

1989 RESEARCH FORUM

**IMPROVING THE ODDS FOR STUDENT
ACHIEVEMENT**

A Research Agenda

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

What is the Purpose? Involvement and critique from educators in dialogue with researchers is a critical element for achieving clarity about what research will benefit educational policy and practice. Since 1985, the AAHE Research Forum is convened annually to involve individuals committed to research and scholarship in higher education. The Forum stimulates educators' involvement in creating a research agenda that speaks to current educational concerns. Because each year's agenda is developed around the conference theme, educators and researchers can continually rely on the Forum agenda as an up-to-date source of research questions of common interest that flow from the year's most central educational issues. The Forum enables educators to provide leadership and support for those researchers who share educators' interests, who speak clearly to educators about their findings, and who actively respond to educators' most pressing questions such that research findings are more useful and better utilized.

Why AAHE? AAHE has traditionally brought together a wide range of interested educators, and has been successful in defining current issues and topics that stimulate a broad spectrum of higher education constituencies. There are other forums where research results are presented and discussed, but many of them are not regularly attended by or directed toward higher education administrators and educators. AAHE membership has the desire and potential to stimulate research among its members, and to engage the research community in continual dialogue about research questions and findings that directly, relate to educational practices for governance, for teaching and learning, and for student development.

What is the Research Agenda? The agenda, a timely, collaborative product of interactive, on-the-spot discussion, is another way of knowing about the professional interests of a wide range of educators. The research agenda is created through a process that captures and articulates the informal conversation that occurs at AAHE meetings about what should be researched. It involves conference presenters who generate research questions on emerging topics in higher education, elicit questions from their colleagues, and then synthesize all questions for an annual agenda. Dissemination and discussion of the agenda with researchers follows.

What is the Forum Format?

- 1. The invitational pre-conference session.** Educators (selected from conference presenters) generate research questions on topics that emerge as central to the conference theme, through a specially designed group process. Experts on each topic serve as group leaders and synthesizers. Each topic group reviews the current issues around the topic, and dialogues with those who currently, or are likely to, research the year's agenda. On April 2, 1989, 42 conference presenters who work in one of six topic areas generated questions for the agenda. Questions were synthesized in each group, and two session leaders edited and prepared them that evening for distribution.
- 2. The all-conference Forum and panel.** Forum leaders bring the questions generated in the pre-conference session to the attention of the conference membership and involve the larger audience in discussion. Forum leaders also elicit discussion of research questions by a panel comprised of experts on the year's conference theme. The 1989 theme was "Stand and Deliver: Succeeding Against the Odds." The April 3, 1989 panelists were Lee Shulman, Professor of Education, Stanford University, and K. Patricia Cross, Graduate School of Education, University of California-Berkeley.
- 3. The all-conference discussions and the research agenda.** Group discussions on each topic follow the panel and allow for more focused critique and discussion. A range of educational

leaders are invited to attend in advance of the session. Participants generate questions via a worksheet, and review, critique, expand, and improve the pre-conference questions in discussion. Experts on the topic serve as leaders and synthesizers in each group. Thus, discussion among the Forum leadership, panel members, conference presenters, specially invited participants and other members of the audience occurs. Following the session, two-Forum leaders edit and integrate questions from topic group syntheses and individual worksheets for a final agenda. In 1989, 200 persons attended this session. Of these, 120 participated in the topic groups, for a two-session total of 162 individual contributions to the final agenda.

4. **Dissemination.** The agenda is disseminated to all contributors; a participant list is attached. Advisors to the Research Forum process and heads of other associations/groups in higher education also receive the agenda. The history and rationale for the American Association for Higher Education Research Forum and the 1986 Research Agenda are described in M. Mentkowski and A. W. Chickering, "Linking Educators and Researchers in Setting a Research Agenda for Undergraduate Education," *The Review of Higher Education*, 1988, 11(2), 137-160. The 1987 agenda, "*The Classroom Researcher's Research Agenda*," the 1988 agenda, "*A Research Agenda in Support of Our Highest Calling*," and the 1989 agenda are available from Marcia Mentkowski, Alverno College, 3401 S. 39th Street, Milwaukee, Wisconsin, 53215.

1989 FORUM LEADERS

Marcia Mentkowski
Alverno College

Catherine Marienau
DePaul University

Arthur Chickering
George Mason University

K. Patricia Cross
University of
California-Berkeley

GETTING A GOOD START: ORIENTATION, ADVISING, TEACHING

New students, while striking in their diversity, have vast inexperience with their new academic environment in common. Getting a good start involves giving students a comprehensive, well-paced orientation to the multiple facets of the educational environment. Orientation for a good start helps students develop purposefulness and flexibility in managing their environments for effective learning. Advising for a good start, and throughout college, helps each student set high goals and select appropriate avenues for achieving them. Teaching for a good start means making new knowledge and abilities accessible to students in their own worlds and enlarging their perspectives on wider worlds at the same time. Students with a good start continually seek out new learning, for satisfying results.

On Responding to Diversity

What orientation and advising processes respond to individual and subcultural differences among potential applicants and enrollees?

How can the college environment be made more inviting for students of diverse backgrounds, interests, and abilities?

What is the impact of the Euro-centered orientation system on people of diverse backgrounds (i.e., non-European backgrounds)?

Is it valid to use rank in class as a selection device for diverse types of students? for ethnic minorities? for late bloomers? for returning adults?

What student characteristics and abilities are most critical for college success?

To what degree *is* student motivation linked to success in college?

Do students from different backgrounds have different expectations about college? What are their expectations?

On Orientation

What influences and processes characterize the transition to college by various kinds of students?

What are the criteria for success in making the transition to college? for learning in college?

What will be the effect on students of broadening the responsibility for orientation to include other students, all professors, office and maintenance staff?

What kinds of orientation programs for students help increase their capacity to learn from teachers from other countries? from teaching assistants?

What types of orientation and advising approaches are effective with students who are learning at a distance from the campus?

What can institutions do to bring about higher degrees of student participation in the orientation process?

What kinds of expectations of students are communicated to them during orientation?

How do students' perceptions of expectations formed during orientation affect their performance as students?

On Advising

What assumptions about student potential to succeed in college underlie advising and counseling behaviors in elementary and secondary schools?

What interventions in colleges and universities improve the quality of advising?

What is the impact of interventionist vs. non-interventionist (traditional) advising approaches on students?

What are students' perceptions of their roles as advisees?

What attitudes toward self-discipline do students bring with them? How can this information be useful to advisors and teachers?

What do various groups of students know and understand about the availability and appropriateness of higher education? What do they know and understand about occupational alternatives associated with various degree and certificate programs?

How do students learn about fields of study and the relation of the fields to careers? How do students' understandings change over time?

How do students learn about, select, and change majors? What mix of faculty responsibilities works best?

What are the perceptions of faculty toward advising and orientation when these activities are not part of the traditional reward structure?

What modifications of reward systems improve advising?

What structural arrangements best support effective advising?

On Teaching

What differences in persistence and learning are associated with differences in the backgrounds of persons teaching freshman courses? with the types of teaching strategies employed? with enthusiasm for teaching?

What is the contribution to learning of tools that promote active student involvement (i.e., journals, portfolios)?

What effect does a pedagogy course have on doctoral students in their ability to teach effectively in their first teaching position?

On School and College Collaboration

What kinds of interactions between public schools and colleges or universities help clarify decisions about whether to go to college? what kind of learning to pursue? where to go?

In what ways do clear articulation of expectations regarding basic skills, motivations, and prior learning improve the transition from high school to college?

What kinds of support systems help students “in trouble” succeed in getting through high school and into college?

What are the consequences for access, persistence and learning of public policy decisions concerning admission standards, student aid, and funding formulas?

What impact will the availability of college courses in the high school (via interactive television) have on college aspirations of high school students? of their parents?

IMPROVING TEACHING

Teaching refers to those activities faculty members pursue when working with groups of students in regular courses and classes. Teaching, as it is currently practiced, typically aims to transmit information, concepts, inquiry methods, and the perspectives of a given discipline or area of professional preparation. Teaching is also understood to be oriented toward developing specific skills, more generic and transferable competences and other personal characteristics and abilities.

On Competence

How is teaching competence defined? Are there generic competences for teaching?

What are the specific behaviors that exemplify various teaching competences?

What competences should faculty develop to teach students with diverse backgrounds? How do faculty learn to become more responsive to student diversity in the classroom?

What competences should faculty develop in order to teach in a particular discipline?

How do competences interact with each other in the complex teaching act—either within a discipline or across disciplines?

Within disciplines, how and when do faculty develop new specializations? How does this influence their teaching? What are the implications for developing new teaching skills?

What protocols do instructors use when they make decisions about their teaching—either as they plan their courses, or as they interact directly with their students?

What is the desired match between students' preferred learning styles and teaching strategies? How can instructors better achieve a desired match?

Should schools of education integrate (bring together) K–12 teachers as they train future school teachers? How might this happen?

What is the appropriate level of tolerance toward poor teaching performance when the individual is a recognized researcher and scholar?

What is the effect of developing more than one specialty (in more than one discipline) on teaching effectiveness?

What are the best models to promote community service learning?

How does faculty morale influence classroom teaching?

What common themes (principles) emerge as faculty think about faculty responsibilities for teaching? Is there a professional code of ethics for teaching?

On Teaching and Research

What are effective bridges between faculty research and teaching responsibilities?

How do faculty perceive the value of research to their specific teaching responsibilities?
How do the perceptions of faculty compare to the perceptions of administrators?

How best can existing research on teaching be shared with and used by faculty?

What is the relationship between the productivity of faculty as researchers/authors vs. as good teachers?

On Development: Faculty

Where do faculty learn to teach?

What is the role of colleagues, mentors, professional developers, and students in helping to improve teaching?

What rewards motivate faculty? How can the reward system be changed so that it promotes faculty investment in teaching?

What is the effect of intrinsic and extrinsic rewards in reducing teacher burn out?

What are the signs of “burnout” in faculty? How extensive is it? How can it be prevented and treated?

Do career stages make a difference in faculty interest in teaching? Does the concept of teaching excellence change during a teaching career? If so, how?

What efforts should the institution make for the induction period for new faculty (e.g., should work loads be adjusted)?

What are the benefits of pairing up excellent teachers with new teachers and/or those seeking help?

What is the prototype of the faculty member willing to participate in programs and activities for improving teaching? What can be done to foster these qualities in other faculty?

What is the role of administrators (i.e., chairs, deans) in helping to improve teaching?

What support is needed to help faculty teach in interdisciplinary fields? What are the risks for faculty? the benefits?

What techniques might increase faculty willingness to become involved in interdisciplinary team teaching?

How might faculty renewal be influenced by interdisciplinary course planning?

What is the effect of collective bargaining on teaching issues?

How can faculty peer observation/evaluation programs be made more effective toward improving teaching?

How can the AAHE research agendas best be used to influence faculty behavior?

On Development: Students

How do students learn outside the classroom?

What are the cognitive effects of students' classroom participation on student learning?

To what extent do the behaviors of peer tutors contribute to students' values and attitudes?

What modes of instruction are most effective for the development of students' values?

On Assessment

How do we know if "professional services" are helpful?

Do "trained" and "untrained" teachers receive different student evaluations?

How consciously do faculty think about assessment in the preparation of courses and preparations for teaching?

How do institutions provide assistance to faculty for engaging in self-assessment?
What is the role of self-assessment for faculty in teaching?

What kind of information/feedback is most useful for helping faculty improve their teaching? How can that information best be generated and used? How much feedback/information is appropriate?

How can we provide feedback to faculty to improve teaching without negatively influencing their tenure and promotion evaluations?

How valid is student self-assessment?

Do faculty evaluations of students influence student self-assessment? Why? How?

Have schools of education already answered any of the above questions?

ENVIRONMENTS FOR IMPROVING THE ODDS

Increasing cultural diversity requires the whole learning community to join in creating environments that improve the odds for each student. Collaboration will be necessary within the campus and with schools and other educational providers to support and expand opportunities for diverse students. Of increasing concern is how educators will support curriculum integration and confront gender, race and class issues as they are manifested on campus and in the larger society. How educators recruit and reward faculty whose values, talents, and performance are models of excellence for serving diverse students is another major issue for the next century.

On Student Learning

What faculty behaviors contribute to successful student learning? Do these behaviors differ with different student audiences? Or are the effective behaviors consistent across diverse audiences?

What strategies are needed to retrain under prepared students who enter college?

What is the relevance of environment for learning?

How relevant is the present European-based curriculum for preparing students to live in a multi-cultural environment in the 21st century?

How do we focus faculty and student attention on achievement (i.e., not just on remediation)?

What impact does a multicultural curriculum have on learning of minority students? of majority students? during college? after college?

How can faculty and staff facilitate learning *from* culturally diverse students?

On Recruiting and Retaining Minority Students and Faculty

What is the nature of the “revolving door” phenomenon for minority administrators and faculty? What major factors influence it?

From a cost-benefit perspective, what are the costs of the revolving door and consequent exclusion of minorities from higher education?

What environmental factors within an institution contribute to the successful recruitment and retention of minority faculty and students? of high achievers in the female and minority populations? Can these factors be replicated?

What is the impact of institutional symbols and behaviors on the recruitment and retention of minority students and faculty?

What are the major negative and positive factors outside the institution that influence retention and tenure of minority faculty? What can higher education do to reduce or alleviate the negative factors?

To what extent does the present higher education reward system accommodate the expectations of minority students and faculty? of the institution?

What impact do specific strategies have on the recruitment and retention of minority faculty? How might individual contractual arrangements be beneficial for retention? For example, would contracts be a way that a department could retain minority faculty? Would mentoring programs for minority faculty assist them in the promotion and tenure process?

What kinds of support systems are needed on campus to help minorities deal with stresses at home and at the academy?

To what degree are *all* aspects of minority faculty roles (e.g. advising minority students, dealing with minority issues) adequately recognized and considered in assigning faculty load?

What programs of “induction” exist to move minority faculty into administration? to involve minority faculty in professional associations? How effective are these programs?

How does the “language” of academe influence publication productivity of minority and women faculty?

What is the direct correlation between the mission of the college and the promotion and tenure of minority faculty members?

What model programs exist for the professional development of minority and female faculty members?

What strategies are needed to retain minority students who are high achievers?

What early intervention strategies can be utilized to attract minorities into academic careers, especially in science and mathematics?

How might retention of female students in science and engineering impact the growing percentage of foreign-born male faculty members? What are the significant cultural issues?

What are specific cognitive and/or non-cognitive factors, if any, which can be used as predictors of retention of Black students at a predominately white university?

What model programs exist for recruitment and retention of minority students and faculty?

On Cultural Diversity

What is the impact of cultural diversity on learning styles and motivation?

How can the views and perspectives brought by minority faculty be accepted and valued? For example, are their research questions and methods deemed legitimate?

How should minorities be “classified?” Who should be included? What finer distinctions can be made between “minority” and “cultural?”

How fine-grained are cultural differences? What are the implications of differences within cultural groupings?

What is the relationship between diversity and quality? Does an increase in one lead to a decrease in the other?

What effect do foreign male faculty members have upon the achievement of female students?

How is minority membership properly defined for purposes of doing research? (e.g., who is American Indian, Hispanic, etc.? Is this based on self-report or some form of group recognition?)

What are the positive and negative implications of grouping many groups and issues under the single term “diversity?”

What can be done to help administrators consider and evaluate more abstract goals for recruitment and retention of minority students and faculty (i.e., goals that go beyond statistics toward increasing appreciation for diversity)?

On School and College Collaboration

How can higher education work best with the preschool, elementary and secondary sector to improve that environment?

On Institutional Support for Diversity

How do funding priorities in higher education promote or decrease diversity on campuses?

What factors and strategies promote or decrease institutional racism?

How can the institution encourage non-minority persons to initiate positive interaction with minority persons?

How can institutions organize themselves to facilitate interaction between students from majority and minority groups?

What is the contemporary role and function of non-diverse institutions (e.g., all women’s colleges, all Black colleges)?

What is the relationship, if any, between the size of the institution and the degree of positive interaction between persons of different groups?

To what degree does campus administration “at the top” take responsibility for promoting environments that improve the odds?

On College and the Family

What is the impact of the college experience upon parents and the family structure?

What can colleges do to help parents understand the developmental changes of students?
How can colleges help students communicate with their parents, and understand their parents' needs?

LEARNING STRATEGIES

Learning strategies, broadly defined, include any cognitive or behavioral activities that facilitate learning, retention, recall and use of knowledge and skills. Effective learning depends on a learner's command of many tools-learning strategies—that enable the learner to engage successfully with both content and process. Learning strategies cover a wide range of abilities managing time and study habits: overcoming test anxiety, processing information, engaging in effective self-assessment, and developing self-sustained involvement and motivation. Early identification of students' learning strategies can help learners obtain effective prescriptions for remediation, enrichment, and achievement.

On Conceptions of Learning Strategies and Epistemology

What does the concept “learning strategies” mean? What dimensions define the term? What are the implications for reconceptualizing learning strategies for purposes of teaching and learning?

Are learning strategies influenced by gender, race and class? If so, in what ways? What are relevant population factors, given all factors that could be considered? How situation or goal specific are they?

How might we understand the phenomenology of the curriculum with regard to the explicit and implicit learning strategies of students and teachers? How will conceptions of effective learning strategies change in the future? What does this imply for educators and students?

Does society hold certain values that support particular learning strategies and not others?

What learning strategies effectively link theory and application/practice? Can effective learning of abstract concepts and/or theory occur without regular and systematic linking of theory and practice?

What learning strategies are characteristic of reflective practitioners?

How do the strategies of the reflective practitioner contribute to both the learning of disciplines and the goals of general education?

What are teachers' assumptions about students' learning strategies? Do teachers' assumptions differ for different groups of students? for women? for minorities? for older students?

How can teachers become more aware of their assumptions about learning strategies? of the impact their assumptions have on students?

How do teachers communicate their assumptions about students' learning strategies to students? What impact does this have on students' learning and performance?

What are the relationships among learning strategies and other self-regulated learning variables?

To what extent do students' efficacy beliefs affect their use of learning strategies?

What learning cues and strategies do students develop that are counter to what teachers want or expect? What prompts students to develop these counter-strategies?

What are the most important domain-specific learning strategies in each of the content areas?

How do learning strategies develop throughout a learner's college career?

What effective learning strategies are students actually using?

To what extent are adults' learning strategies based on their experiences? What are discrete categories of the experiences adults bring with them to the college setting?

What are the differences in learning strategies for those adults in different professions and of various ages?

On Fostering Effective Learning Strategies

How do students learn to be more strategic in their thinking? That is, how do we assist students to plan, implement, monitor, evaluate and modify a cognitive course of action?

What models of self-regulated learning can we generate to include the interaction among cognitive, affective, and conative (self managing) abilities?

How do faculty foster students' transfer of learning strategies across learning tasks? across content domains? across types of learning?

What is the role of student awareness in the selection and use of learning strategies?

What strategies do students use for developing conceptual frameworks (i.e., what goes on in the "black box")?

What learning strategies are learned and used in contexts other than formal education (e.g., work experience, on-the-job training, social/community experiences)?

How can students be made more aware of their self-responsibility in choosing their learning strategies?

How can students be helped to identify the various learning strategies which they have learned to employ in their lives (i.e., involvement in sports, hobbies, traditional studies, personal interactions, personal values)?

What is an effective balance between helping students develop learning strategies that have immediate utility (i.e., achievement in the academic setting) and those that contribute to lifelong learning? How can this balance be achieved?

What are some of the differences in learning strategies used by majors and non-majors? What are some of the problems for someone who does not intend to be an expert in the area?

How do teachers develop conceptions of their role that include responsibility for teaching students how to learn as well as *what* to learn?

What “attitude” models can help foster change in professors who do not believe that helping students with learning is part of their role? Are there “communication models” that would help?

How do teachers’ own learning strategies impact what they provide for their students and how they relate to their students’ needs?

How is the teaching of learning strategies individualized? How do faculty adapt to individual differences in the classroom?

To what extent is it more effective to respond to students as individuals? to students as members of a perceived group? to students as members of a discretely defined group?

How can the study of learning strategies be appropriately introduced into courses?

What is the relationship of individual learning to group learning? How do an individual’s learning strategies influence and contribute to group learning, and vice versa?

How do field experience courses contribute to the development of learning strategies?

How do specific learning methods (e.g., collaboration, field study, experience-based, problem-posing) lead to desired disciplinary-specific learning outcomes?

What is the relationship between collaborative teaching/learning and absenteeism? How can students become aware of the issues around absenteeism and success?

On Assessment

How do faculty help students self-assess their learning strategies? How can faculty use that information to guide students toward more effective repertoires for learning? How can learning strategies be assessed in ways that enhance the effectiveness of feedback for teachers and students?

What impact are various institutional programs, such as freshmen orientation, having on improving learning strategies?

To what extent, and in what ways, do tools of teaching (e.g., standardized instruments and tests, textbooks) dictate strategies for teaching and learning? What changes are needed to promote more effective learning strategies? How can these changes be brought about?

How do students’ learning strategies develop as a function of their college major?

On Research Methodologies

How best can students and teachers research their own learning and performance?
What methodologies best illuminate students' learning strategies in specific and varying contexts?

What are the implications for expanding the definition of "educational environment?" for expanding what gets researched? What factors significantly contribute to the total educational environment?

What are the benefits of a more integrated (i.e., interdisciplinary) approach to research?
How can this best be fostered?

How can Alan Tough's methodologies help teachers identify the learning strategies of students in the classroom (i.e., become more knowledgeable about their students?)

On the Impact of Technology

What is/will be the impact of technology on learning demands?

What is/will be the impact of technology on learning environments?

How can technology be integrated with effective learning strategies? Who decides "what goes in?" How does the structure of technology influence or determine what learning strategies get used and developed?

How are different technological teaching tools related to students' preferred learning strategies?

On Institutional Support

What administrative structures and procedures are needed to facilitate faculty use of what is known about learning strategies in the classroom?

What types of faculty support and training are needed to increase faculty knowledge and use of what is known about learning strategies?

ASSESSMENT OF STUDENT LEARNING

Assessment of individual student learning is a process for generating, judging, and communicating information about student performance. Essential elements are to identify performance outcomes that drive assessment, and to describe what the learner will be able to do with what he or she knows. Assessment involves insistence on multiple sources of evidence, by multiple assessors, from a variety of modes. Giving feedback to the student on strengths and areas to be improved turns the process into a powerful pedagogy for students' development. Student performance information can be aggregated and used as the basis for institutional assessment designed to establish effectiveness and improve programs.

On the Elements of Assessment

What kinds of assessment processes help students develop, so they experience the process as a means to achieving their learning goals?

What are workable models for profitably assessing students at mid-point in their career?

How can teachers become sensitive to and incorporate aspects of student development that occur before and beyond college?

Feedback: What kinds of feedback to individual students on their performance are most effective? for the beginning student? for the developing student? for the advanced student? What kinds of information stimulate students to use feedback to improve?

Motivation: What kinds of assessment motivate students to strengthen their abilities and realize success? How does this happen?

Self-assessment: In what ways can students build the capacity for self-assessment? How does the ability to evaluate one's own work become a lifelong skill?

"Ineffable" goals: What issues arise as we begin assessment of "noncognitive abilities? How do we begin to frame the conversation? What are effective strategies?

On the Language of Assessment

What assumptions and expectations does the language of assessment processes communicate?

To what degree does this language communicate expectations of success or failure? of inclusion or exclusion? of supportiveness or punitiveness?

How best can we communicate the complexities and limitations of assessment to audiences outside the academy?

How best can we communicate opportunities which assessment affords *within* the academy?

On Assessment and the Institutional Context

What is the link between assessment for student learning and assessment for institutional effectiveness?

What kinds of effective relationships can be struck between individual student assessment and broader assessments used to establish institutional effectiveness and/or to improve programs?

There are a number of effective models of assessment. How are they used to promote student development? What are effective ways of linking the assessment activities of faculty, student development personnel and others outside the institution?

Is the assessment effort contextually valid? That is, is the assessment process reflective of and appropriate to the institution's character, setting, educational mission, and expectations? How is it responsive to the changing and diverse student population?

What kinds of assessment models promote investment and involvement by faculty, staff and students? In what ways can these models become cost effective?

ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

Assessment of student learning outcomes is a process of generating, judging, and communicating information about student performance. Assessment takes place continuously throughout the college experience. It happens at the beginning, midpoint, or at the end of programs. Capstone seminars in the major, comprehensive exams, complex performance assessments, standardized tests or other instruments, inventories or questionnaires are all used for assessment. Faculty identify performance outcomes in terms of what students should know and be able to do with their knowledge, then use multiple sources of evidence, from multiple assessors wherever possible, to gauge students' levels of success in achieving the specified outcomes. Providing feedback to individuals and institutions about their performances is a powerful pedagogical strategy. Information about the collective performance of groups of students can be used in establishing effectiveness, suggesting directions for improvement of both programs and institutions, and providing insights into teaching and learning processes.

On Student Diversity and Abilities

What will be the impact of assessment on student diversity?

What will be the impact of standardized tests on minorities?

How can a viable assessment program be implemented for transfer students, given the diversity of their academic background prior to transfer?

How can assessment be used to strengthen the impact of undergraduate education on students' ability to discharge their responsibilities as citizens of a democratic society?

What is the impact of assessment on students' development of knowledge and values?

What is known about the negative impact of standardized tests on minority students?
What positive steps should be taken?

On Teaching and Assessment

What are the characteristics of successful teachers, such as Jaime Escalante, that enhance institutional effectiveness?

What teaching strategies, methods, and approaches can be used by teachers to influence effective student learning?

What common questions do faculty members have about their classrooms which, if addressed, have the potential for affecting student learning? How might this information contribute to larger program assessment?

What strategies are effective in assessing the impact of teaching on learning in the classroom?

What discipline-specific assessment strategies are effective in researching the impact of teaching on learning?

On Assessment of Programs

How can we measure, in “outcomes” terms, the meaning of a ‘successful education?

How do we avoid selecting outcomes objectives *because* they are measurable? What other outcomes objectives are desirable?

How do we make the leap from assessing individual course outcomes to assessing program outcomes?

How can “menu style” general education programs be assessed for effectiveness given that goals may be fixed and course selections may vary?

How can we design a successful curriculum where results can be assessed, given the political realities of disciplinary politics?

How can we track the effects of diverse courses on “across-the-curriculum” programs (e.g., writing, speaking, critical thinking) to see what patterns of courses are particularly effective?

On Helping Assessment Happen

What are the institutional prerequisites to an effective assessment program? What constitutes “institutional readiness?”

What attitudes facilitate examination of institutional effectiveness? what attitudes inhibit? what “political considerations” impact the ability to assess institutional effectiveness?

What kinds of internal/institutional processes support effective assessment?

How can assessment be incorporated into a college’s culture? How can assessment be made a part of a college’s value commitments?

What kinds of leadership are necessary to infuse an institution with an assessment ethos?

What means of faculty involvement and/or faculty development are most effective in creating an institutional culture which assumes assessment is integral?

How can the administration become more involved in the assessment process since they are central players in institutional effectiveness?

What are faculty’s misconceptions about assessment that inhibit the development and implementation of assessment of institutional effectiveness? What are the best strategies to reduce faculty anxieties about assessment?

How can we generate excitement among liberal arts faculty about the potential of assessment?

What processes are useful in bridging the gap from broad mission statements to outcomes statements that can be observed, measured, and assessed?

How can assessment approaches help faculty to move beyond their discipline view toward larger programmatic and institutional issues?

How can faculty be induced to measure educational outcomes, given their lack of experience in this area?

How do we encourage student participation in defining valid outcomes? What are the pros and cons of student participation?

On Making Results Matter

What do we do with assessment data once it is collected?

How can the various modes of assessment reports be integrated in order to communicate effectively to different constituencies?

How can assessment data—from various sources, collected in various modes, and reported in various formats—best be organized and understood to generate a snapshot of overall institutional effectiveness?

How do we ensure that assessment does not stifle institutional development and change?

How dependent is the effectiveness of instructional assessment on the institutional climate for assessment? on the overall goals of institutional effectiveness?

How can assessment data be used for purposes of program planning? of program review?

How can the assessment of individual students be used to assess institutional effectiveness? What is the appropriate unit of analysis?

How can assessment of student outcomes be helpful in building institutional self-confidence?

In which journals might we publish faculty-generated research on assessment?

On Assessing Assessment

What kinds of assessment activities are occurring that have received little national attention? What can be learned from these campuses? What can be learned from the activities of institutional research offices of large universities?

What has been the effect of state assessments mandates on institutional effectiveness in states where these programs already have some history?

What kinds of relationships exist between system-wide and local attempts to assess institutional effectiveness? between assessment as accountability and assessment as improvement of general education programs?

How best might we investigate the relationships between assessment/evaluation/research and the structures, practices and policies of higher education? How does assessment/evaluation/research influence public policy and vice versa?

What are the criteria for validation? for programs? for any given assessment?

What are the key variables in assessing assessment itself? For example, defining the language, generating profiles of different users and their needs, examining the match between assessment tools and objectives of the users?

INVITATIONAL PRE-CONFERENCE SESSION PARTICIPANTS

Thomas A. Angelo

University of California-
Berkeley

Trudy Banta

University of Tennessee-
Knoxville

Elzar Camper, Jr.

East Stroudsburg University
of Pennsylvania

Constance Carter Cooper

The University of Akron

Arthur Chickering

George Mason University

Susan Cohen

Lesley College

Ralph Davis

Albion College

Robert Diamond

Syracuse University

Lawrence Dotolo

Virginia Tidewater
Consortium

Bruce Downing

University of Minnesota

Richard Duran

University of California-
Santa Barbara

James Eison

Southeast Missouri State
University

Mildred Garcia

Montclair State College

Judy Grace

Council for Advancement
and Support of Education

Lee Grugel

University of Wisconsin-
Eau Claire

Diane Halpern

California State University-
San Bernardino

E. Jean Harper

The University of Akron

Nancy Hoffman

Harvard University

Anita Lands

Lesley College

William Levin

Bridgewater State College

Jack Levin

Northeastern University

Jerri Lindblad

Frederick Community
College

Ann Lucas

Fairleigh Dickinson
University

Donald Lumsden

Kean College of New Jersey

Jean MacGregor

The Evergreen State College

Catherine Marienau

DePaul University

Roberta Matthews

LaGuardia Community
College

Marcia Mentkowski

Alverno College

Karen Merritt

University of California
System

Maria Montalvo

Albuquerque Public Schools

Bonnie Neumann

San Diego State University

Judy Reisetter

Alverno College

Richard Robbins

State University of New York

Henry Ross

Kean College of New Jersey

Joseph Silver, Sr.

University System of Georgia

Barbara Leigh Smith

The Evergreen State College

Jill Tarule

Lesley College

Kathleen Taylor

The San Diego Center

Kirk Thompson

The Evergreen State College

Philip Uri Treisman

University of California-
Berkeley

Claire Weinstein

University of Texas-Austin

Neal Whitman

University of Utah

PARTICIPANTS LIST

Sabra Anderson
University of Minnesota

Susan Arisman
Pennsylvania Academy for
the Profession of Teaching

Joseph Attanasio
Montclair State College

Fred Badders
Appalachian State University

Jane Barstow
Hartford College for Women

John Bedell
California State University-
Fullerton

Janis Benuitt
Marylhurst College

Dympna Bowles
City University of New York

R. Lanier Britsch
Brigham Young University-
Hawaii

David Buckholdt
Marquette University

Carolyn Bullard
Lewis and Clark College

Mary Burger
California State University-
Sacramento

Eleanor Chasdi
Wheelock College

K. Patricia Cross
University of California-
Berkeley

Millicent Daly
Cambridge College

Tom Diggs
Liberty University

Tyra Duncan-Hall
University of California-
Berkeley

Robert Durel
Christopher Newport College

Michael Egs
California State University-
Northridge

Marilou Eldred
College of St. Catherine

Mei-fei Elrick
University of Guelph

Marion Epstein
Kean College of New Jersey

Edward Erner
Findlay College

Annettee Ezue
Towson State University

Robert Falk
University of Minnesota-
Duluth

Carol Floyd
Illinois Board of Regents

Patricia Foster
Loma Linda University

Tanzella Gaither
Arizona State University

Zelda Gamson
University of Massachusetts-
Boston

Cynthia Ghaem
Old Dominion University

Caroline Gillin
U.S. Department of
Education

Michael Gimmestad
University of Northern
Colorado

William Harvey
North Carolina State
University

Mary Hayes Somers
University of Wisconsin-
Barron County

Garry Hesser
Augsburg College

Janice Hindes
The College of St. Rose

Rose Marie Hurrell
College of New Rochelle

Judith Johnson
Eastern Michigan University

Glen Ross Johnson
Texas A & M University

David Justice
DePaul University

Ted Kalthuff
Waldorf College

Cheryl Keen
Monmouth College

John Kirkness
University of Toronto

Margaret Kirwin
College of St. Rose

Jean Knoll
DePaul University

Patti Komure
San Francisco State
University

Merle Larracey
Keene State College

Sander Lee
Keene State College

Linda Linsay
Davenport College

Robert Llewellyn
Rhodes College

Pamela MacBrayre
University of Maine-Augusta

Tom Maher
St. Francis College

Richard Malcolm
Mesa Community College

Charles W. Martin
Ball State University

Pat Martinez
California State University-
Sacramento

James Matthews
College of Boca Raton

Melanie McClellan
Ohio State University

Robert McCormick
Montclair State College

David McCormick
State College/University
System

Daina McGary
Capital University

M. Denise Menchaca
Harvard University

Albert Meyer
Mennonite Board of
Education

James Miller
University of Michigan

Dorothy Moore
University of Southern
Maine

E. M. Moore
Reuteman, Wagner, King &
Associates

Prank Morgan
Castleton State College

Madonna Murphy
Lexington Institute of
Hospitality Careers

Carlos Navarro
California State University-
Northridge

C. A. (Gus) Nelson
Indiana University

Jody Nyquist
University of Washington

Vincent Orlando
Metropolitan State College

Gary Penfield
Rhode Island College

Donald Quirk
DePaul University

Karl Radnitzer
North Park College and
Seminary

Mary Ragland
Central Missouri State
University

Lulwa Rashid
Vanderbilt University

Julia Rogers
University of Montevallo

Sharon Rubin
Salisbury State University

Ricardo Sanchez
Clayton State College

Margaret Schadler
Union College

Geno Schnell
University of Maryland

Kenneth Schuler
Widener University

John Scott
University of Toledo

David Sherrill
University of Hawaii-Manoa

Lee Shulman
Stanford University

Dorothy Siegel
Towson State University

Ronald Simpson
University of Georgia

Robert Stein

Diane Strommer
University of Rhode Island

Carolyn Swallow
Elmhurst College

Cindy Tarka
DePaul University

Laraine Turk

James Voos
William Paterson College

Faye Vowell
Emporia State University

Phyllis Walden
Sangamon State University

Yvonne Watson
Trenton State College

Jon Wergin
Virginia Commonwealth
University

Sue Wesselkamper
College of New Rochelle

Eric White
Pennsylvania State
University

F. Wiedmann
Northeastern Illinois
University

Peggy Williams
Trinity College

Trish Williams
Union College

Nell Woodward
Educational Consultant

Jean Wu
Brown University

Donald Wulff
University of Washington

Frank Young
California State University

Bob Young
Kent State University