Welcome
Initiated by accreditation, motivated by shared learning mission
Who’s here
Promote campus discussion about learning goals and outcome measures
Examine supporting structure(s)
Provost’s Forum on the Campus Learning Environment

Teresa Sullivan
Provost and Professor of Sociology
8:30-8:45a  Introductions, Opening Remarks and Overview of the Forum.
  - Teresa Sullivan, Provost and Executive Vice President for Academic Affairs
  - Ben van der Pluijm, Professor of Geology and Environment, LS&A
8:45-9:00a  Suspension of Disbelief: Assessment in Higher Education.
  - Eric Dey, Professor, Center for the Study of Higher and Postsecondary Education, School of Education
9:00-9:30a  Assessment for Improvement and Accountability.
  - Trudy Banta, Professor of Higher Education, Senior Advisor to the Chancellor for Academic Planning and Evaluation, Indiana University-Purdue University Indianapolis
9:30-9:45a  Considerations for the University of Michigan.
  - Eric Dey
9:45-10:00a  Break
10:00-10:40a Questions and Table Discussions. Following Q/A on the presentations, each table will examine two questions from a suite of four.
  • Eric Dey

10:40-11:40a Panel presentations (3) and Group discussion of questions.
  Deborah Ball, Professor and Dean, School of Education; Joseph Fantone, Professor and Associate Dean, Medical School; John King, Professor and Vice-Provost, School of Information; Trudy Banta; Eric Dey.
  • Ben van der Pluijm

11:40-11:55a Comments and Closing remarks.
  • Teresa Sullivan
  • Ben van der Pluijm

12:00p Adjourn

Supplementary Information:

- **Assessment of Student Learning at the University of Michigan.** Report from schools/colleges and offices that are involved in the assessment of student learning, 2008, 63 p.
- **Unit Assessments of the Student Learning Environment at the University of Michigan.** Report from degree-granting departments/programs on the ways in which they create, modify and evaluate curricula and student learning environments, 2008, 312 p.
Campus-wide approach at defining learning goals and assessing learning outcomes

- Recognize diverse educational cultures, but shared mission
- Promote discussion and self-examination at degree-unit level
- Examine supporting structure(s) of educational mission
Provost’s Forum on the Campus Learning Environment

Eric Dey
Associate Professor, Center for the Study of Higher and Postsecondary Education, School of Education
Provost’s Forum on the Campus Learning Environment

Trudy Banta
Professor of Higher Education, Senior Advisor to the Chancellor for Academic Planning and Evaluation, Indiana University–Purdue University Indianapolis
1. Assessments of individual student performance occurs in every one of our classes (e.g., E&E, tests, students’ work products), but these measures are rarely repurposed for programmatic assessment activities. How might we better link our current course-focused instructional assessments to larger program and institutional improvement agendas?

2. A variety of academic structures and resources exist to support individual faculty and academic programs in the area of student learning. These resources include program review procedures and offices such as the Center for Research on Learning and Teaching, Office of Evaluations and Examinations, Division of Student Affairs, Office of Budget & Planning. How can existing or new academic structures and resources be used to further enhance the quality and our understanding of the student learning environment? Is the balance between university-wide versus distributed services in this area appropriate? Do program reviews adequately address student learning? What, if any, impediments need to be overcome?
A. In addition to its own wealth of data on student activities and academic performance, the University of Michigan participates in a range of national research projects focused on the student learning environment. For example, in addition to recently conducting a Graduating Senior Survey, the university is participating in the Cooperative Institutional Research Program (CIRP) surveys as well as the National Study of Student Engagement (NSSE). What are the best ways to engage faculty and other professionals in using such data to improve practices, and how might they be used in program assessment?

B. The University of Michigan has developed a range of new programs intended to promote enhancement of the student learning environment, and more recently, to undertake research on these topics. Examples include university-wide initiatives to expand multidisciplinary learning and teaching opportunities, the Provost’s Teaching Innovation Prize, and CRLT’s Investigating Student Learning initiative. What additional activities, faculty/program incentives, or changes in the reward structure are needed to expand faculty engagement in these critical activities?