

June 9, 2004

To: Bush Committee for Faculty Development
From: Elizabeth Tolman
RE: Report on the Augustana Symposium

The following report is a summary and evaluation of the Augustana Symposium. Thank you to the Bush Foundation and the Bush Committee for Faculty Development for supporting this program.

On behalf of the Symposium Committee,

Elizabeth Tolman, Ph.D.

I. Description of the Symposium

The forth annual Augustana Symposium was held on Saturday, April 17, 2004.

A. Highlights of the Symposium

- Events: the Symposium included the following events: student research presentations, a banquet and a keynote address. The keynote address, "Small Talk: What it Does and Why it Matters," was delivered by Julia T. Wood, Ph.D. (Professor of Communication at the University of North Carolina at Chapel Hill).
- Presenters: thirty-eight students, from all three divisions of the college, presented their original research in either oral or poster presentations. The students collaborated with fourteen faculty members to develop their research.
- Attendance: There were approximately 175 audience members during the student research presentations, approximately 40 guests at the banquet, and approximately 75 audience members at the keynote address.

B. Finances

Funding for the Symposium was provided by:

- The Bush Committee for Faculty Development (\$3000).
- The Office of Academic Affairs (\$1000).

2004 Budget

Printing	\$ 39.45
Hospitality	\$ 1393.88

Keynote Speaker	\$ 2500.00 (honorarium and airfare)
Hotel	\$ 187.51
Total	\$ 4120.84

In the 2003 report Michael Waddell wrote, “A bit of quick math indicates that the Symposium came in at well under \$6000 allotted to the program. We will use the full \$4000 provided by the Bush grant and approximately \$245.69 from Academic Affairs. The remainder of the \$2000 pledged by Academic Affairs should roll over into next year’s budget, as the college has pledged \$5000 to be contributed to the program during the three year cycle of the Bush grant.”

As a result, \$120.84 will be used from last year’s budget.

C. Personnel

Many people helped make this event possible. The members of the Augustana Steering Committee had specific responsibilities:

Martin Dennis (Psychology): Call for Papers, Schedule of Presentations.

Steven Matzner (Biology): Call for Papers, Schedule of Presentations.

Elizabeth Tolman (Communication): Chair, Publicity, Arrangements for Speaker.

Jennifer Waddell (Psychology): Hospitality (banquet, keynote reception, and hotel arrangements for speaker)

Lisa Brunick (Library): Updated Website, Library contact person.

II. Assessment

A. Goals

The Symposium was constructed with four goals in mind:

1. To foster the pedagogy of student research
2. To foster collaboration between students and faculty
3. To contribute to the intellectual climate on campus
4. To “open windows” between Augustana and other intellectual communities

B. Data

Three assessment instruments were used to assess the Symposium’s success in attaining these goals.

The first instrument solicits constructive feedback on individual student presentations. The forms were collected and distributed to the respective teams of student researchers

and faculty collaborators so that faculty members could help students process audience comments.

The second instrument was a general form given to all members to provide feedback for student research presentations. The form asked audience members to provide feedback for the Symposium program.

Finally, an instrument was distributed to student presenters and their faculty collaborators after the event. In addition, student presenters were asked to write an “impact on learning” statement as a part of the assessment process.

Goal #1 Fostering the pedagogy of student research

“Did the Symposium raise your awareness of student research at Augustana?”

Presenters/ Collaborators	Mean: 5.88 **
General Audience	Mean: 5.78

** All means are based on a seven point Likert scale (with a score of “1” being the lowest and a score of “7” being the highest).

“How did participating in the Symposium affect your opinion of student research at Augustana?”

Presenters/ Collaborators	Mean: 6.13
General Audience	Mean: 5.80

“Did the opportunity to present at the Symposium encourage you either to undertake or further develop a collaborative research project beyond what you would have otherwise done?”

Presenters/ Collaborators	Mean: 5.75
General Audience	Mean: NA

“How did participating in this research affect the quality of your overall experience as a student or faculty member at Augustana?”

Presenters/ Collaborators	Mean: 6.00
General Audience	NA

“Do you/ your student plan to present this research off-campus?”

Presenters/ Collaborators	Frequency: 4 No/ 5 Yes
General Audience	NA

“If so, do you think the experience of presenting at the Symposium will improve the off-campus presentation?”

Presenters/ Collaborators	Frequency: 5 Yes/ 4 No
General Audience	NA

“Was the feedback provided by the audience members beneficial for improving your research and/or presentation?”

Presenters/ Collaborators	Frequency: 7 Yes/ 2 No
General Audience	NA

Goal #2 Fostering collaboration between faculty and students

“How did collaborating with a student or faculty member to conduct this research affect your overall experience as a student or faculty member at Augustana?”

Presenters/ Collaborators	Mean: 6.13
General Audience	NA

Goal #3 Contributing to the intellectual climate on campus

“Overall, how intellectually stimulating were the Symposium events/ research presentation?”

Presenters/ Collaborators	Mean: 5.78
General Audience	Mean: 5.840

Goal #4 Opening Windows

Student Research and Presentations

Many students, staff and faculty members attended the Symposium presentations. In addition, students invited parents and family members. During the poster presentations, audience members engaged in information conversations about the research.

The Symposium gives students and faculty members the opportunity to explore a research interest and present their findings in a public setting. During the past four years, the Symposium has helped to foster a culture of student research at Augustana College.

Keynote Speaker

This event brought Julia Wood, Professor of Communication at the University of North Carolina, to campus. Dr. Wood is an award winning teacher and communication scholar. Dr. Wood had dinner with three communication majors and six faculty members on Friday evening. This dinner gave the students and faculty members a chance to talk with a premier communication scholar and socialize off-campus.

Dr. Wood attended the student presentations from 1:00-5:00. She moved from classroom to classroom, asked questions following the presentations, and talked with students during the poster presentations. The students benefited from her interest in their research. Dr. Wood stated repeatedly how impressed she was with the research and presentations and that she had to remind herself that these were undergraduate students.

Dr. Wood's keynote address was insightful and sparked discussion. Her address was well attended by communication majors and gave these students the chance to hear a public address by a communication researcher. The reception following the keynote address included lively conversations about Dr. Wood's research.

General Question

One final question was asked of all respondents:

“Would you like to see the Symposium program continue in the future?”

Presenters/ Collaborators	Frequency: 13 Yes/ 0 No
General Audience	Frequency: 50 Yes/ 0 No

The universal consensus is that the Symposium is a worthwhile event that should continue.

III. Future Directions

There are improvements that can be made to improve this program.

A. Adjustments to extant program

Changes to the format of this event may increase involvement and attendance.

Goals for 2005

- Increase publicity on and off-campus.
- Work more closely with the Admissions Office.
- For the past four years the student presentations have been from 1:00-5:00, banquet at 5:30 and keynote address at 7:00. Attendance at the keynote address was down this year, particularly among student presenters. This format could be revised in order to increase attendance. For example, the

keynote address could be given during a luncheon. In the past, student researchers, session chairs, and faculty mentors have been invited to the banquet. The luncheon could be available to parents and family.

- Consider reorganizing the session time slots. Possibly giving each presenter 20 minutes and 10 minutes for questions.

Impact on Student Learning

Four students returned the Impact on Student Learning statement.

Please write a paragraph describing how your participation in the Symposium- including the research process leading up to presentation at the Symposium, the actual experience of presenting at the Symposium, and the opportunity to discuss feedback with your collaborator- has impacted learning.

Leslie Baehr, Student

Dr. Michael Wanous, Faculty Mentor, Biology

After my days are completed at Augustana, I intend on pursuing a Ph.D. in molecular biology. I would then like to work in a lab and become a member of a research team that is studying a human disease or developing new treatments to cure a particular disease. To gain an understanding of what is involved in doing research and to prepare myself for the road ahead, I began to work with Dr. Wanous on his research project involving the High Molecular Weight glutenins in Chinese Spring wheat. Participating in research has been an invaluable experience because I have been able to take the knowledge and the techniques I learned in the classroom and apply them to my work. This ability to see first hand the practical application of information has adjusted my views on learning. I no longer feel as if I am just memorizing information to pass a test.

This was the first year I participated in the Augie Symposium. I was given the opportunity to present a poster, and I used that opportunity as a learning experience. In a comfortable and friendly environment, I was able to practice my presentation of the material to others and determine in which areas I need to be clearer based on the questions that were asked. The feedback on my poster also helped me to discover how to improve my presentation. I know that my experience at the Symposium will help me to feel more at ease and better prepared to present a poster at future science meetings.

No name given

Dr. Reynold Nesiba, Faculty Mentor, Economics

Preparing for and participating in the Symposium furthered by research and learning for the subject of my research paper. Participating in the Symposium made me go above and beyond what I would have normally done for my paper. After deciding to partake in the Symposium, it made me strive to make my presentation as good as possible. I enjoyed presenting my paper as it increased my confidence and helped with my ability to present a subject in front of others. I also really enjoyed and appreciate the help from my collaborating professor.

Kerri Burkard, Student
Liz Tolman, Faculty Mentor, Communication

Participating in the Augustana Symposium has positively impacted my learning. Through the research process leading up to the presentation, I was able to interview leading business CEOs of the Sioux Falls community. This gave me the opportunity to increase my knowledge of the opinions toward the United Way in the community. Presenting at the Symposium allowed me to have feedback on what other professors think. It also made me think differently about my research conclusions and help me expand my thought process. My collaborator has provided me with positive feedback, and she has encouraged me to want to participate again in the future.

Sally Kessler, Student
Scott Fish, Faculty Mentor, French

Preparing my Symposium presentation has helped me to learn the most, among all the Symposium activities. I refined my knowledge, reviewed the material on the topic, and reflected on the best way to present the material. Others may have been interested in further research- for example, to read the play I discussed through my presentation. And I was especially interested in listening to the results of a sociology project.