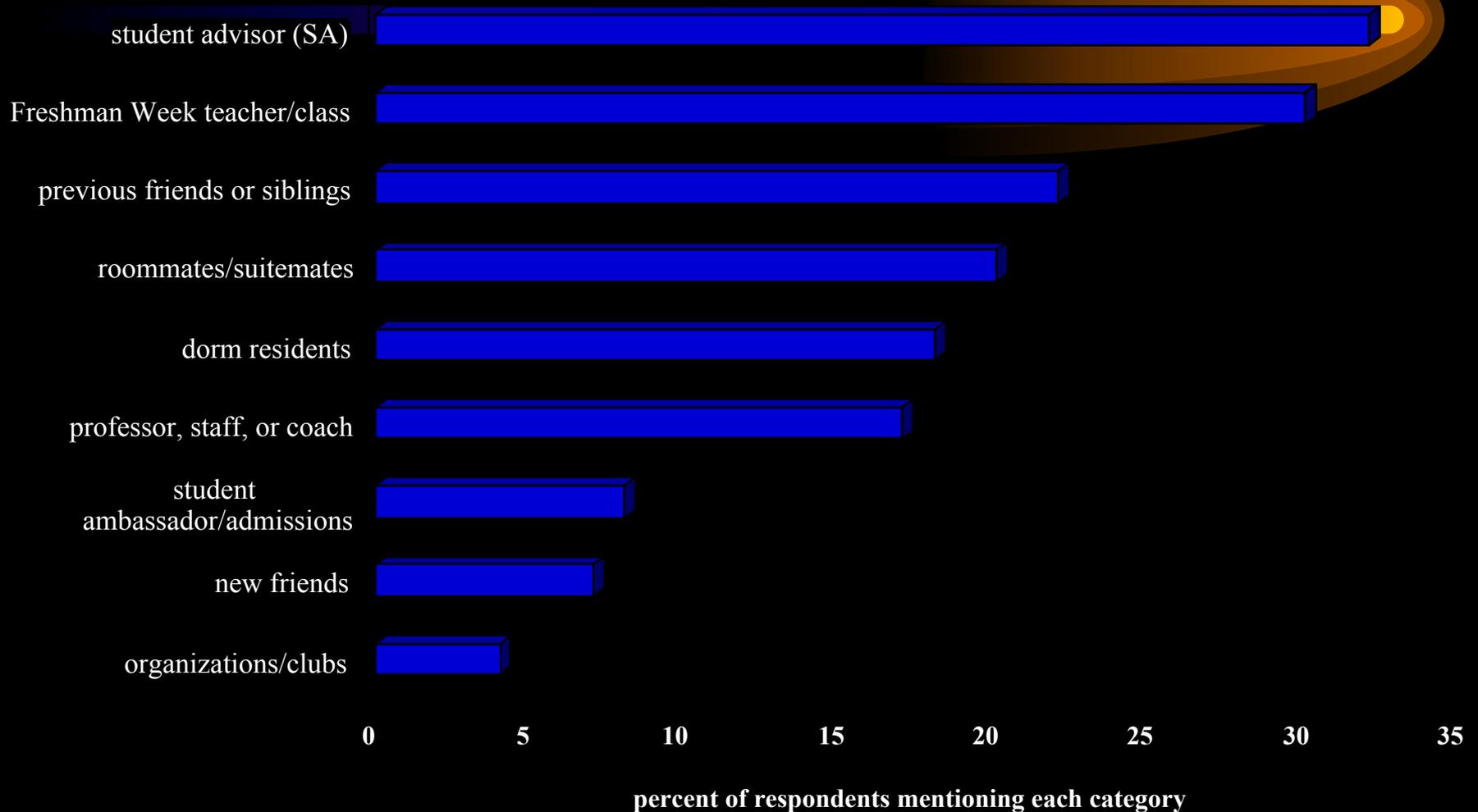
What have been your most frustrating learning experiences so far?



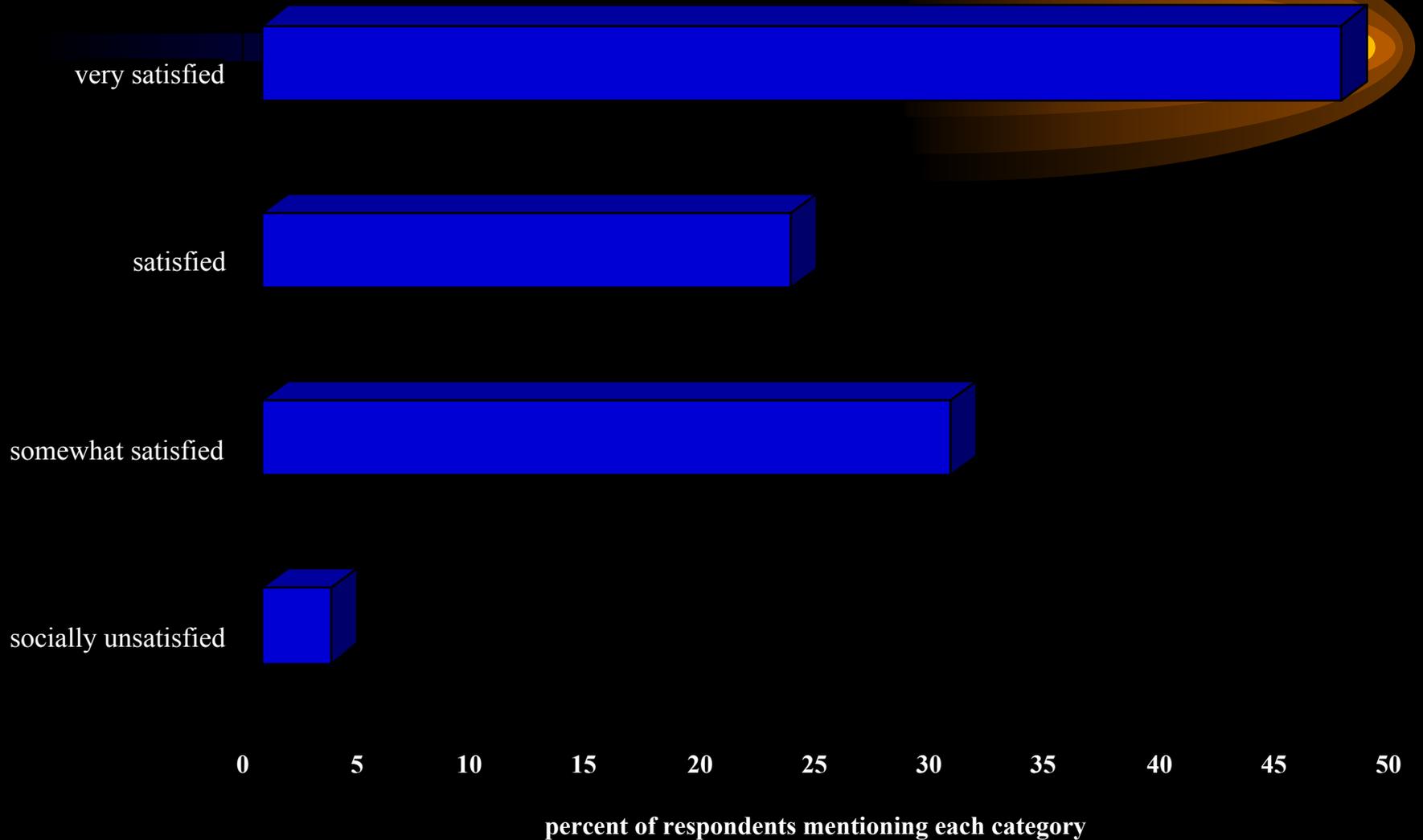
If you have a Truman scholarship, what role does its continuation play in your staying at Truman?



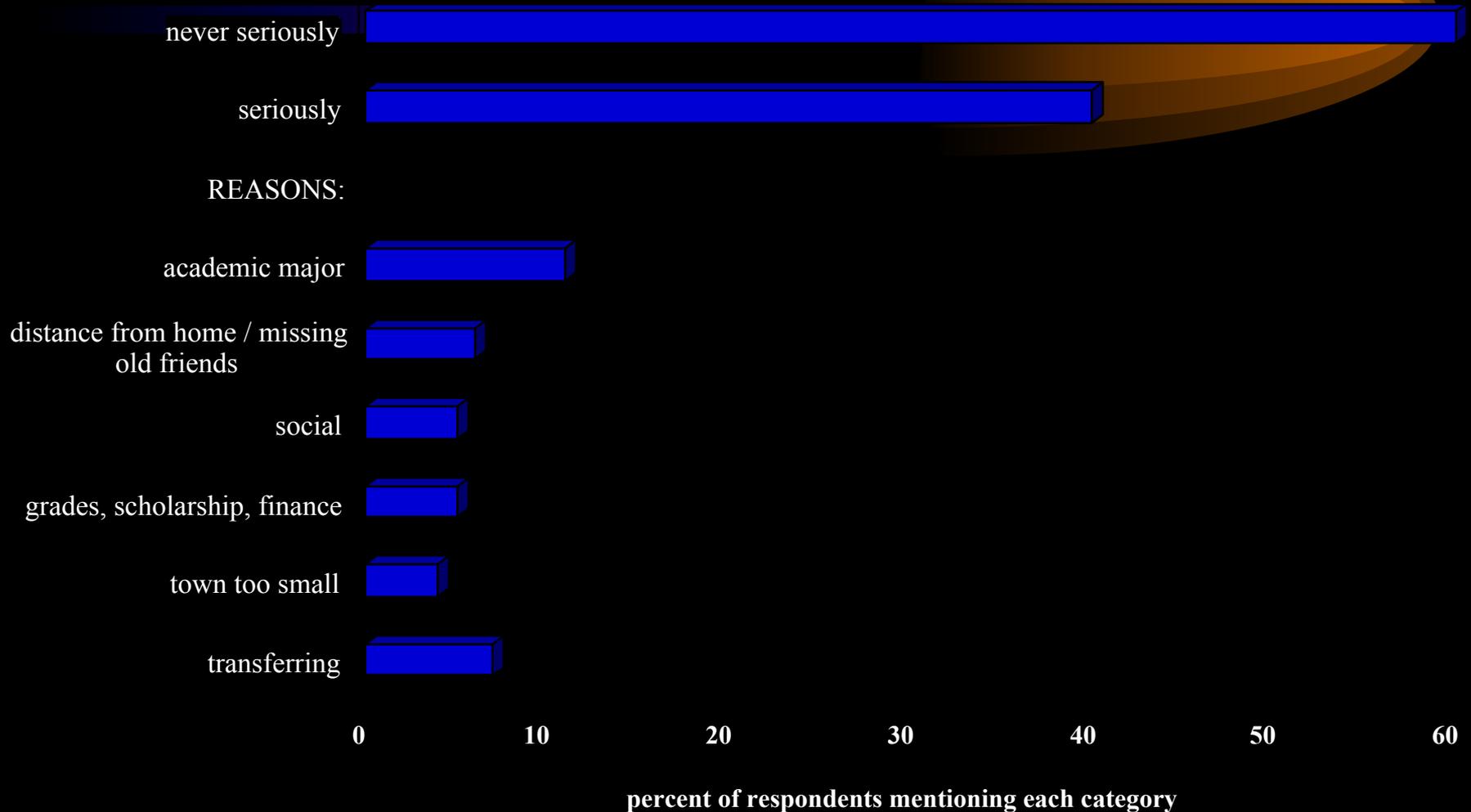
Who was/were the first person(s) who made you feel comfortable at the University?



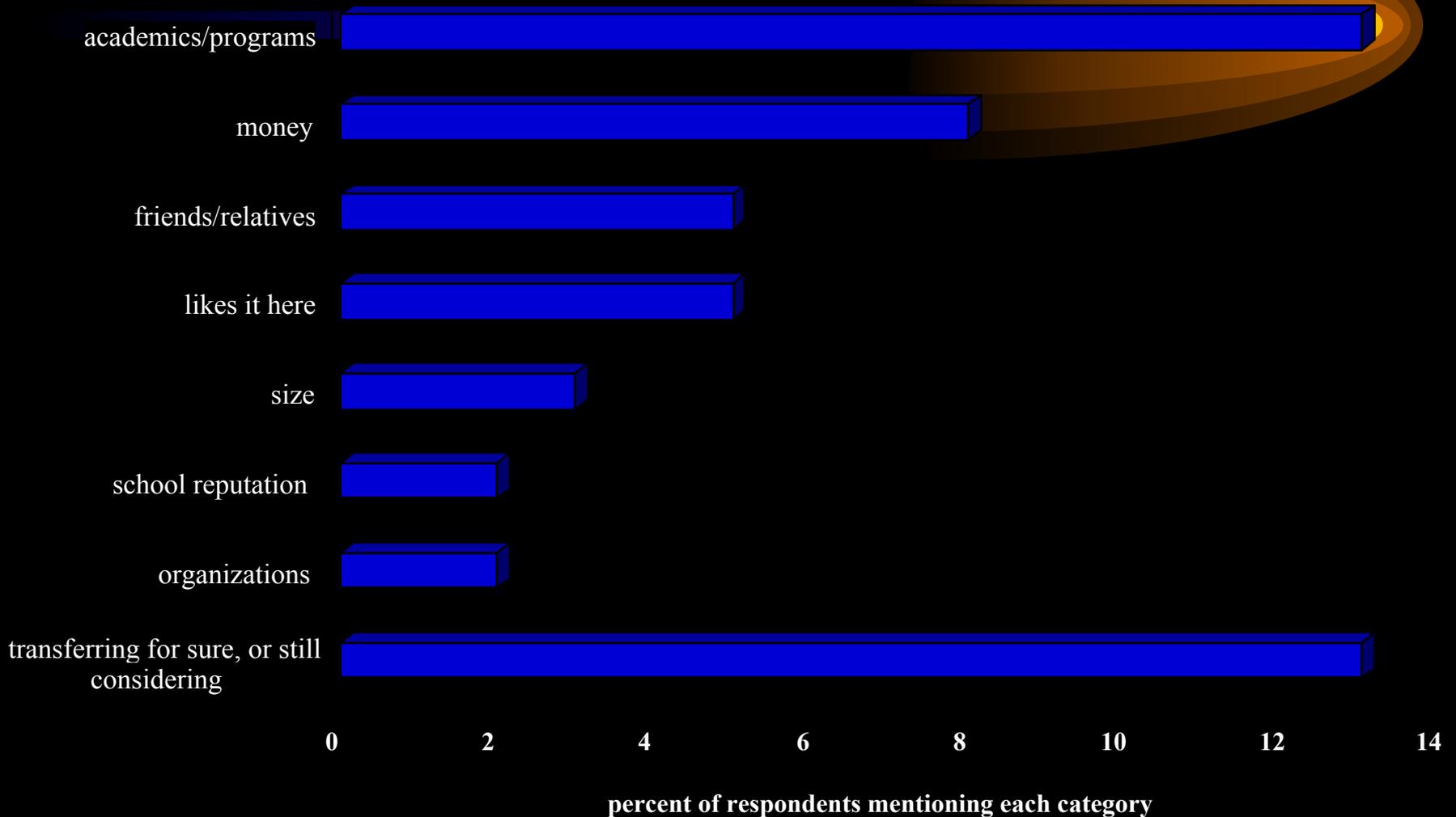
How satisfied are you with your experience?



Have you ever seriously considered leaving the University?



If yes, why did you decide to stay?



The Truman State University
2002 Student Interview Project:
Recruitment & Retention



Sign-up now by contacting
David Gillette: x4334 or gillette@truman.edu

Workshop Questions

Monday

1. What kind of experiences should constitute a Truman student's first year experience? From your perspective and based upon existing assessment data, what are the strengths and weaknesses of the current First-year Student Experience Program and the Residential College Program?
2. Academic Affairs and Student Affairs work together to produce an integrated living/learning environment for students. From your perspective, what are some ways this cooperative relationship could be strengthened? What kinds of assessment-related data would you find useful in promoting continued collaborative relationships?
3. You've just heard a panel discussion on some initial attempts at ensuring the assessment program remains vital at Truman. Assuming an assessment program will always exist at Truman and that you can enact any changes you'd like, what would your assessment program at Truman look like?
4. What does the CSEQ/NSSE data suggest about the level of students' academic engagement and perception of the academic environment at Truman? What might the University and faculty do differently to enhance and improve student's levels of academic engagement and perception of the academic environment?
5. What does the CSEQ/NSSE data suggest about the level of students' co-curricular engagement and perception of the environment at Truman? What might the University, staff, and faculty do differently to improve students' levels of co-curricular engagement and perception of the environment at Truman?
6. How might faculty members use the findings of this year's interview project in both their recruitment and retention efforts on behalf of both the University and the division?
7. What kinds of additional information about recruitment and retention could the interview project provide for faculty members?
8. What additional topics or issues might the Interview Project explore that would be of value to faculty or staff?
9. What steps might we take to enhance student perception of the value of their portfolio?
10. In what ways are portfolio data useful to faculty members for advising, teaching, etc.? How could it be made more useful?
11. Some students have begun to submit electronic/digital portfolios (i.e. personal webpages and CDs with stored documents). Should we encourage and facilitate this? If so, how might we do that?

12. What specific components of the Liberal Studies Program should be the focus of the portfolio? In what ways might the portfolio be modified to better assess the Liberal Studies Program?
13. What does it mean for Truman's mission to be both "public" and "liberal arts"?
14. What institutional attributes and behaviors should receive priority attention by Truman in the next five years?
15. How do we want to develop Truman during the next five years in terms of size, character, and curriculum?
16. What proposals for specific changes and improvements will stimulate significant faculty and staff commitment and support in personal terms for those proposed initiatives?

Tuesday

1. Research evidence suggests that student evaluations are a valid means for evaluating teaching. Student evaluations are widely used on the Truman campus, but there are many different student evaluation/rating forms being used. The Project Team on Teaching and Evaluation has been charged to produce a template for a campus-wide "core" summative approach that will allow for Divisional autonomy but also University-wide commonality. What "core" items should be included on all student evaluations of teaching at Truman? How do we assure that faculty and administrators interpret student ratings accurately and fairly? Are there discipline and/or divisional pedagogies, practices, and issues that will require flexibility?
2. The Project Team for Teaching and Evaluation has been charged with producing a template for the newly adopted Formative Third-Year Review. The purpose of this review is to assist teachers to develop or enhance good teaching practices for the enhancement of student learning. One approach that the Project Team will be considering is the compilation of a teaching portfolio. A teaching portfolio is a means of collecting evidence regarding teaching effectiveness, pedagogies employed, student learning, etc. How does the University make sure the portfolio contains useful information without becoming a huge faculty and administrative burden? By whom and how should the teaching portfolios be reviewed? How does one overcome resistance to the compilation and review of a teaching portfolio?
3. Colleague and peer evaluations are being used increasingly on college campuses. These evaluations may involve direct observation of teaching or review of teaching materials. Identify potential benefits and disadvantages of requiring periodic peer evaluations of teaching at Truman State University. What types of faculty development activities would be required to implement an effective and fair peer evaluation program at Truman?
4. For about a decade and a half, the University has sought to become a "true" public liberal arts institution. From your point of view, what are some of the major changes Truman must undergo to attain this status?

5. With the emergence of Truman's "new mission" in 1986, the following question was raised: what does it take to become a liberal arts faculty? Although no totally satisfying response surfaced, we have made significant progress toward this continuing-to-develop standard. As the University strives toward the next level of development, what should its faculty look like in 2007? What characteristics should the University develop and support in its faculty over the next five years? What are we personally willing to do right now to make improvements in this important area? How do we make sure that the student and student-learning centered environment thrives during this transformation?
6. Back in the "Neo-Paleolithic Age" (actually 1985), Sandy Astin argued that the single most important factor in determining student success in the college experience was located in the student/faculty relationship. From your perspective, what must we faculty members yet do here at Truman to enhance the odds in our students' favor?
7. Truman is moving to establish for its faculty a 12-hour equated load and many have already had their loads adjusted to recognize the more intensive teaching strategies employed by faculty. The basic idea of the 12-hour equated load is that faculty would receive class load reduction to support other involvement in the teaching-learning process. Generally, this has meant for some faculty moving to a three course per semester load, establishing a 1-course --or 1/4-time-- reduction to allow for this other involvement in the teaching-learning process. How should the University assess this 1/4-time reduction? What kinds of involvement should be recognized as counting toward this 1/4-time reduction?
8. As we continue to adjust the curriculum and faculty loads to enhance student learning, we also continue to struggle with providing adequate numbers of seats for students in high demand courses. Must all classes at Truman be smaller in size? Are there useful experiences that might be encountered by students taking a few larger size courses?
9. Since the average life span of a general education program is about 10 years, what mid-course adjustments might Truman make to its Liberal Studies Program to enhance it as we anticipate a major reexamination of this curriculum in the coming years?
10. All of our students come to us having demonstrated significant potential to succeed and yet we are falling short of our 75% graduation rate. What kinds of assessment might Truman undertake to identify students at risk of not graduating and what strategies or programs might you envision to help more of our students persist to graduation?
11. Should Truman more formally recognize meaningful faculty participation in student co-curricular activity that promotes student learning? If so, how?
12. What examples have you used in your courses, seen used by colleagues, or could imagine using in future courses that would foster diversity at Truman?

13. What are some of the challenges that students of color, students raised in urban environments, or gay/lesbian students face at Truman? What strategies can we use to support students in their adjustments to the Truman and Kirksville community?
14. What do we need to know (survey questions and assessment data) as faculty and staff to understand how to recruit, retain, and graduate underrepresented students?
15. What can we do as a community of learners to ensure that more Truman students, especially those at risk, are mentored effectively early in their Truman careers?
16. What should Faculty Development do to better prepare our faculty to understand and meet the developmental needs of Truman students?

The following are the breakout groups' answers to Monday's questions

Group A

Question #1:

What kind of experiences should constitute a Truman student's first year experience? From your perspective and based upon existing assessment data, what are the strengths and weaknesses of the current First-year Student Experience Program and the Residential College Program?

- A: Develop a sense of belonging
 Make connections
 Develop relationships
 Develop a sense of personal responsibility
 Learn to live away from home
 Learn to manage time and money
 Develop study skills
 Learn expectations of the University

Strengths: S.A. helps develop a sense of community
 Extended freshman week classes develop relationships, especially for majors

Weaknesses: Faculty and students do not understand the RCP
 Faculty need to nurture
 Need more connections with majors

Questions #9:

What steps might we take to enhance student perception of the value of their portfolio?

- A: Enhance the faculty perception of the portfolio

More faculty "buy-in"
Remind students that this is a reflective project
Frequent reminders of portfolio over 4 years

Group B

Question #2:

Academic Affairs and Student Affairs work together to produce an integrated living/learning environment for students. From your perspective, what are some ways this cooperative relationship could be strengthened? What kinds of assessment-related data would you find useful in promoting continued collaborative relationships?

A: Enhance RCP/faculty interactions
Faculty evening programs in dorms
Encourage students to get involved in student activities
Faculty lunch with students
End-of-year socials/banquets with all students and faculty
Encourage mentor/faculty relationships to also focus on advising issues and developing significant connections with students/awareness of student campus activities
Discuss advising problems

Portfolio topic (reflection)

Submit documentation of extra curricular campus activities
Resume (Professional organizations
Study abroad
Research
Leadership roles
Sororities/Fraternities)
Value of activities to students
Value of significant student/faculty relationship(s)

Question #10:

In what ways are portfolio data useful to faculty members for advising, teaching, etc.? How could it be made more useful?

A: Useful: Discipline data vs. campus data as a measure

More useful:

More detailed breakdown of data (by discipline)
Give prompts to freshmen and all faculty post on Web
Great awareness: enables faculty to guide more carefully
Senior seminar/Capstone course: faculty should be encouraged to read portfolios
Clearly state purpose of portfolio project: what is target of assessment?

Group C

Question #3:

You've just heard a panel discussion on some initial attempts at ensuring the assessment program remains vital at Truman. Assuming an assessment program will always exist at Truman and that you can enact any changes you'd like, what would your assessment program at Truman look like?

- A: Emphasis on student socialization to assessment process
Faculty knowledge/involvement important to this
Assessment process should give back to student
How do they fit on attitude/citizenship
Opportunity to talk about liberal arts/interdisciplinarity
Emphasize connection to student's academic work
Information systems/staff facilitate easy access to data

Question #11:

Some students have begun to submit electronic/digital portfolios (i.e. personal webpages and CDs with stored documents). Should we encourage and facilitate this? If so, how might we do that?

- A: Yes, but...
Concerned about readers/logistics
Should maintain portfolio structure (student puts it together as a unified whole)
University provides common system?

Group D

Question #4:

What does the CSEQ/NSSE data suggest about the level of students' academic engagement and perception of the academic environment at Truman? What might the University and faculty do differently to enhance and improve student's levels of academic engagement and perception of the academic environment?

- A: Interpretable data suggest Truman is above that of comparable institutions with regard to academics.

Pedagogies that foster active student learning. Create greater student involvement in conducting classroom instruction.

Question #12:

What specific components of the Liberal Studies Program should be the focus of the portfolio? In what ways might the portfolio be modified to better assess the Liberal Studies Program?

- A: Provide 1 pre- and post-JINS interdisciplinary submission.

Group E

Question #5:

What does the CSEQ/NSSE data suggest about the level of students' co-curricular engagement and perception of the environment at Truman? What might the University, staff, and faculty do differently to improve students' levels of co-curricular engagement and perception of the environment at Truman?

A: Part 1:

This is an area of concern.

Confused as to why--what are other institutions doing in this area?

What might we do differently to

Part 2:

Find ways to discourage going home on weekends

(this is very easy for our students: 70% from MO)

Help them connect more closely with the community

(sense positive things are happening: movie theatre, revitalized downtown)

Faculty/family sponsorships of students?

Question #13:

What does it mean for Truman's mission to be both "public" and "liberal arts"?

A: Taxpayer accountability

Mandated by law

Unique programs: nursing, MAE, etc. that other liberal arts colleges might not have—
programs that are important to the state

Issue of affordability

But most communicate that quality liberal arts is a service to the state

We must continue to model value of liberal arts education

Our students are less attuned to liberal arts when they get here / less exposure: bigger
challenge for us to promote mission

Group F

Question #6:

How might faculty members use the findings of this year's interview project in both their recruitment and retention efforts on behalf of both the University and the division?

A: Internships help cultivate a positive student/faculty relationship

Pursue news of graduated students; what are they doing now?

Don't "bad mouth" the possible negative aspects of the local community to students and
prospective students

Quality interaction with students is critical: increased and active participation in RCP.

Priority given to selection of RCP rectorships

Contact: frequent and in-depth (are professors idols, heroes, friends?)
Residential College advisors should encourage and coordinate more extensively with first- and second-year advisees
Have RCP advisors encourage students' communication with instructors
Recruitment: does Admission get us to volunteer willingly?
Do a substantial number of faculty members participate in visit days?
Encourage siblings of current students to consider Truman

Question #14:

What institutional attributes and behaviors should receive priority attention by Truman in the next five years?

A: Assessment data:

Crunch it already!

We want to see stuff, but we don't have the time to do the analysis. Make it more accessible.

Dorm mentality vs. apartment environment

LSP: assess it

Keep up the diversity pursuits across campus

Understaffing of student support staff

Highly selective status yields selective compensation...

Faculty moves students - put your money where your values are

Group G

Question #7:

What kinds of additional information about recruitment and retention could the interview project provide for faculty members?

Question #15:

How do we want to develop Truman during the next five years in terms of size, character, and curriculum?

No answers were recorded for Group G.

Group H

Question #8:

What additional topics or issues might the Interview Project explore that would be of value to faculty or staff?

A: To know about students' lives outside the classroom and the impact on learning

What good is teaching?

Do you understand liberal arts?

Are you maintaining a portfolio and how?

If you can change something, what would it be?
Describe your freshman experience.
Ask the same questions to juniors.

Question #16:

What proposals for specific changes and improvements will stimulate significant faculty and staff commitment and support in personal terms for those proposed initiatives?

A: Question is too broad and vague to answer now.

Responses to Tuesday's Questions

Question #1: Research evidence suggests that student evaluations are a valid means for valuating teaching. Student evaluations are widely used on the Truman campus, but there are any different student evaluation/rating forms being used. The Project Team on Teaching and Evaluation has been charged to produce a template for a campus-wide "core" summative approach that will allow for Divisional autonomy but also University-wide commonality. What "core" items should be included on all student evaluations of teaching at Truman? How do we assure that faculty and administrators interpret student ratings accurately and fairly? Are there discipline and/or divisional pedagogies, practices, and issues that will require flexibility?

A: According to our speaker and the research, students are good/valid sources for 4 categories of information—ask them questions in those 4 categories.

Question #2: The Project Team for Teaching and Evaluation has been charged with producing a template for the newly adopted Formative Third-Year Review. The purpose of this review is to assist teachers to develop or enhance good teaching practices for the enhancement of student learning. One approach that the Project Team will be considering is the compilation of a teaching portfolio. A teaching portfolio is a means of collecting evidence regarding teaching effectiveness, pedagogies employed, student learning, etc. How does the University make sure the portfolio contains useful information without becoming a huge faculty and administrative burden? By whom and how should the teaching portfolios be reviewed? How does one overcome resistance to the compilation and review of a teaching portfolio?

A: Like the student portfolios, let the teachers know upon hiring what is expected to be in the portfolio. The mentor teacher keeps tabs on the new hire to check if they are compiling a portfolio and guides them in the process.

The portfolio should be reviewed (formative evaluation) early on by the mentor teacher, then by the Department chair, and finally the Division Head. By the summative stage (3-year review, tenure year, etc.), it should be ready to be formally reviewed by Chair, Division Head. Resistance? If you want tenure, you will create a portfolio--what's the problem?

Question #3: Colleague and peer evaluations are being used increasingly on college campuses. These evaluations may involve direct observation of teaching or review of teaching materials.

Identify potential benefits and disadvantages of requiring periodic peer evaluations of teaching at Truman State University. What types of faculty development activities would be required to implement an effective and fair peer evaluation program at Truman?

A: Peer evaluations should be conducted by "Master Teachers" in the major with a background in pedagogy. They know what to look for in a good lesson, what an effective lesson plan looks like, all of the learning styles and teaching methods, classroom management techniques, etc. If not available, ask the instructors in the MAE to conduct observation.

Question #4: For about a decade and a half, the University has sought to become a "true" public liberal arts institution. From your point of view, what are some of the major changes Truman must undergo to attain this status?

A: It's whatever we want to make it--according to our mission/vision/values/goals/objectives. We are unique, distinctive. We are leaders, not followers. To attain this status, keep on the path we are going now--long range planning with the flexibility to make changes that politics and circumstances demand.

Question #5: With the emergence of Truman's "new mission" in 1986, the following question was raised: what does it take to become a liberal arts faculty? Although no totally satisfying response surfaced, we have made significant progress toward this continuing-to-develop standard. As the University strives toward the next level of development, what should its faculty look like in 2007? What characteristics should the University develop and support in its faculty over the next five years? What are we personally willing to do right now to make improvements in this important area? How do we make sure that the student and student-learning centered environment thrives during this transformation?

A: Continue to have opportunities for faculty involvement in task-centered, problem-solving activities so they feel they are immersed in the liberal arts culture and can make a difference/solve problems that face us on campus.

Question #6: Back in the "Neo-Paleolithic Age" (actually 1985), Sandy Astin argued that the single most important factor in determining student success in the college experience was located in the student/faculty relationship. From your perspective, what must we faculty members yet do here at Truman to enhance the odds in our students' favor?

A: Faculty members must get involved in student co-curricular activities, honoraries, organizations, special interest groups, etc. as advisors, participants, audience, spectators. You go the extra mile out of class and recognize the students' involvement, and they may go the extra mile for you.

Question #7: Truman is moving to establish for its faculty a 12-hour equated load and many have already had their loads adjusted to recognize the more intensive teaching strategies employed by faculty. The basic idea of the 12-hour equated load is that faculty would receive class load reduction to support other involvement in the teaching-learning process. Generally, this has meant for some faculty moving to a three course per semester load, establishing a 1-

course --or 1/4-time-- reduction to allow for this other involvement in the teaching-learning process. How should the University assess this 1/4-time reduction? What kinds of involvement should be recognized as counting toward this 1/4-time reduction?

A: 12-hour load reduction does not apply to some disciplines (like HES).

Question #8: As we continue to adjust the curriculum and faculty loads to enhance student learning, we also continue to struggle with providing adequate numbers of seats for students in high demand courses. Must all classes at Truman be smaller in size? Are there useful experiences that might be encountered by students taking a few larger size courses?

A: It is useful to have some large classes so the students gain that experience; "learn how to learn" in that environment.

Question #9: Since the average life span of a general education program is about 10 years, what mid-course adjustments might Truman make to its Liberal Studies Program to enhance it as we anticipate a major reexamination of this curriculum in the coming years?

A: Evaluation of LSP should be based on mission/vision/goals/objectives: what meets the goals is kept, what does not meet the goals is discarded.

Question #10: All of our students come to us having demonstrated significant potential to succeed and yet we are falling short of our 75% graduation rate. What kinds of assessment might Truman undertake to identify students at risk of not graduating and what strategies or programs might you envision to help more of our students persist to graduation?

A: Student involvement in co-curriculars and faculty support of co-curriculars. Our students want to "belong" and deeply desire (beg for) "recognition and attention." We need to support this and their unique talents out of the classroom. A few of us came up to Aaron Gurlly, who was on the panel for diversity today, and told him how good he was in the community theatre production a few weeks ago ("Grease"). (He was really good!) This should happen all the time - go to their plays, music performances, sports events, senate speeches, art expositions, etc. Then make a fuss! These kids are really talented in sports, music, arts, drama, politics, multimedia, etc.

Question #11: Should Truman more formally recognize meaningful faculty participation in student co-curricular activity that promotes student learning? If so, how?

A: The students recognize it and appreciate it; that's all that really counts for me. My students nominated me for a national distinguished service award for the professional honorary I advise. I will get the award this Fall --that's good enough recognition for me.

Question #12: What examples have you used in your courses, seen used by colleagues, or could imagine using in future courses that would foster diversity at Truman?

A: All of our courses discuss diversity. We focus on health in populations/communities, we learn about all types of communities and how to target/tailor health education/promotion programs to those communities. It's built into the curriculum, discussed often. We use needs assessment surveys that the students will take, design/implement evaluate mock programs in selected communities, explore global public health issues, even dress differently and eat international foods of other countries.

Question #13: What are some of the challenges that students of color, students raised in urban environments, or gay/lesbian students face at Truman? What strategies can we use to support students in their adjustments to the Truman and Kirksville community?

A: We should support all students in their transition/adjustment to campus/community. Be there for them—open door policy.

Question #14: What do we need to know (survey questions and assessment data) as faculty and staff to understand how to recruit, retain, and graduate underrepresented students?

A: Summary of research literature like what Dr. Nnadozie provided for us.

Question #15: What can we do as a community of learners to ensure that more Truman students, especially those at risk, are mentored effectively early in their Truman careers?

A: They need to be directed to co-curriculars that have good role models as advisors.

Question #16: What should Faculty Development do to better prepare our faculty to understand and meet the developmental needs of Truman students?

A: Distribute any reports they have, information fact sheets, etc. on the identified needs of students.