



Association
of American
Colleges and
Universities

Network for Academic Renewal

GENERAL EDUCATION AND ASSESSMENT 3.0: Next-Level Practices Now

**Westin Michigan Avenue | Chicago, Illinois
March 3-5, 2011**



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Welcome to Chicago and to the conference *General Education and Assessment 3.0: Next Level Practices Now*. We are delighted that you are here to share and reflect on higher education's most promising and innovative models of both general education and assessment.

Today more than ever, we need college graduates who possess well-developed intellectual and practical skills, knowledge of multiple disciplines, ethical sensitivity and judgment, and understanding and appreciation of diverse perspectives. Nationally and internationally, we need college graduates who can generate fresh approaches to solving both perennial problems and the unanticipated, unscripted challenges of the future. These are the goals of strong general education programs.

Without a clear sense of what we want students to learn through general education, reform efforts can fall prey to the latest fad, seem arbitrary, and remain disconnected from the teaching and learning that is done through academic departments and in student affairs units. Promising practices may be used, but in a haphazard way that misses many of today's students. Assessment, if done at all, may center on counting student participation in courses and activities rather than meaningfully evaluating student achievement of learning outcomes over time. Not surprisingly, this can result in a push to eliminate general education and to downsize the college experience.

AAC&U believes that the best way to "push back" against efforts to downsize general education is to demonstrate the impact of these innovative models. The conference will feature significant "next-level" reform undertaken by colleges and universities in recent years to highlight consensus around essential 21st century learning goals; build greater alignment across state systems and student transfer; infuse diversity, global, and civic learning and scientific and quantitative literacy into general education; and address educational inequities faced by historically underserved students. The conference will also feature campuses' and AAC&U's more recent work to develop authentic forms of assessment, where results are used to improve curricular and co-curricular designs and integration, identify topics for faculty and staff development, and guide the allocation of resources to support student learning.

Finally, the conference will draw on AAC&U's signature initiative, Liberal Education and America's Promise, to engage key external stakeholders in dialogue about educational quality, cost, and completion rates. "Faster and cheaper" approaches to college may seem to provide short-term solutions, but absent of greater expectations for student learning, they risk shortchanging our nation's future at a time when graduates need the skills and abilities that derive from a strong general education.

We hope that your experience here provides useful strategies, practices, and connections with colleagues to enhance your work in general education and help all students achieve academic excellence and sense of purpose.

Susan Albertine

Vice President
Office of Engagement, Inclusion, and Success

Terrel Rhodes

Vice President
Office of Quality, Curriculum and Assessment

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LIBERAL EDUCATION AND AMERICA'S PROMISE FEATURED SESSIONS

Liberal Education and America's Promise Featured Session LEAP

The LEAP Featured Session designation highlights the innovative work of colleges and universities that are members of the LEAP Campus Action Network (CAN). CAN brings together campuses and organizations committed to liberal education; helps them to improve their efforts to ensure that all students achieve essential liberal education outcomes; and shines a spotlight on educational practices that work. By recognizing CAN examples, AAC&U aims to share promising practices that help students achieve the essential learning outcomes outlined in the 2007 report, *College Learning for the New Global Century*. Stop by the registration desk for information about LEAP or visit www.aacu.org/LEAP.

FUTURE NETWORK FOR ACADEMIC RENEWAL CONFERENCES

March 24-26, 2011 ♦ Miami, Florida

Engaged STEM Learning: From Promising to Pervasive Practices

October 13-15, 2011 ♦ Long Beach, California

Educating for Personal and Social Responsibility: A Twenty-First-Century Imperative

November 3-5, 2011 ♦ Providence, Rhode Island

Arts & Humanities: Toward a Flourishing State?

February 23-25, 2012 ♦ New Orleans, Louisiana

General Education & Assessment

March 22-24, 2012 ♦ Seattle, Washington

STEM & Engaged Teaching and Learning

For more information, visit www.aacu.org/meetings/network

SCHEDULE AT A GLANCE

Thursday, March 3, 2011

- 10:00 A.M. – 7:00 P.M.** **Conference Registration, Membership Information, Publication Sales**
- 2:00 – 5:00 P.M.** **Pre-conference Workshops** *separate registration and fee required* - **CLOSED**
- 7:00 – 8:30 P.M.** **Keynote Address**
Reframing General Education
Ramón A. Gutiérrez, Preston and Sterling Morton Distinguished Service Professor in United States History and the College and Director, Center for the Study of Race, Poverty, and Culture—The University of Chicago; Gail Mellow, President—City University of New York LaGuardia Community College; and Carol Geary Schneider, President—AAC&U
- 8:30 – 9:30 P.M.** **Poster Session and Reception**

Friday, March 4, 2011

- 7:45 – 8:45 A.M.** **Continental Breakfast**
- 8:00 – 9:00 A.M.** **Concurrent Sessions**
- 9:15 – 10:15 A.M.** **Plenary**
Investing in Quality
Ann S. Ferren, Senior Fellow—AAC&U and former Provost—American University in Bulgaria
- 10:45 A.M. - 12:00 P.M.** **Concurrent Sessions**
- 12:15 – 2:00P.M.** **Luncheon and Plenary** *separate registration and fee required*
E-Portfolios and the Problem of Learning in the “Post-Course” Era
Randall Bass, Associate Professor of English, Assistant Provost for Teaching and Learning Initiatives, and Executive Director, Center for New Designs in Learning and Scholarship—Georgetown University
- 2:15 – 3:30 P.M.** **Concurrent Sessions**
- 4:00 – 5:15 P.M.** **Concurrent Sessions**

Saturday, March 5, 2011

- 7:45 – 8:45 A.M.** **Continental Breakfast**
- 8:00 – 9:00 A.M.** **Concurrent Sessions**
- 9:15 – 10:45 A.M.** **Concurrent Sessions**
- 11:00 A.M. – NOON** **Plenary**
An Invisible Epidemic
Ronald Williams, Vice President—College Board and former President—Prince George’s Community College

For Information about Network for Academic Renewal conferences, please see www.aacu.org/meetings/network or contact Karen Kalla and Siah Annand at 202.387.3760.

PROGRAM OF EVENTS

THURSDAY, MARCH 3, 2011

10:00 A.M. – 7:00 P.M. CONFERENCE REGISTRATION, MEMBERSHIP INFORMATION, PUBLICATION SALES

Wellington Ballroom Foyer, Second Floor

2:00 – 5:00 P.M. PRE-CONFERENCE WORKSHOPS (separate registration and fee required)

Workshop 1: Elements of Good Practice in General Education Reform

Workshop is full; registration is closed

Mayfair Room, Third Floor

What are common and distinct issues that institutions face in implementing outcomes-based general education reform? What milestones might campuses use to chart progress? In this workshop, the facilitators will highlight elements of good practice for general education reform, and participants will identify issues surrounding reform on their own campuses. Significant attention will be given to problem-solving, strategies for change, and methods for leveraging institutional mission and culture.

Rita Kean, Dean of Undergraduate Studies—University of Nebraska-Lincoln; and **Dean Pribbenow**, Dean of the School of Integrative Studies—Edgewood College

Workshop 2: Engaging Faculty in Curriculum Revision

Workshop is full; registration is closed

Buckingham Room, Second Floor

In this workshop, the facilitators will discuss how to engage faculty in general education revision, including ways to define learning outcomes, introduce promising practices, and initiate conversations about curriculum reform. Participants will examine concrete steps to support faculty in using engaged pedagogies and developing innovative courses that contribute to new general education designs, and they will gain practical ideas for advancing curriculum reform on their own campuses.

Betsy E. Brown, Vice Provost for Faculty Affairs—North Carolina State University; and **John M. Burney**, Vice President for Academic Affairs—Doane College

Workshop 3: Leveraging Learner-Centered Assessment for Educational Change

Workshop is full; registration is closed

Michigan Room, Third Floor

This workshop will help participants develop strategies for implementing learner-centered approaches to assessment. Focusing on rubrics and ePortfolios, participants will discuss ways to use assessment to meaningfully improve programs while satisfying accountability demands. The workshop will focus on nuts-and-bolts aspects of creating authentic assessments that align with teaching and learning. Participants will develop a toolkit of learner-centered assessment strategies and a network of colleagues interested in meaningful programmatic assessment.

Kathryne Drezek McConnell, Assistant Director of Academic Assessment and **Marc Zaldivar**, Director, ePortfolio Initiative—both of Virginia Polytechnic Institute and State University

Workshop 4: Using Creative Artifacts to Assess Liberal Learning

Workshop is full; registration is closed

Regent 1 Room, Third Floor

Creative artifacts (novels, films, artwork, etc.) are valued when they are produced by established creators, but when assessing student learning, faculty are likely to ask for expository prose rather than creative work. This workshop will invite participants to assess authentic student work that aims to cultivate liberal learning outcomes by wedding creative expression in different media to wide-ranging intellectual inquiry. Participants will consider the potential of artistic/creative production to generate and serve as evidence of liberal learning. They will discuss the extent to which they believe these pieces demonstrate achievement of outcomes, then work to create a provisional assessment rubric that speaks to liberal learning. This workshop is designed for anyone interested in exploring creative ways of assessing liberal learning.

Robert C. Lagueux, Assistant Professor of English and Director, First-Year Seminar—Columbia College Chicago; and **David H. Krause**, Associate Provost—Dominican University

Workshop 5: Contexts for Support of Student Learning: The Roles of Deans and Administrators

Workshop is full; registration is closed

Consulate Room, Second Floor

Deans and other administrators are partners with faculty in the design, implementation, and assessment of general education; the articulation of learning outcomes; and the development of curricular and co-curricular connections. This workshop will use multi-institutional case studies to focus on the role deans and other administrators can play in fostering innovative practices and policies to enhance student learning. Participants will have the opportunity to contextualize approaches to their own campus contexts.

Beth E. Barnett, *Provost and Academic Vice President—Ramapo College of New Jersey*; **Scott E. Evenbeck**, *President—City University of New York New Community College*; **Frank E. Ross**, *Associate Provost for Student Success—University of North Texas at Dallas*; and **Sara B. Varhus**, *Vice President, Academic Affairs—Nazareth College*

Sponsored by the American Conference of Academic Deans

7:00 – 8:30 P.M.

KEYNOTE ADDRESS

Wellington Ballroom, Second Floor

Reframing General Education

Colleges and universities are facing increasing pressure to reduce spending and curb tuition increases while also improving graduation rates and “time to degree.” Most recently, these demands have coalesced into calls to reduce the early part of college, traditionally the purview of general education. In this keynote address, the panelists will examine the push to shrink the college experience and frame these strategies in a larger conversation about educational quality and meaningful access to opportunity. They will discuss how campuses are reframing general education so that students develop the essential learning needed to effectively address contemporary, unscripted problems.

Ramón A. Gutiérrez, *Preston and Sterling Morton Distinguished Service Professor in United States History and the College and Director, Center for the Study of Race, Poverty, and Culture—The University of Chicago*; **Gail Mellow**, *President—City University of New York LaGuardia Community College*; and **Carol Geary Schneider**, *President—AAC&U*

8:30 – 9:30 P.M.

POSTER SESSION AND RECEPTION

Cotillion Ballroom, Second Floor

BOOK SIGNING: A Death in Panama

Ronald Williams, closing plenary speaker and Vice President, College Board, will be signing and giving out copies of his second novel, *A Death in Panama*. Set in Panama, Barbados and the U.S., the novel presents the mysterious and frightening world of the first decade of the 20th century when the canal was being built and fortunes were being made.

General Education Models that Make a Difference

POSTER 1: Redesigning General Education Math and Composition Courses for At-Risk Students

Austin Peay State University’s redesign of developmental courses in English composition and introductory math allows students to earn required general education college credit while addressing their academic deficiencies in these core disciplines. Two years of assessment of the impact of these enhanced sections indicate clear increases in (a) the number of students completing developmental requirements, (b) the number of students completing general education requirements in math and English, and (c) overall retention. Assessment data and key elements of course design will be the focus of the poster display.

Nell Rayburn, *Chair and Professor of Mathematics* and **Cynthia McWilliams**, *Associate Professor of English—both of Austin Peay State University*

General Education Models that Make a Difference

POSTER 2: Using General Education as the Basis for a Thematic Interdisciplinary Double Major

Despite efforts of educators to present relevant, engaging, and challenging general education curricula, many students still perceive these courses merely as something to “get out of the way.” Yet employers increasingly stress the need for general education skills and the ability to make meaningful connections across seemingly disparate bodies of information. This poster will feature Bentley University’s Liberal Studies Major (LSM), an optional second major paired with a business or business-related major. The LSM allows students, in conversation with faculty mentors, to individually choose a theme-based combination of general education and

elective courses and to think creatively about connections across disciplines, thus personally making meaning of their liberal arts education. The poster will specifically focus on (a) LSM features, including student e-portfolios, analytical retrospectives, and culminating projects; (b) student work and reactions; (c) the faculty-led development process; (d) lessons from the first five years; and (e) assessment practices and results. Although the LSM was designed primarily for business students, its concept can easily be adapted to pair with all majors. **Marilyn Durkin**, Associate Dean of Arts and Sciences—Bentley University

General Education Models that Make a Difference

POSTER 3: General Education for Underrepresented, Non-Traditional, Swirling Students

Students at Lehman College, City University of New York, are overwhelmingly Hispanic and African-American, low-income, older, and the first generation in their families to attend college. A majority of upper-division students are transfers, often having completed 60 credits elsewhere. Components of Lehman's general education program include (a) a course designed to acquaint first-semester college students with the relevance of the liberal arts and sciences to their future careers, with the structure and objectives of general education at Lehman, and with the opportunities and services available at the College; (b) two upper-division, multidisciplinary courses, required of all students, including transfers, which serve as general education synthesizing capstones for Lehman students and as an integration into Lehman for transfers; and (c) an upper-division, writing-intensive course designed to extend writing into the majors and ensure a writing-intensive experience for transfers. The presenters will share an overview of the general education program as well as strategies designed to engage faculty from local two-year colleges with Lehman faculty to improve articulation.

Vincent Prohaska, Associate Professor, Psychology and **Robert Whittaker**, Associate Provost for Undergraduate Studies and Online Education—both of City University of New York Herbert H. Lehman College

General Education Models that Make a Difference

POSTER 4: Big History: A New Approach to the Freshman Seminar

In 2008, Dominican University began an extensive overhaul of its first-year programming with the aim of creating freshman seminars that were foundational and global in intent while incorporating the teaching of competencies such as writing and research. The content that was deemed to give students the opportunity to engage with their world on a larger scale—both spatial and temporal—was something called “Big History.” Big History is a universal and transdisciplinary narrative that draws on astronomy, chemistry, biology, anthropology, and sociology, among other disciplines, to tell the story of our universe. Dominican faculty from a variety of disciplines took the step of adopting Big History as a first-semester course required of all freshmen and collaborated in a summer institute to create a series of follow-up second semester courses that approach the study of disciplinary fields and areas of inquiry through the lens of Big History, thus deepening the universe story. This poster will present the Big History content, introduce the newly developed course sequences, and present data on the challenges and rewards of the undertaking from the perspective of faculty and students, ranging from development to implementation to assessment.

Mojgan Behmand, Director of General Education and First Year Experience and **Thomas Burke**, Director of Assessment—both of Dominican University of California

General Education Models that Make a Difference

POSTER 5: Making a Difference in Writing Across the Curriculum: The Writing Coach and Media-Rich Feedback

Kaplan University's general education program integrates eight outcome-based literacies to develop essential skills throughout each student's educational career and has fused Writing across the Curriculum (WAC) into the program. Regardless of discipline, all general education courses include a substantive writing assignment. Two promising initiatives that support the WAC program will be featured in this poster session. The Writing Coach program embeds coaches into non-composition courses to provide resources, and encouragement to students who are struggling with their writing. The Media-Rich Feedback program provides asynchronous paper reviews using Jing (www.jingproject.com)—screen-casting software designed to move the focus from product to process and improve writing. Data reveals a high level of satisfaction with these programs from students and instructors. The presenter will share information on these programs and provide a demonstration of Media-Rich Feedback.

Joni H. Boone, Writing Consultant and Fundamentals Specialist—Kaplan University

General Education Models that Make a Difference

POSTER 6: Redesigning the First-Year Seminar to Integrate Best Practices in Assessment, Digital Interfaces, and Faculty Development

In 2008, Mercy College implemented a competency-based general education curriculum after an extensive two-year review. In the first year, a new first-year seminar was introduced but the course had an attrition rate of 30%. Following that year, a faculty and administrative leadership team undertook a self-study of the first-year seminar with the goal of more clearly defining its mission, student learning outcomes, and curriculum. The result was a curriculum that integrated high-impact practices in general education and assessment (informed by the first-year seminar models of Gardner and Barefoot and others), applications of digital interfaces, and expanded faculty development and engagement. This poster will share resources and practices used by the revised seminar, including finely tuned rubrics appropriate for first-year student learning outcomes, digital storytelling and electronic portfolios, and faculty learning communities.

Nancy B. Pawlyshyn, Chief Assessment Officer, **Matt Lewis**, Senior Instructional Designer, and **Srivalli Rao**, Professor of Library Science—all of Mercy College

General Education Models that Make a Difference

POSTER 7: A Model for Continuous Improvement: Revising Rubrics to Measure General Education Proficiencies

In 2002, Oral Roberts University (ORU) began the process of developing a comprehensive assessment system focused on learning outcomes. Faculty leaders correlated university outcomes with specific required student assignments, and designed customized assessment rubrics for every academic program, including general education and co-curricular programs. Since 2004, faculty have collected data for the 16 proficiencies/capacities and used these data to evaluate curriculum effectiveness in meeting ORU's established proficiencies. In light of this data and in accordance with the model of continuous improvement, faculty initiated rubric revisions in 2008. As part of the process of revision, the AAC&U VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics were consulted and compared with the ORU rubrics during the summer of 2009. This poster will share an overview of the rubric revision process.

Mark R. Hall, Coordinator of General Education—Oral Roberts University

General Education Models that Make a Difference

POSTER 8: Engaging Learners with Mathematics through Graphic Demonstrations

This poster will share an approach to a typical general education topic: functions in elementary mathematics. The presenter will show how a hand-held graphing calculator can be used to visualize mathematical functions. The ability to manipulate the function allows for student testing of advanced concepts in mathematics. The presenter will focus on the demonstration of reversible and irreversible changes and how that concept can be displayed, discussed, and connected to learning across the curriculum.

Zoltan J. Szekely, Associate Professor of Mathematics—University of Guam

General Education Models that Make a Difference

POSTER 9: Refocusing Program Outcomes and Assessment for Clarity and Alignment

This poster will demonstrate a process used to refocus academic programs with an emphasis on program outcomes and alignment to general education program outcomes. The presenter will share how the program refinement was implemented, from mapping the program outcomes to courses to initiating key assessments. Benefits of the process include a more relevant and aligned curriculum, improved student and faculty support resources, and the development of a culture of assessment within the university.

Anna Van Wie, Assistant Director for Learning Outcomes Assessment—University of Maryland University College

General Education Models that Make a Difference

POSTER 10: Making a Difference, Serving our Students: Creating a New General Education Program

In 2009 the University of the District of Columbia formed a university-wide committee to develop a new general education program. With this poster, the presenters will engage participants in dialogue on both the content and implementation process of UDC's new program. Elements include (a) the creation of thematic, interdisciplinary, four-year developmental "pathways" based upon AAC&U's LEAP essential learning outcomes; (b) high-impact pedagogical practices; (c) integration of general education requirements across our two-year and four-year institutions; and (d) integration plans for "swirling" populations of transfer and part-time students. Additionally,

the presenters will discuss their experiences with involving stakeholders in the program development, implementation, and review.

Guy Shroyer, Associate Professor of Political Science and **April Massey**, Associate Dean, College of Arts and Sciences—both of University of the District of Columbia

General Education Models that Make a Difference

POSTER 11: Liberal Arts Assessment in a Two-Year College System

Systems in which departments are spread across multiple campuses and that encourage transfer to a variety of four-year institutions can make assessment difficult. The University of Wisconsin Colleges have had success in meeting these challenges by condensing student learning outcomes to four major proficiency categories and providing standardized rubrics that can be adapted to differing courses and programs. This poster will (a) describe the development of general education proficiencies and performance indicators that cross departmental boundaries, (b) provide data on student assessment of these proficiencies, and (c) describe ongoing collaborative efforts among the two-year and four-year members of the system. Participants will have the opportunity to inspect rubrics for each of the performance indicators, as well as gain further information on how departments, campuses, and administrators are collaborating to use student learning outcomes to affect institutional development.

Laura Lee, Institutional Assessment Coordinator and **Lisa Seale**, Associate Vice Chancellor for Academic Affairs—both of University of Wisconsin Colleges

General Education Models that Make a Difference

POSTER 12: The Earth Sustainability Integrative Liberal Education Project: Linking Cognitive and Social Development to Twenty-First-Century Learning Outcomes

Recent studies have shown that students' cognitive and social development does not typically advance significantly during college. To address this finding, the presenters created a themed integrative liberal education program on earth sustainability designed to advance students' cognitive and social development while incorporating many of AAC&U's twenty-first-century essential learning outcomes. Research from three cohorts of students who have completed the program indicates that advancing students' cognitive and social development is critical to achieving desired learning outcomes such as critical thinking and integrative learning. This poster will describe how cognitive and social development is linked to these desired learning outcomes, share prompts and rubrics used to assess student reflective writing for cognitive and social development, and report on the success of students who have completed the program.

Barbara M. Bekken, Director of the Earth Sustainability Project and **Kathryne D. McConnell**, University Academic Assessment Coordinator—both of Virginia Polytechnic Institute and State University

Faculty Engagement in General Education

POSTER 13: Using Faculty Syllabi to Streamline General Education Goals: A Multidimensional Scaling Analysis

Helping faculty to take campus-wide ownership of general education assessment can be a daunting task. This poster will share a process by which the presenters juxtaposed a set of 10 general education goals developed through shared governance with goals collected from syllabi representing 10 colleges housing 27 departments. Multivariate data analysis was used to streamline and collapse a lengthy list of general education goals. This project has given the faculty a voice, used syllabi as data, and communicated recommendations from a scientific research perspective that faculty respect. This poster will outline the presenters' approach to engaging faculty and share the general education goals produced by the analysis. Data-driven recommendations will be provided.

Josie A. Welsh, Assistant Director of Assessment, **Benjamin Reagan**, Undergraduate Research Student, Psychology, **Jessica Parks**, Undergraduate Research Student, Psychology, and **Justin Jones**, Undergraduate Research Student, Psychology—all of Arkansas State University

Faculty Engagement in General Education

POSTER 14: Reinforcing General Education through Interdisciplinary Faculty Collaborations

Columbia College Chicago's major fields of study are in the arts and media, a fact that presents general education with extra challenges but also with unusual and exciting opportunities. This poster will describe the types of faculty engagement that have made general education more appealing and relevant over the years. A common feature in these efforts is interdisciplinary collaboration and the desire to better connect the general education experience to the major. The building of intellectual bridges between general education and major fields of study include joint grant proposals, the development of interdisciplinary courses, team-teaching, in-

house symposia, and shared governance initiatives. This poster will share details of interdisciplinary collaborations and the incentives and opportunities that encourage these collaborations.

Pangratios Papacosta, Professor of Physics—Columbia College Chicago

Faculty Engagement in General Education

POSTER 15: The Fulbright Project on Building General Education in Hong Kong Universities

Secondary and tertiary education in Hong Kong is currently being transformed. When changes are implemented, students will spend one year less in high school and university study will be extended from three to four years. Spurring these changes is the desire to enhance students' disciplinary abilities to become more integrated, creative, and wide ranging thinkers, capable of addressing the yet-to-be-conceived problems of the 21st century. Hong Kong universities have recognized that general education, which in the three-year curriculum had very limited standing, is a critical part of these reforms. The Fulbright Hong Kong General Education Project is bringing U.S. scholars to Hong Kong to assist with these changes. This poster will summarize the evolving general education transformation in Hong Kong, challenges encountered, and approaches adopted. Particular focus will be given to lessons that apply to the U.S. context—lessons particularly relevant at a time of increasing calls to shorten university education.

Joseph Chaney, Director, Master of Liberal Arts Program—Indiana University South Bend; **Janel Curry**, Professor of Geography and Byker Chair—Calvin College; **Hedley Freake**, Professor of Nutritional Sciences—University of Connecticut; **Paul Hanstedt**, Professor of English—Roanoke College; and **David Pong**, Professor of History—University of Delaware

Liberal Education and America's Promise Featured Session LEAP 

Assessment to Document Achievement and Deepen Learning at Multiple Levels

POSTER 16: "They Have All These Requirements...": Interviews with Students about LEAP Essential Outcomes

In a study of six private, residential liberal arts colleges, the facilitator used AAC&U's LEAP Essential Learning Outcomes as the basis of guided interviews with students, faculty, and administrators about the education at their institutions. The interviews were not designed to focus specifically on general education, yet student comments in particular revealed a range of awareness and understanding of the goals and outcomes of general education. This poster will explore some of the themes from the students' comments and engage participants in exploring implications for using the LEAP Essential Outcomes in student interviews or focus groups to inform and contribute to assessment of general education.

Kathleen Greene, Associate Professor and Chair of Education and Youth Studies—Beloit College

Liberal Education and America's Promise Featured Session LEAP 

Assessment to Document Achievement and Deepen Learning at Multiple Levels

POSTER 17: Imagining the "Ideal Student": Helping Faculty Focus on What's Really Important to Assess

By asking faculty members to write, and then analyze, a letter of reference for an "ideal student" the presenters helped faculty members: (a) move beyond a long list of outcomes to a few integrative phrases that capture central program goals; (b) articulate how institutional general education outcomes relate to student work in disciplinary courses; (c) articulate what these institutional outcomes look like in specific disciplines; and (d) recognize that student attitudes and behaviors (e.g., the LEAP personal and social responsibility outcomes) constitute important student learning outcomes. Students benefit when faculty members can more clearly articulate these relationships—they not only acquire a compass (in LEAP terms), but also learn that they share a culture of shared purpose with faculty. This poster will show how this exercise has been used in a variety of settings and include responses from those who have completed the exercise.

Mary Savina, Charles L. Denison Professor of Geology and **Cherry Danielson**, Associate Director of Institutional Research and Assessment—both of Carleton College

Assessment to Document Achievement and Deepen Learning at Multiple Levels

POSTER 18: Curricular Mapping from the Passenger's Seat: How Students Experience General Education

Faculty may be accustomed to curricular mapping—identifying points in the curriculum where students are introduced to learning outcomes, where they engage these outcomes at deep levels, and where they should be able to demonstrate mastery of them. In doing so, faculty are in the driver's seat, mapping the learning course for students. What happens when we ask the passengers—the students—about their ride? For the past two years, a subset of undergraduates in the class of 2012 has been presented with a matrix of the courses they took during the academic year and the general education outcomes of the university. Students were asked to indicate where, if at all, they encountered each outcome. Data resulting from this study show that, not

unexpectedly, general education outcomes are not solely the province of general education courses and that deep engagement with general education outcomes builds over time.

Terra Schehr, Assistant Vice President for Institutional Research and Effectiveness and **Suzanne Keilson**, Associate Dean of Loyola College of Arts and Sciences—both of Loyola University Maryland

Assessment to Document Achievement and Deepen Learning at Multiple Levels

POSTER 19: Mapping Outcomes to Strengthen General Education

Prince George's Community College recently completed a course mapping process, comparing all courses to the college's Core Learning Outcomes (CLOs). The mapping process generated a campus-wide discussion on faculty practices in relation to general education outcomes and encouraged faculty to consider the outcomes more intentionally in their teaching. This poster will share the rubric departments used to map their courses against the CLOs.

Michael Gavin, Associate Professor of English and Faculty Organization President and **Sandra Dunnington**, Vice President of Academic Affairs—both of Prince George's Community College

Assessment to Document Achievement and Deepen Learning at Multiple Levels

POSTER 20: Measuring Ethical Reasoning in College Students

This poster will share the results of a study examining the impact of ethics education, service learning, and selected co-curricular activities on students' moral schemata. Ethical reasoning skills are critical for college students in today's learning environments and professional settings. A recent change to the core curriculum requirements in the state of Texas mandates the inclusion of ethics content into the core curriculum. This poster will describe the methodology of the study, findings, and use for curricular and co-curricular design. The results of the study will be utilized to inform faculty considering how to best provide ethics education in the core curriculum, disciplines, and co-curricula.

Valerie Osland Paton, Vice Provost for Planning and Assessment—Texas Tech University

Assessment to Document Achievement and Deepen Learning at Multiple Levels

POSTER 21: General Education Cluster Program—Impact, Satisfaction, and Attrition

To maintain momentum in reforming and improving general education programs and curriculum, institutions need to develop creative strategies that balance impact and cost. This poster will showcase how the General Education Cluster Program at the University of California, Los Angeles engages undergraduates in multidisciplinary exploration of challenging and timely topics and highlight why some students enroll in the program but do not complete the entire sequence. Since its inception in 1998, the program goals have been to strengthen the intellectual skills of entering freshmen, introduce them to faculty research, and expose them to best practices in teaching via seminars and interdisciplinary study. This study utilized an existing university exit survey to examine the impact of year-long, interdisciplinary general education clusters on academic development and utilized a customized survey and interview protocol to determine satisfaction and reasons for attrition.

Marc Levis-Fitzgerald, Director, Center for Educational Assessment and **Alice Ho**, Postdoctoral Scholar, Center for Educational Assessment—both of University of California, Los Angeles

Assessment to Document Achievement and Deepen Learning at Multiple Levels

POSTER 22: Closing the Loop on Course and Program Level Assessment through a Streamlined Submission and Review Process

Creating and organizing an assessment process that provides useable data for program-level analysis and meets the needs of individual course instructors is challenging. Instilling faculty buy-in to a new assessment process can also be a struggle. The University of Wisconsin-La Crosse (UW-L) developed an online submission and review process along with a training program to help faculty refine the use of assessment within all general education courses. In the first year of implementation, 91% of course instructors submitted assessment plans with nearly 75% submitting completed projects. This poster will share information on UW-L's new process of submission and review along with examples of the results obtained from the system, including the course-level and program-level reporting options.

Patrick J. Barlow, University Assessment Coordinator and **Kenny Hunt**, Associate Professor of Computer Science—both of University of Wisconsin-La Crosse

Assessment to Document Achievement and Deepen Learning at Multiple Levels

POSTER 23: Student Perceptions of the LEAP Essential Learning Outcomes and General Education Curriculum

Although recent research addresses practices of faculty teaching general education courses (Nelson Laird, Niskodé-Dossett, & Kuh, 2009), little is currently known about how students perceive and experience general education. This poster will provide results from a student-led survey of undergraduates' perceptions of Virginia Tech's general education program, the Curriculum for Liberal Education (CLE), including: (a) students' self-reported achievement of the LEAP essential learning outcomes, (b) the degree to which students value the essential learning outcomes, (c) the high-impact educational practices (Kuh, 2008) that students would most like to see incorporated into the CLE, and (d) the relationship between past educational experience and student perceptions of the quality of the CLE. Survey results shared in this poster may be particularly relevant to research universities and the survey process may serve as a model for other institutions wanting to include more student voices in the general education reform process.

Molly R. Hall, *Doctoral Student, Educational Research and Evaluation* and **Kathryne Drezek McConnell**, *University Academic Assessment Coordinator—both of Virginia Polytechnic Institute and State University*

Assessment to Document Achievement and Deepen Learning at Multiple Levels

POSTER 24: Student Advocacy and the Curriculum

Students at Winthrop University approached faculty and advocated for addressing the topic of “energy consciousness” in a key course in the university's general education program. Following a student proposal, a reading was added to the course. Through a shared-responsibility model of assessment, a faculty/student team found that the new course element produced a desired increase in energy consciousness—an outcome valued highly by the students. The presenter will share assessment data and an overview of the course reform process.

Timothy K. Daugherty, *Professor and Chair of Psychology Department—University of Wisconsin-Stout*

Institutional Leadership and Capacity for Learning-Centered Reform

POSTER 25: A Unique Approach to General Education Revision: Junior Faculty at the Helm

This poster will provide an overview of a unique process for undertaking what can be contentious general education curriculum reform: put junior faculty at the helm. Members of Calumet College of St. Joseph's General Education Committee will outline the significant advantages the approach offered the college, the equally significant risks for committee members, and key factors in securing support from the faculty in general. The presenters will also be available to discuss the impact of political choices in designing and implementing general education revisions.

Ginger G. Rodriguez, *Professor of English*, **Aimee Krall-Lanoue**, *Professor of English*, and **Kirk Robinson**, *Professor of English—all of Calumet College of St. Joseph*

Institutional Leadership and Capacity for Learning-Centered Reform

POSTER 26: Using the LEAP Essential Learning Outcomes to Build Consensus around Baccalaureate Review and General Education Reform

This poster will describe a two-year process of building consensus around baccalaureate review and general education reform at Northern Illinois University. Using AAC&U's LEAP Essential Learning Outcomes as a starting point, the process was guided by two primary principles: inclusiveness and transparency. The poster will highlight the results of two of the key tools used in this process to increase inclusivity—an online survey and a series of 45 focus groups with campus stakeholders. In addition, the poster will outline one of the chief mechanisms used for transparency, a comprehensive and up-to-date Baccalaureate Review Task Force website. This information will be of interest to individuals from other institutions undertaking general education reform, particularly large universities.

Carolinda Douglass, *Director of Assessment* and **Greg Long**, *Professor, Department of Communicative Disorders—both of Northern Illinois University*

Institutional Leadership and Capacity for Learning-Centered Reform

POSTER 27: General Education ePortfolios at Salt Lake Community College

Participants will learn how Salt Lake Community College is using ePortfolios to articulate the value of general education to students, engage them in reflective and intentional learning, and reinforce essential learning outcomes. The presenter will share how the ePortfolio program was conceptualized and how key technological, pedagogical, training, and faculty and student buy-in issues are being addressed.

David Hubert, *Dean of General and Developmental Education—Salt Lake Community College*

Institutional Leadership and Capacity for Learning-Centered Reform

POSTER 28: Applying a Stakeholder Approach to General Education Reform

When Southern New Hampshire University embarked upon general education reform three years after implementation of a new general education curriculum, institutional leaders undertook a stakeholder analysis to bring together the campus community. This poster will share how stakeholders were directed and engaged in general education reform centered on developing an outcomes-based program. The presenters will discuss the roles of multiple stakeholders, including the board of trustees, administrators, faculty, students, and external stakeholders and what each group contributed to the reform process.

Kimberly Bogle Jubinville, Associate Professor of Sport Management, **Nicholas Hunt-Bull**, Associate Vice President of Academic Affairs, and **Diana Polley**, Associate Professor of English—all of Southern New Hampshire University

Institutional Leadership and Capacity for Learning-Centered Reform

POSTER 29: The Library as an Institutional Lever for Learning-Centered Reform

Library services, collections, and resources represent an institutional commitment to and investment in student learning and success. The Excellence in Academic Libraries Award, awarded by the Association of College and Research Libraries and sponsored by YBP Library Services since 2000, recognizes “the accomplishments of librarians and other library staff as they come together as members of a team to support the mission of their institution.” This poster will highlight examples of how libraries are contributing to general education, assessment, and learning-centered reform drawn from a decade of award winners.

For program details and past recipients see: www.ala.org/ala/mgrps/divs/acrl/awards/excellenceacademic.cfm.

Lisa Janicke Hinchliffe, Associate Professor of Library Administration—University of Illinois, Urbana and President—Association of College and Research Libraries

Institutional Leadership and Capacity for Learning-Centered Reform

POSTER 30: AAC&U’s Liberal Education and America’s Promise

AAC&U’s Liberal Education and America’s Promise (LEAP) initiative is designed to champion the value of a 21st century liberal education for all students. LEAP addresses the demands of a globally interdependent world, intending to match ambitious goals for college access and completion to a 21st century vision for learning. LEAP Principles of Excellence and Essential Learning Outcomes are widely endorsed as the preferred framework for the undergraduate experience—for teaching and learning, for faculty professional development, for educational policy. LEAP public advocacy helps campuses make the case for liberal education. AAC&U’s commitment to make excellence inclusive--to bring the benefits of liberal education to all students--is rooted in commitment to a diverse, equitable, and civically active society. The LEAP Campus Action Network invites individual campuses to participate in LEAP; the LEAP States initiative collaborates with states and state systems. Participants are invited to visit this poster to learn more about the LEAP vision and the many activities of the LEAP campaign.

Nancy O’Neill, Director of Integrative Programs and the LEAP Campus Action Network—AAC&U

FRIDAY, MARCH 4, 2011

7:45 – 8:45 A.M. CONTINENTAL BREAKFAST

Second and Third Floors

Participants may visit the continental buffet and take their breakfast to the session of their choice.

8:00 – 9:00 A.M. CONCURRENT SESSIONS

General Education Models that Make a Difference

CS 1: Examining the Intellectual Foundations of a Core Curriculum

Buckingham Room, Second Floor

Undergraduate education at the University of Chicago begins with a common core curriculum, conducted from the standpoint of multiple disciplines but beholden to none, which provides opportunities for critical inquiry and the discovery of knowledge. Chicago’s long-standing commitment to a rigorous core of general education for first- and second-year students emphasizes the unique value of studying original texts and of formulating original problems based on the study of those texts. The objective of the faculty-taught core courses is not to transfer information, but to raise fundamental questions and to encourage those habits of mind and critical, analytical, and writing skills that are most urgent to a well-informed member of civil society. In this session, the

facilitator will describe the history and current structure of Chicago's core curriculum and then participants will examine issues related to developing or strengthening a core curriculum at their own institutions.

John W. Boyer, *Martin A. Ryerson Distinguished Service Professor of History and Dean of the College—University of Chicago*

General Education Models that Make a Difference

CS 2: Fulbright Scholars' Perspectives on Developing General Education

North Cotillion Room, Second Floor

As a continuation of the Thursday evening poster on the Fulbright Hong Kong General Education Project, Fulbright scholars from the project will lead three separate discussion groups focusing on particular aspects of the project's efforts. Participants may choose to join the discussion of (a) administrative structures for creating a successful general education program including cross-college coordination and ownership, learning outcomes development, budget models that incentivize, and advising structures; (b) how to design assessments that meet the intended learning outcomes of general education courses and that lead to better learning and greater satisfaction for both students and instructors; or (c) successful approaches for enabling highly specialized faculty to understand, appreciate, and practice the pedagogical approaches appropriate for general education.

Joseph Chaney, *Director, Master of Liberal Arts Program—Indiana University South Bend*; **Janel Curry**, *Professor of Geography and Byker Chair—Calvin College*; **Hedley Freake**, *Professor of Nutritional Sciences—University of Connecticut*; **Paul Hanstedt**, *Professor of English—Roanoke College*; and **David Pong**, *Professor of History—University of Delaware*

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 3: Using Good Logic (Models): How to Break Down Assessment to Scale Up Institutional Inquiry

Mayfair Room, Third Floor

Faculty play a vital role in facilitating the assessment of general education on campus, and they are also critical in helping to translate assessment efforts into a process of sustained inquiry to continuously improve general education. Faculty are steeped in diverse modes of inquiry, empirical foundations, and methodological approaches, but they often lack efficient, easy-to-use models for breaking down the assessment process in order to analyze how well the curriculum is working and how it can be improved. The use of logic models is an illustrative, user-friendly strategy for planning and executing assessment of general education curricula. Additionally, because logic models are often developed collaboratively and are easily distributed, these models can be a valuable tool for building campus communication and stakeholder support for reform. In this session, the facilitator will provide an overview of logic models, offer examples of how logic models can be applied to campus assessment efforts, and help participants to consider their own work within a logic model framework.

Ashley Finley, *Director of Assessment and Research—AAC&U*

Liberal Education and America's Promise Featured Session

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 4: LEAPing Toward a Culture of Assessment and Alignment

Regent 1 Room, Third Floor

This session will share how AAC&U's LEAP framework was used at two universities to foster a culture of assessment and improve student learning. The facilitator from Dickinson State University will share practical steps toward creating a common culture of assessment based on LEAP Principles of Excellence and Essential Learning Outcomes. This case study will emphasize how a diversity of approaches within a common culture of assessment is not only possible but desirable and effective at producing direct and indirect evidence documenting both student and faculty achievement. The facilitators from Grand Valley State University will discuss how the institution has undertaken a collaborative effort to revise general education student learning outcomes to better align with the LEAP Essential Learning Outcomes. Based on assessment results, the structure of the general education program and teaching methods have been realigned with student learning outcomes. In the context of these two examples, participants will discuss common challenges and strategies for using assessment to improve alignment between general education outcomes and curriculum and pedagogy.

Alan Church, *Associate Professor of English, Chair of the Department of Language and Literature—Dickinson State University*; **Carol Griffin**, *Director of General Education, Professor Natural Resources Management and* **Roger Gilles**, *Chair General Education Committee, Professor of Writing—both of Grand Valley State University*

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 5: Data-Driven Continuous Improvement Using the Assessment of General Education Literacies

Windsor Room, Second Floor

Kaplan University, an online private university, developed a general education program to meet the unique needs of adult learners. The program integrates student literacy in nine general education areas across a series of courses and assignments embedded in the undergraduate curricula. Assessment of course-specific outcomes and general education literacy outcomes is conducted throughout the curricula. The assessments provide a framework for engaging in continuous improvement of the curricula to maximize student learning. In this session, assessment results in the general education literacy areas of communication and ethics from students in the Psychology program will be presented as an example of the evaluation and continuous improvement framework. Participants will discuss Kaplan's approach to integrating general education into the overall curricula, the model of assessment that directly measures student learning, and the continuous improvement process for maximizing student learning.

Kara VanDam, Dean, School of General Education and **Jon Eads**, Executive Director, Research and Curriculum Design—both of Kaplan University

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 6: Program-Level General Education Assessment: A Pilot Project

Michigan Room, Third Floor

In 1998, the San José State University (SJSU) general education program transitioned from primarily content-based course certification to primarily assessment-based course certification. Despite progress and successes at the course level, program-level general education outcomes at SJSU have never been directly assessed. Now, a new California State University directive, expectations from accreditors, and good practice demand program-level assessment of general education. In this session, the facilitator will share some of the false starts as well as an overview of a current program assessment pilot project involving faculty teams from upper-division general education courses. Participants will learn how these faculty teams are examining student work using (modified) VALUE Rubrics and using program-level data to improve general education.

Stephen Branz, Associate Dean for Undergraduate Studies and Director of General Education—San José State University

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 7: Developing an Academically Rigorous, Outcomes-Based General Studies Program

Consulate Room, Second Floor

Fairmont State University (FSU) and the co-located Pierpont Community and Technical College (PC&TC) began revising their general studies curriculum in 2005. Starting with their desired profile of a graduate, program leaders developed general studies attributes in seven broad areas with specific student learning outcomes for each attribute. FSU and PC&TC used the Accountability Management System by TaskStream to map course outcomes to general studies outcomes and allow all faculty to see the alignment between courses and general studies. General studies committee members review all courses mapped to general studies outcomes and provide feedback to faculty regarding alignment, assessment plans, and the overall degree to which each course meets the requirements for inclusion in general studies. In this presentation, the facilitators will provide implementation details and review lessons learned in this process, including rubrics for general studies outcome categories that have helped reassure faculty that the new outcomes-based general studies program is academically rigorous.

Erica Harvey, Professor of Chemistry and MAP-Works/TaskStream Coordinator, **Timothy Oxley**, Associate Professor of Business, **Angela Schwer**, Professor of English and Chair, General Studies Committee—all of Fairmont State University; and **Dara Wexler**, Education Solutions Specialist—TaskStream

Sponsored by TaskStream

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 8: Documenting Student Perceptions of General Education

Regent 2 Room, Third Floor

Collecting information about students' perception of general education can worry even the most seasoned faculty and administrators—surely students will complain! In this session, members of Virginia Tech's general education committee, including two student representatives, will share (a) their strategies for soliciting student perceptions of general education, (b) some of the unexpected results, and (c) plans for incorporating those results into curricular change. The session will invite discussion of ways to involve students in the collection of

useful data in conjunction with student government, a campus assessment office, and a general education committee.

Marlene M. Preston, Assistant Department Head, Department of Communication, **Shane McCarty**, Undergraduate Representative to the Board of Visitors, and **Bo Hart**, President, Student Government Association—all of Virginia Polytechnic Institute and State University

Institutional Leadership and Capacity for Learning-Centered Reform

CS 9: Administrative Leadership for a New Core Curriculum

Ontario Room, Third Floor

In fall 2010, Butler University launched a new core curriculum. Creating and implementing a new core curriculum is a daunting task for any institution, requiring delicate and strong administrative leadership and vision to ensure support of the program. The facilitator will provide an overview and examples of how academic leaders at Butler are negotiating concerns about faculty participation and accountability, staffing, and course development. Examples will include community-building experiences for faculty involved in general education and flexible administrative structures that can develop and support faculty leadership. Participants will discuss strategies for recruiting faculty to teach in general education programs, communicating the philosophy of a core curriculum to internal and external audiences, and implementing faculty development.

Laura L. Behling, Associate Provost of Faculty Affairs and Interdisciplinary Programs—Butler University

Institutional Leadership and Capacity for Learning-Centered Reform

CS 10: Liberal Education and America's Promise (LEAP): Turning Ideas into Action with AAC&U Resources

South Cotillion Ballroom, Second Floor

Liberal Education and America's Promise (LEAP) is AAC&U's campus action and public advocacy initiative designed to engage campus colleagues and the larger public in meaningful conversations about what really matters in college. In this session, the facilitators will review LEAP resources, principles, and practices guiding the campus action component of the campaign. Participants will discuss LEAP's goals and activities, with particular attention to efforts to ensure that all students—including those historically underserved by higher education—achieve essential learning outcomes. The conversation will include how institutions can use the campaign and the emerging national consensus around liberal education outcomes to guide educational planning and practice.

Bethany Zecher Sutton, Chief of Staff and Coordinating Director for the LEAP Initiative and **Terrel Rhodes**, Vice President, Office of Quality, Curriculum, and Assessment—both of AAC&U

9:15 – 10:15 A.M. PLENARY


Wellington Ballroom

Investing in Quality

As undergraduate education is pressed to prepare more and more students for work and life in a globally interdependent and technologically advanced world, how can institutions make the most of their financial and human resources? In this plenary, Dr. Ferren will discuss the relationships among educational quality, student success, and the cost of higher education. She will describe how faculty and administrators can analyze factors that contribute to student success and learning productivity. By considering alternate ways to use limited resources, campus leaders can ensure that students achieve their educational goals and that all faculty accomplish their career aspirations.

Ann S. Ferren, Senior Fellow—AAC&U and former Provost—American University in Bulgaria

10:45 A.M. – 12:00 P.M. CONCURRENT SESSIONS

Liberal Education and America's Promise Featured Session 

General Education Models that Make a Difference

CS 11: Interdisciplinary Inquiry and Science Literacy: Two Case Studies

Ontario Room, Third Floor

The New American Colleges and Universities (NAC&U) institutions, small to moderate in size, comprehensive in nature, and integrative in aspiration, provide a promising laboratory for integrative learning and general education assessment initiatives. This session will focus on two case studies from NAC&U institutions—one on

the interdisciplinary, integrative strand of general education and the second on literacy in the sciences and mathematics. Participants will learn about efforts underway within several national higher education associations, including AAC&U through its LEAP Initiative that are designed to inform innovation and strengthen the underpinnings of general education design and assessment. Participants will explore the impact of these national efforts on campuses, address challenges, and become acquainted with promising resources.

Francine G. Navakas, Associate Dean and Director, Integrative Programs—North Central College; and **Bruce Callen**, Associate Dean of the College—Drury University

Liberal Education and America's Promise Featured Session LEAP 

General Education Models that Make a Difference

CS 12: Designing Problem-Based, Game-Based Environments for Essential Learning

Mayfair Room, Third Floor

During the last four years, Richland College and the University of North Texas have developed instructional designs for undergraduate courses that seek to better engage first- and second-year undergraduate students while improving critical and creative thinking, along with other LEAP Essential Learning Outcomes. These course designs leverage problem-based learning and educational games in order to situate learning in real-world contexts to better prepare students for future professions. In this session, the facilitators will provide two game-based, problem-based instructional design models along with research findings on their effectiveness in promoting attainment of critical thinking and other higher-order learning outcomes. The first course design immerses students in an alternate reality game in which fictional clients provided students with ill-structured problems to solve using the computer applications. The second design is a community college capstone experience in which students apply concepts from humanities, composition, speech communications, and literature to design their own alternate reality game. Participants will explore how they might devise similar problem- or game-based learning experiences that align with LEAP Essential Learning Outcomes and assessment goals at their colleges and universities.

Mary Jo Dondlinger, Director of Institutional Effectiveness—Richland College; and **Scott J. Warren**, Assistant Professor of Learning Technologies—University of North Texas

Liberal Education and America's Promise Featured Session LEAP 

General Education Models that Make a Difference

CS 13: Aligning and Integrating General Education and the Majors at a Large Public Research University

Buckingham Room, Second Floor

Large public research universities with decentralized governance of programs and curricula face some typical challenges to reforming general education. In this session, the facilitators from a large public institution will present approaches used and progress made in aligning and integrating general education and majors using AAC&U's LEAP Essential Learning Outcomes (ELOs) as a framework. The facilitators will describe a three-tier model consisting of (a) exploration courses at the first- and second-year level, which incorporate high-impact practices and interdisciplinary perspectives and in which students acquire knowledge and practice intellectual competencies, (b) advanced inquiry in junior- and senior-level courses that allow further development of the ELOs in the context of the major while maintaining the larger framework of liberal education goals, and (c) integrative and applied learning in capstone courses. The facilitators will describe the efforts to orient first-year students to learning outcomes and develop intentional learners through course-based and cocurricular innovations. Participants will explore emerging strategies for successful reform and integration of general education.

Jeff Merrick, Associate Dean, Letters and Science, **Anthony Ciccone**, Director, Center for Instructional and Professional Development, and **William Keith**, Chair of Communications Department—all of University of Wisconsin-Milwaukee

Liberal Education and America's Promise Featured Session LEAP 

Faculty Engagement in General Education

CS 14: Fostering Faculty Engagement with General Education

North Cotillion Ballroom, Second Floor

This session will highlight how the University of Wisconsin-Madison fosters faculty engagement in general and undergraduate education and learning assessment. Although UW-Madison is a research-intensive public university, much of this work is applicable to higher education institutions generally. The facilitators will focus on (a) how to deepen institutional identity by using the LEAP Essential Learning Outcomes to focus general education and undergraduate educational experiences; (b) how to use assessment of student learning outcomes in general education to engage faculty across campus in understanding, articulating, and improving

students' learning experiences; and (c) how such efforts provide incentives for faculty ownership of and engagement in general and undergraduate education.

Nancy J. Westphal-Johnson, Associate Dean for Undergraduate Education, College of Letters and Science, **Aaron Brower**, Associate Vice Chancellor for Teaching and Learning, and **Elaine M. Klein**, Assistant Dean for Academic Planning, College of Letters and Science—all of University of Wisconsin-Madison

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 15: Using the Global Perspective Inventory to Focus on Global Learning and Development

Regent 2 Room, Third Floor

In this session, the facilitators will describe the Global Perspective Inventory (GPI) and how it can be used to (a) measure the extent to which a campus fosters global learning and (b) promote discussion of effective practice. The GPI addresses three major dimensions of desired student learning and development (cognitive, intrapersonal, and interpersonal) and three major dimensions of the social and cultural campus environment (curriculum, co-curriculum, and community). Administrators from two colleges will present their experiences with the GPI and participants in small groups will use a GPI Sample Report to learn how to promote campus discussion.

Chris Glass, Researcher, Global Perspective Inventory and Doctoral Candidate—Michigan State University; **Bob Haak**, Associate Dean and Director of the Center for Vocational Reflection—Augustana College; and **James Kulich**, Vice President and Chief Information Officer—Elmhurst College

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 16: Fostering Faculty Ownership of General Education Assessment

South Cotillion Ballroom, Second Floor

Ask faculty to name the five things they like most about their jobs and neither “assessment” nor “committee work” are likely to show up on anyone’s list. But at St. Olaf College, faculty committees have championed general education assessment in ways that have stimulated and engaged their colleagues. Under the leadership of its elected curriculum committee, the St. Olaf College faculty have collectively articulated intended learning outcomes for each component of its general education curriculum and developed and piloted a campus-wide program for assessing these outcomes. Session facilitators will share insights from St. Olaf’s experience, examining the contributions of faculty culture and governance to general education assessment, and the strengths and limitations of the specific assessment strategies that have been piloted. Participants will consider whether and how St. Olaf’s practices in both designing and conducting general education assessment might be adapted for use at their own institutions.

Jo M. Beld, Director of Evaluation and Assessment and Professor of Political Science and **David Booth**, Associate Professor of Religion—both of St. Olaf College

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 17: Deepening Learning through Reflection, Writing, and Ethical Reasoning

Consulate Room, Second Floor

Recent studies on programmatic assessment indicate an increase in the use of performance assessments and rubrics to measure learning outcomes. At Millikin University, faculty members have established a strong culture of assessment, especially in the interdisciplinary general education program, University Studies. To measure the quality of student learning and analyze student performance on learning goals, University Studies faculty developed systematic and comprehensive processes for collecting a rich variety of student artifacts and evaluating them using rubrics. Student artifacts range from critical reflections on the value of service learning to research essays employing critical and ethical reasoning to address democratic global citizenship issues. Session facilitators, all coordinators of various components of the University Studies Program, will (a) highlight cutting-edge ways in which Millikin University has developed distinctive and accountable assessment methods for their general education requirements; (b) share rubrics for evaluating student performance in writing, ethical reasoning, and reflection; and (c) recommend ways to promote faculty-owned, student-centered assessment processes.

Carmella J. Braniger, Associate Professor of English and Director of University Studies, **Larry Troy**, Professor of Sociology and Coordinator of United States Studies, and **Robert Money**, Associate Professor of Philosophy and Coordinator of First-Year University Seminar—all of Millikin University

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 18: Ensuring and Documenting Student Learning through General Education Course Revalidation

Michigan Room, Third Floor

Maintaining integrity in a list of courses that qualify for general education credit is a serious challenge for any institution that uses a distribution model for the general education program. As universities have reorganized general education to focus on achievement of general education outcomes rather than content area coverage, that challenge has only grown. In this session, the facilitators will describe a “revalidation” process for general education courses. This process requires faculty in general education courses to collect data about student learning; serves as a means of documenting information about the program for use in oversight; and creates a recurrent dialogue between members of the oversight committee and faculty teaching general education courses. The session will include a description of the revalidation process, provide participants with hands-on experience with revalidation, and invite conversation about validation and revalidation more broadly.

Joan Hawthorne, Assistant Provost and **Anne Kelsch**, Director of Instructional Development—both of University of North Dakota

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 19: Assessment as Adverb: Shifting the Assessment Paradigm for Decentralized Engagement

Regent 1 Room, Third Floor

In an educational climate with increasing demands for accountability and constrained resources, institutions feel pressure to do “more and more” assessment. But these assessment activities can compete with other student learning initiatives, raising the specter of a zero-sum game in which departmental faculty perceive that assessment work comes at the cost of their “regular” work (e.g., chemistry). Decentralized assessment is one solution to this problem. In this session, participants will consider strategies for re-framing assessment from a verb (activities that must be done) to an adverb (a characteristic of the way that faculty do their “regular” work). This “adverbial” model recognizes that the ultimate goal is not good assessment—but rather good chemistry. The facilitators will define the “adverbial model” and provide examples of adverbial assessment. Participants will discuss case studies and share strategies from their own campuses.

James M. Sloat, Associate Dean for Assessment and New Initiatives—Washington and Jefferson College; **Kathleen E. Haring**, Associate Dean for Institutional Assessment—Muhlenberg College; and **Robert Rand Davidson**, Professor of Exercise and Sport Science—Ursinus College

Liberal Education and America’s Promise Featured Session 

Institutional Leadership and Capacity for Learning-Centered Reform

CS 20: Meeting Post-Recession Challenges: Academic Leadership and “The New Normal”

Windsor Room, Second Floor

John Adams noted there are two kinds of education—one that teaches us how to earn a living and one that teaches us how to live. Students must possess the skills necessary for employment in a difficult economic climate and also learn the skills and dispositions necessary for citizenship in an increasingly complex world. Indiana University-Purdue University Fort Wayne used AAC&U’s LEAP Essential Learning Outcomes and Principles of Excellence to develop a Baccalaureate Framework that unites these two goals. In this session, the facilitator will discuss how academic administrators can use LEAP resources to meet pressing economic challenges, engage faculty in workforce development initiatives not typically seen as academic, and link general education and the major in the best of Adam’s vision.

William J. McKinney, Vice Chancellor for Academic Affairs—Indiana University-Purdue University Fort Wayne

12:15 – 2:00 P.M.

LUNCHEON ADDRESS

(separate registration and fee required)

Wellington Ballroom

E-Portfolios and the Problem of Learning in the “Post-Course” Era

Within a larger cultural context characterized by social networks and webs of connection, colleges and universities must consider the idea that “courses”—as bounded, discrete entities—are no longer the center of undergraduate learning and engagement. This current context challenges us to take seriously the need for a shift in proportion between formal learning and informal learning, between individual and group learning, and between content knowledge and knowledge-making. As Dr. Bass will demonstrate, e-portfolios, when

implemented effectively, can play a critical role in helping students—and campuses—shift to a more embodied way of looking at learning, where learning is participatory, emergent, and boundary-spanning.

Randall Bass, Associate Professor of English, Assistant Provost for Teaching and Learning Initiatives, and Executive Director, Center for New Designs in Learning and Scholarship—Georgetown University

2:15 – 3:30 P.M. CONCURRENT SESSIONS

General Education Models that Make a Difference

CS 21: Laying a New Foundation for General Education

Ontario Room, Third Floor

A new president with a dynamic vision set Brigham Young University-Idaho on a path to reform general education in a dramatic way. Over a two-year period, scores of faculty engaged in thousands of hours of discussion, debate, definition, and course creation. The result was a new, completely interdisciplinary general education program, called Foundations, which was launched in fall 2008. The program involves faculty teaching teams and engages students in a new learning model based on pre-class preparation, significant student-to-student interaction, and personal reflection. In this session, the facilitators will share how they approached common issues including support for faculty to teach subjects outside of their core disciplines, faculty teaching assignments, course management, funding, transfer and articulation, accreditation, and a focus on learning outcomes and assessment. The session will be highly interactive and should assist other institutions who are planning to embark upon a similar journey.

Bruce C. Kusch, Associate Academic Vice President for Curriculum and **Jon Linford**, Dean of Foundations and Interdisciplinary Studies—both of Brigham Young University-Idaho

General Education Models that Make a Difference

CS 22: Visioning General Education for the 21st Century: Examining the Questions and Answers

Mayfair Room, Third Floor

Reframing general education from conceptualization to implementation requires reflection, inclusion, visioning, assessment, strategic planning, and leadership. Yet for all of its complexity and challenges, there are a few central tenants and key steps that a wide range of institutions have found useful in restructuring general education. Dr. Evans will begin this question and answer session with an overview of the principles and steps that have successfully guided general education reform. Participants will then have the opportunity to ask questions relevant to their own situations and discuss solutions that others have found effective.

Gail G. Evans, Dean of Undergraduate Studies—San Francisco State University

Faculty Engagement in General Education

CS 23: A Racial Issues Colloquium: Building Interdisciplinary Anti-Racism Themes into General Education Curricula

Windsor Room, Second Floor

In this session, the facilitators will share how St. Cloud State University incorporates required courses on race and racism into its general education curriculum through a Racial Issues Colloquium. Consisting of faculty from six departments in three colleges, the Colloquium works to design, review, and assess courses meeting the Racial Issues general education requirement. The facilitators will provide an overview of the Colloquium and share how it functions as a site of collegiality and faculty development. Participants will (a) discuss how anti-racism and other social justice themes might be incorporated into their general education curricula to meet their students' distinctive needs, (b) consider how the theme of anti-racism could work synergistically with their institutions' existing liberal education outcomes such as reading, writing, analysis, and critical thinking; and (c) explore what it would take to implement intentional anti-racist instruction at their institutions.

Mark G. Jaede, Assistant Professor, History, **Luke S. Tripp**, Professor and Chair, Community Studies, and **Michael D. Tripp**, Associate Professor, Human Relations and Multicultural Education—all of St. Cloud State University

Faculty Engagement in General Education

CS 24: Supporting Student Learning and Success: The Role and Impact of Academic Libraries

Regent 1 Room, Third Floor

The academic library is often called the “heart of the university” or “a cathedral of knowledge,” but what does that really mean in a time of economic challenge and with the current emphasis on accountability? Two recently released reports from the Association of College and Research Libraries (ACRL), *The Value of Academic Libraries: A Comprehensive Research Review and Report* and *Futures Thinking for Academic Librarians: Higher*

Education in 2025, take up this question from different perspectives. In this session, the facilitators will discuss evidence about how libraries impact student learning and success, with particular attention to general education, as well as how the role of libraries is predicted to evolve in the future. Participants will have the opportunity to shape ACRL's continuing research agenda.

The reports are available online at: www.ala.org/ala/mgrps/acrl/issues/value/futures.cfm.

Lisa Janicke Hinchliffe, Associate Professor, of Library Administration—University of Illinois, Urbana and President—Association of College and Research Libraries; **Megan Oakleaf**, Assistant Professor, School of Information Studies—Syracuse University; and **Kara Malenfant**, Scholarly Communications and Government Relations Specialist—Association of College and Research Libraries

Sponsored by the Association of College and Research Libraries

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 25: Using ePortfolios to Assess General Education and Civic Engagement

North Cotillion Ballroom, Second Floor

In this session, faculty and administrators from Boston University and Indiana University-Purdue University Indianapolis (IUPUI) will discuss large-scale ePortfolio projects launched at their institutions to assess and document student learning, with an emphasis on student self-assessment. The Boston University facilitators will showcase a gallery of student ePortfolios that demonstrate how course and program outcomes are being achieved and discuss a rubric they have developed to gauge the effectiveness of the university's general education program. Facilitators from IUPUI will share ePortfolios documenting students' civic learning and engagement and discuss what types of ePortfolios support the civic development of students. The session will conclude with participants sharing their experiences in using ePortfolios for assessment.

Kristin Norris, Service Learning Assistant, Center for Service and Learning, **Kathy Steinberg**, Academic Assessment Specialist, and **Mary Price**, Service Learning Specialist—all of Indiana University-Purdue University Indianapolis; **Lynn O'Brien Hallstein**, Assistant Professor of Rhetoric, College of General Studies, **Natalie J. McKnight**, Chair of Humanities, College of General Studies, and **Evangeline Harris Stefanakis**, Associate Professor of Educational Leadership and Development—all of Boston University

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 26: Engaging Faculty in Action Research to Teach and Assess General Education Outcomes

Consulate Room, Second Floor

Assessing general education outcomes in the open-entry, open-exit curriculum of a community college is challenging. In this session, the facilitators will share a model for assessing general education developed by a faculty-led assessment team at Lane Community College. The model involves funded faculty-designed action research assessment projects that draw on the institution's rubrics for assessing critical thinking/problem solving and effective communication. Participants first will learn how the projects were supported and implemented along with findings from the synthesis of project results. They then will discuss ways in which action research could be used to engage faculty in teaching and assessing general education at their institutions and consider the unique challenges of assessing general education outcomes in open-door institutions.

Mary Brau, Faculty Coordinator, Student Outcomes Assessment and Curriculum Development, **Lisa Turnbull**, Adjunct Faculty, Biology, and **Sarah L. Ulerick**, Dean, Science Division—all of Lane Community College

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 27: Measuring the Ineffable: Assessing Aesthetic Knowledge in General Education

South Cotillion Ballroom, Second Floor

This session will share James Madison University's (JMU) cutting-edge approach to assessing general education with special attention to the arts. After briefly introducing JMU's assessment models, the facilitators will lead the participants in a norming session using a rubric developed to assess student responses to sample aesthetics prompts. Participants will discuss difficulties that arise when assessing ineffable qualities of aesthetic knowledge. The final portion of the session will explore how such difficulties can be overcome through strategic collaboration between three stakeholders: general education faculty, general education administrators, and institutional research and assessment staff.

Whitney Smiley, Graduate Student, **Robin D. Anderson**, Associate Director of the Center for Assessment and Research Studies and Associate Professor of Graduate Psychology, and **Michael Moghtader**, Coordinator General Education Arts and Humanities—all of James Madison University

CS 28: Effective Strategies for Promoting Faculty Engagement in General Education

Michigan Room, Third Floor

Most educational institutions have a core curriculum designed to introduce students to a body of knowledge and skills perceived as essential to being a responsible, educated citizen. Because faculty identify primarily as disciplinary specialists, they frequently take little interest in and responsibility for general education outcomes. This session will engage participants in examining two distinct strategies for increasing and enhancing faculty engagement in general education. The first approach begins with a curricular infrastructure that gives all faculty and programs shared responsibility for general education outcomes from freshman through senior year. The second approach includes a General Education Fellowship Program that helps faculty address the complexity of teaching general education courses and encourages them to adopt innovative teaching strategies. Participants will consider program structures, lessons learned, and assessment data in the context of their own work. They also will discuss how they might use these approaches to recruit and engage faculty to interact more effectively with a generation of students who bring different motivations and a wide range of academic abilities to college.

Marilyn Kurata, Director of Core Curriculum Enhancement—University of Alabama at Birmingham; and **Mei-Yau Shih**, Associate Director, Office of Faculty Development—University of Massachusetts Amherst

CS 29: Meeting the Needs of High-Risk Students through General Education Reform: The Decanal Role

Regent 2 Room, Third Floor

The College of Arts and Sciences (CAS) at Trinity Washington University began revamping its general education curriculum three years ago in order to better address the needs of students at high risk of attrition—the majority of Trinity’s student demographic. The office of the CAS dean at Trinity has undergone a radical transformation as part of this General Education reform, expanding to encompass specialists in developmental education along with student advisors and administrators. All of these educators, advisors, and administrators work closely with faculty in developing, delivering, and assessing general education courses. After some initial resistance, Trinity’s faculty has largely come to embrace both the new curriculum and the decanal leadership model. Simultaneously, CAS student retention has improved by almost ten percentage points. Using the transformation of the decanal office at Trinity as an example of an innovative, successful response to one institution’s need to propel and sustain general education reform, the facilitators will guide discussion of how session participants might adopt/adapt aspects of Trinity’s leadership model. The session will also elicit discussion of audience members’ own institutional innovations in addressing the learning needs of high-risk students through general education design and delivery, particularly from an administrative perspective.

Elizabeth Child, Dean of the College of Arts and Sciences and **Angela Lanier**, Reading Specialist—both of Trinity Washington University

CS 30: After the Failed Vote: How to Get Lazarus to Knock at the Tomb

Buckingham Room, Second Floor

Is it possible to draw on all we know about successful general education reform—including Gaston and Gaff’s 2009 guide for revising general education—and still end up with a failed vote for a new general education curriculum by the faculty governing body? If so, what happens next, and what strategies can academic leaders utilize to work through these dilemmas? This session will use a case study to introduce the strategy of principled negotiation (Fisher & Ury, 1981) as an effective approach for working through the aftermath of a failed vote and ultimately achieving a successful outcome. Participants will (a) discuss the relevance of this strategy to their institutions’ contexts, (b) identify strategies that others have used to work through—or avoid—failed votes, and (c) determine how Gaston and Gaff’s guidance might be reinforced, revised, or expanded as a result.

Brandon Claycomb, Dean, School of Arts and Sciences and **Dean Pribbenow**, Dean, School of Integrative Studies—both of Edgewood College

4:00 – 5:15 P.M. CONCURRENT SESSIONS

CS 31: General Education for a Global Century: Matching Essential Learning to Interdisciplinary Themes

Michigan Room, Third Floor

In AAC&U’s most recent Shared Futures project, General Education for a Global Century, 32 colleges and universities are creating more coherent general education curricula that help students achieve essential learning outcomes while addressing complex, interdisciplinary, global issues. In this session, team leaders from two

project institutions will describe some of the opportunities and the challenges they face as faculty members, administrators, and professional staff rethink general education designs and map new connections between multiple sites of student learning.

Jeanne Collieran, Dean, College of Arts and Sciences—John Carroll University; **John Tassoni**, University Director of Liberal Education—Miami University; and **Kevin Hovland**, Director of Global Learning and Curricular Change—AAC&U

Faculty Engagement in General Education

CS 32: Designing Innovative Practices in the Professional Development of Adjunct Faculty

Buckingham Room, Second Floor

Adjunct faculty in general education programs often feel like second-class academics. This marginalization and detachment from the rest of the college community has adverse effects on both teaching and learning. In this session, the facilitators will share two professional development models designed to engage adjunct faculty. The first strategy involves a series of one-day workshops that focus on learning and teaching themes. The second strategy uses the learning management system, Moodle, to create an online community and a centralized digital repository of instructional resources. This session will provide the conceptual underpinnings and the logistical details necessary for replicating these in-person and virtual practices. Participants will examine data that suggests these practices have reduced the sense of isolation among adjunct faculty and have improved the quality of general education instruction.

Jennie E. Fauls, Assistant Director of First-Year Writing, **Regina J. Wellner**, Academic Manager of Teaching, Evaluation, and Pedagogy, and **Jonathan Keiser**, Director of Evaluation and Assessment—all of Columbia College Chicago

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 33: Building a Better Capstone: Assessing Writing and Learning

North Cotillion Ballroom, Second Floor

This session will explore two case studies of writing assessment in capstone requirements and how those assessments led to curricular improvement. Bates College facilitators will present their process for assessing senior-level writing through a capstone thesis requirement and discuss how the key findings guided departments to clarify goals and institute programmatic changes. California State University-Monterey Bay facilitators will share how capstone-based writing assessment led to revision of the curriculum in general education and the major and incorporated rubrics from AAC&U's VALUE project. The session will provide process frameworks that can be used on any campus to close the loop from assessment to practice. Participants will develop hypotheses to test through the assessment process on their own campuses and leave with action steps for clarifying goals and improving learning outcomes.

Pat Tinsley McGill, Associate Professor of Strategic Management and Capstone Program Lead, School of Business, **Becky Rosenberg**, Director of Teaching, Learning, and Assessment, **Marylou Shockley**, Associate Professor and Chair of School of Business—all of California State University, Monterey Bay; **Elizabeth Eames**, Associate Professor of Anthropology, **Judy Head**, Associate Dean of the Faculty, and **C. Ellen Peters**, Director of Institutional Research and Assessment Support—all of Bates College

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 34: Bringing Assessment of Curricular Technology into Institution-Wide Assessment Conversations

Regent 1 Room, Third Floor

Assessing the effects of curricular technology on student learning in general education is a challenge at many institutions. However, leaders in academic technology and the library—who are principally responsible for the effective integration of information technology into the curriculum—are now joining broader assessment conversations. In this facilitated discussion, participants will explore collaboration as a mechanism to integrate assessment efforts surrounding curricular technology into overall assessment practices at the institutional level. They will also work together to develop plans for internal and external collaborations for the integration of assessment efforts to serve larger institutional goals. This session will be particularly relevant to participants from liberal arts institutions.

Sondra R. Smith, Co-Chief Information Officer for Information Technology and Director of Educational Technologies—St. Lawrence University; **Carol L. Smith**, Chief Information Officer—DePauw University; **Dave Baird**, Director of Academic Technologies and **Brendt Simpson**, Director of Institutional Planning and Research—both of Colgate University

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 35: Developing Meta-Rubrics to Assess General Education within Disciplinary Assignments

Windsor Room, Second Floor

Using rubrics to grade course-embedded assignments can stimulate effective assessment discussions leading to improvements in curriculum or instruction. However, variations among course-specific, instructor-designed rubrics make it difficult to produce summary data about student learning across disciplines or over time. This session will show how meta-rubrics (as opposed to a common rubric) provide a possible solution. Session facilitators will introduce two meta-rubrics developed at Seattle University—one for assessing written communication in first-year seminars and the other for assessing capstone projects in the major. Both of these draw on the criteria used in AAC&U's VALUE rubric for written communication. Participants will have the opportunity to apply each meta-rubric to samples of student work and discuss the extent to which this approach allows instructors the freedom to design their own ad hoc rubrics while also providing reliable summary data for demonstrating educational effectiveness.

John Bean, Professor of English and **Bob Duniway**, Assistant Vice President for Planning—both of Seattle University


Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 36: Assessing Institutional Assessment: Where Is Your Campus?

South Cotillion Ballroom, Second Floor

This session will focus on methods for determining how integrated an institution is in its assessment processes—in general and in general education. Using several different rubrics, facilitators will introduce the concept of “levels of integration of assessment.” By thinking of assessment/teaching/learning as a mobius strip, educators can begin to view assessment as a part of a larger entity of teaching and learning. This process has the power to move an institution to become more focused on transformative assessment and less on administrative reporting. Participants will receive rubrics for measuring levels of integration of assessment.

Catherine Wehlburg, Assistant Provost, **Blaise Ferrandino**, Associate Professor and Faculty Senate Academic Excellence Chair, and **Edward McNertney**, Director of the Core Curriculum—all of Texas Christian University

Liberal Education and America's Promise Featured Session LEAP 

CS 37: Sustaining Reform: Is Our General Education Doing What We Promised?

Regent 2 Room, Third Floor

In the process of general education reform at the University of Nebraska-Lincoln (UNL), administrators and project leaders repeated a mantra that the success of the endeavor depended on developing a culture of trust—trust in the process, trust that an outcomes-based general education program was superior to the previous discipline-based one, and trust that the faculty and departments would act in good faith to modify their courses appropriately. Those who led the reform efforts promised that the new program would be simple, transferable, sustainable within existing resources, and inclusive of a full range of undergraduate students. Was the trust warranted? Does the new curriculum fulfill the promises of general education reform recommended by AAC&U's LEAP initiative and the expectations of the campus? This session will highlight UNL's initial attempts at evaluating their general education program to serve as a touchstone for asking broader questions about how general education programs can and should be assessed. The facilitators will introduce the topic of evaluating general education programs and discuss some questions and methods for seeking answers. Those who are advanced in their reform efforts are encouraged to attend and can plan to leave with questions they might ask and ideas for ways to answer them.

Nancy Mitchell, Director of General Education, **Rita Kean**, Dean of Undergraduate Studies, and **Jessica Jonson**, Director of Institutional Assessment—all of the University of Nebraska-Lincoln

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 38: Monitoring Student Success in Academic Pathways Using Longitudinal Performance Data

Mayfair Room, Third Floor

In setting up or revising a curricular program, educators are confronted with basic questions such as: Which courses should be included? If there are multiple pathways in a program, are they all equally efficacious? What should we do about transfer students? Wayne State University has developed a software tool—MAPS—for monitoring student performance in defined sequences of classes over prescribed periods of time. The program lets the user examine the performance of students in an initial course (or courses) and in a follow-up course or courses. In this session, the facilitators will discuss examples of how to use the information from MAPS coupled

with information from post-graduate tests to alter the curriculum, measure program efficacy, and address the needs of interest groups from across campus.

D. Carl Freeman, Senior Faculty Advisor, Honors College—Wayne State University

Liberal Education and America's Promise Featured Session LEAP 

Institutional Leadership and Capacity for Learning-Centered Reform

CS 39: Committing to General Education Reform: Beyond Dysfunctional Ad Hoc Committees

Ontario Room, Third Floor

There is a tendency to view general education reform as a one-time “inoculation” of innovation, to be followed by a return to business as usual. Facilitated by administrators and faculty members, this session will begin by considering the role and limitations of ad hoc committees in general education review. Using real and hypothetical case studies, participants will examine how elements of the LEAP initiative support processes that enable broad-based participation in general education review, ensure that the student voice is heard and incorporated into the process, and sustain effective implementation of review findings over time. Participants will consider standing and shared governance structures that promote collaboration vertically and horizontally throughout the institution, in alignment with a shared commitment to undergraduate excellence and success.

Susie Brubaker-Cole, Associate Provost for Academic Success and Engagement, **William Bogley**, Professor of Mathematics, and **John Bailey**, Associate Professor of Silviculture—all of Oregon State University

4:00 – 5:30 P.M. INDIVIDUAL/TEAM CONSULTING SESSIONS

Individuals or teams interested in guidance on their general education or assessment efforts are invited to sign up for a 25-minute consulting session. Topics and consultants are listed below. A sign-up sheet will be available at the registration desk and space is limited.

Visioning General Education for the 21st Century

Gail G. Evans, Dean of Undergraduate Studies—San Francisco State University

Consulate 1 Room, Second Floor

Gail Evans moved to San Francisco State University (SFSU) in April 2008 after a 25-year career at sister campus San José State University (SJSU). While at SJSU, Evans was Director of General Education and oversaw two campus-wide general education revisions. She has served as assistant chair of a visiting team for a WASC re-accreditation and co-led teams to AAC&U's Greater Expectations Institute in 2005 and 2006, working on action plans for a first-year experience and an integrative learning experience incorporating e-portfolios, respectively. Since arriving at SFSU three years ago, Evans has been involved in campus revisions to both the overall baccalaureate degree (including general education, currently being implemented) and to the Liberal Studies Program, as well as the implementation of writing across the curriculum/writing in the discipline program. She has also led a team to implement an “early start” summer program for remedial students in both math and English.

Assessing General Education

Ashley Finley, Director of Assessment for Learning, Office of Quality, Curriculum and Assessment—AAC&U

Consulate 2 Room, Second Floor

Ashley Finley is the national evaluator for the Bringing Theory to Practice (BTtoP) Project, where she consults with campus teams to implement initiatives that focus on the intersection and promotion of students' engaged learning, civic development, and mental health and well-being. She is currently working closely with six colleges and universities that serve as BTtoP demonstration and intensive sites, and an additional 55 institutions that compose BTtoP's Leadership Coalition—a coalition specifically aimed at fostering sustainable institutional change and transformation around the goals of a liberal arts education. Finley's national work, at both the campus and national levels, has focused on developing best practices regarding program implementation, instrumentation, and mixed methods assessment. Before joining AAC&U, she was an assistant professor of sociology at Dickinson College. Her teaching and research have focused broadly on issues of social inequality, specifically with regard to gender in social institutions, and the use of quantitative methods.

Planning and Leading General Education Reform

Ann S. Ferren, Senior Fellow—AAC&U and former Provost—American University in Bulgaria

Consulate 3 Room, Second Floor

Ann S. Ferren is an educational consultant with international experience including her work as Provost at the American University in Bulgaria. Previously, she held the position of Vice-President for Academic Affairs from 1996 to 2001 at Radford University in Virginia. She has over 25 years of experience in administration and held a number of positions at American University in Washington, DC, including Associate Dean of Faculties, Director of General Education, Vice Provost for Academic Development, and interim Provost. Her writing on curriculum, instruction, faculty development and academic leadership has been published in journals and books including *College Teaching*, *Journal of General Education*, *To Improve the Academy*, *Liberal Education*, *Leading Academic Change* (edited by Ann F. Lucas), and *the Handbook of the Undergraduate Curriculum* (edited by Jerry G. Gaff and James L. Ratcliff). Her most recent book is *Leadership through Collaboration: The Role of the Chief Academic Officer* (with Wilbur Stanton, 2004).

SATURDAY, MARCH 5, 2011

7:45 – 8:45 A.M. CONTINENTAL BREAKFAST

Second and Third Floors

Participants may visit the continental buffet and take their breakfast to the session of their choice.

8:00 – 9:00 A.M. CONCURRENT SESSIONS

Liberal Education and America's Promise Featured Session LEAP 

General Education Models that Make a Difference

CS 40: Give Students, and Faculty, a Compass

Regent 1 Room, Third Floor

Saint Joseph's College has a long standing general education program in which all students take ten core courses over their four years. A key feature of the curriculum is that it embodies the LEAP Principle of Excellence of giving students a compass. The core courses are interdisciplinary and team taught, and they provide opportunities to integrate general education outcomes into the major. In this session, the facilitators will describe the core curriculum and discuss three welcome effects: (a) students are required to think intentionally and in terms of four-year goals; (b) faculty engage with the aims and outcomes of the whole core and not just their individual courses; and (c) assessment is a part of both upper level and lower level learning experiences. The facilitators will share insights into what makes the program work and invite participant discussion of the model—from goals to structures and outcomes to interaction with the major.

John P. Nichols, NEH Distinguished Teaching Professor and **Michael J. Malone**, Dean of the Core Curriculum—both of Saint Joseph's College

Liberal Education and America's Promise Featured Session LEAP 

General Education Models that Make a Difference

CS 41: Building State System Partnerships: What, Exactly, Do We Do Together?

Consulate Room, Second Floor

When states organize across their multiple institutions to work together on general education, their collaborations can move in several different directions. These directions set the stage for what such large-scale efforts ultimately accomplish. Facilitators will examine system-wide general education and the nature and purposes of state-level collaborative work. Participants will learn about the advantages and disadvantages of different strategies for moving general education statewide, collaborating to bridge different institutions, and finding common ground. They will gain a deeper awareness of systems as a functional unit in general education programming and a keener sense of what a system can and can't do. Participants will receive handouts that describe current general education statewide collaborations.

Thomas B. Steen, Director of Essential Studies—University of North Dakota; and **Larry R. Peterson**, General Education Committee Chair—North Dakota State University

Faculty Engagement in General Education

CS 42: Faculty Engagement and Integrating the Major with General Education in Arts Education

Ontario Room, Third Floor

This session provides an opportunity for members of the Consortium for the Liberal Education of Artists (CLEA) to share with and learn from colleagues at a wide variety of institutions. The facilitators will share best practices

and challenges in implementing a college-wide general education seminar and address such issues as funding, quality, ownership, and balancing consistency with faculty interests. Specifically, participants will learn about innovative first-year seminar courses that are taught by faculty from across the institution and that help students integrate the study of liberal arts with an arts major focus. The facilitators will lead discussion on the rewards of engaging faculty in the teaching of a first-year seminar, building college-wide support for general education, and promising practices in recruiting faculty from across the college to teach in general education. The discussion will be of particular interest to those teaching arts students.

Camille Colatosti, Chair, Liberal Arts—Berklee College of Music; and **Robert Lagueux**, Director, New Millennium Studies: The First-Year Seminar—Columbia College

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 43: Assessing Student Affairs' Contributions to General Education Learning Outcomes

Windsor Room, Second Floor

The professional literature on assessment reveals a growing interest in assessing student learning not only within academic affairs, but also within student affairs. Deliberate, purposeful integration and assessment of general education-related student learning outcomes outside the classroom should be considered a next-level practice. In this session, the facilitators will address ways of using assessment to document achievement and deepen learning at multiple levels, with particular emphasis on student affairs' contributions in general education. Co-curricular transcripts, web surveys, and other techniques to gather information on student learning outcomes will be discussed. How student affairs can partner with academic affairs to support student learning will be a central focus of the conversation.

Mike Cairns, Associate Vice President, Student Affairs, **Kristen Salomonson**, Dean of Enrollment Services, and **Fred Heck**, Professor of Geology and General Education Coordinator—all of Ferris State University

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 44: Assessing Upper-Division Writing Courses with Transfer Students in Mind

Regent 2 Room, Third Floor

This session will feature a three-year assessment project for upper-division writing courses at the University of California, Irvine and focus on (a) the process of developing effective assessments reflecting our core values for students' writing abilities and (b) the use of assessment data to foster curricular improvements and create relationships amongst diverse faculty invested in improving students' writing abilities. The facilitators will discuss the development of a rubric for writing across the curriculum and writing in the discipline courses and the finding that transfer students are performing at statistically significantly lower levels than students who participate in the lower-division writing sequences. Participants will learn how a process for developing relations with community college writing faculty, sharing assessment data, and creating a cross-campus symposium on effective writing instruction can narrow this achievement gap.

Jonathan Alexander, Professor of English and Campus Writing Coordinator and **Natalie Schonfeld**, Senior Research Analyst—both of University of California-Irvine; and **Brenda Borrón**, Professor of English—Irvine Valley College

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 45: Using High-Impact Practices to Transform Campus Culture and Advance Integrative Learning

Mayfair Room, Third Floor

The implementation of a new core curriculum at Pace University significantly changed the campus culture and led to the redesign of existing courses, the development of new courses, and the creation of other curricular innovations including higher impact educational practices (HIEPs). As a member of the Leadership Coalition of AAC&U's Bringing Theory to Practice project, Pace is undertaking a year-long process of faculty development to enhance HIEPs and to expand a university-wide ePortfolio initiative. Session facilitators will lead discussion about HIEPs that best support student learning and reflection from first to final year and ways in which ePortfolios can promote and sustain assessment, learning, and reflection. Participants will examine signature features of the Pace curriculum and data showing how HIEPs have positively affected student and faculty satisfaction. Discussion will include the challenges of faculty engagement, administrative resources, and student motivation.

Adelia Williams, Associate Dean, **Linda Anstendig**, Professor of English, and **Barbara Pennipede**, Assistant Vice President for Planning, Assessment and Research—all of Pace University

CS 46: Aligning VALUE Rubrics to Institutional Purposes

Buckingham Room, Second Floor

Many campuses are using the AAC&U VALUE rubrics, or other metarubrics, as part of their general education assessment process. Along with the benefits of using these rubrics come challenges that must be overcome to ensure that results are valid and reliable. The session facilitators will share procedures used at the University of North Carolina Wilmington for standardizing the application of VALUE rubrics to ensure consistent scoring. They will share feedback received from faculty scorers and modifications made to the rubrics to fit the institutional needs. Participants will be asked to discuss their experiences using metarubrics, to describe their procedures, and to share results they have seen in both assessment and instructional practice. Discussion will progress towards ways that the feedback from scoring student work products can help instructors design assignments that are well aligned to learning goals. Participants are encouraged to bring relevant materials to share.

Linda D. Siefert, Director of Assessment and **Anne Pemberton**, Randall Library Instructional Services Coordinator—both of University of North Carolina Wilmington

Institutional Leadership and Capacity for Learning-Centered Reform

CS 47: A Project Framework for General Education Reform: A New Approach for Academic Leaders

Michigan Room, Third Floor

In today's academic landscape, general education reform figures prominently in the portfolio of an institution's provost, chief academic officer, or dean. This session will present principles, structures, practical advice, and challenges to enhance participants' familiarity with the process of reforming general education from the perspective of academic administrative leaders. The goal is to increase the likelihood that an institution, along with its academic leader, will successfully navigate the challenge of general education reform. Key outcomes will include strategies for higher-level planning and stakeholder analysis, recognition of common problems and solutions, and methods for framing high-stakes reform. Conceptualization of general education reform as a project and the academic leader as a particular kind of project manager informs this session, as does the importance of developing and maintaining processes with integrity to achieve multiple ends.

David Potash, Chief Academic Officer—Curry College

9:15 – 10:45 A.M. CONCURRENT SESSIONS

General Education Models that Make a Difference

CS 48: Reforming General Education: Process and Outcomes

Buckingham Room, Second Floor

On many campuses, general education reform is often synonymous with undergraduate education reform. Three very distinct campuses will share a template for thinking about general education and undergraduate education reform together. Participants will consider critical elements for their own campuses and develop first-stage plans for parallel efforts between general education and the whole of undergraduate education. The facilitators will share candid accounts of their work in fostering reform efforts on their campuses and highlight practices and policies that have enhanced faculty participation and leadership.

Scott Evenbeck, President—City University of New York New Community College; **Joe Incandela**, Associate Dean of Faculty—Saint Mary's College; and **Tony Peffer**, Associate Academic Dean—Castleton State College

Faculty Engagement in General Education

CS 49: Facing the Elephant: Overcoming Faculty Fears about Active Learning and Game Playing

Consulate Room, Second Floor

How can campus leaders generate faculty interest in using general education as a laboratory for innovative and interdisciplinary teaching? In this session, participants will explore this issue through the case study of Reacting to the Past—a method that relies on elaborate role-playing games and won the Hesburgh prize in 2004 for innovation in pedagogy. Reacting games have now been used by individual faculty on more than 300 campuses, but instructors frequently have difficulty getting colleagues to consider using the pedagogy and even more of a challenge incorporating the games into traditional, distribution-based general education curricula. After a brief introduction to Reacting to the Past, the facilitators will address faculty reluctance to using role-

playing pedagogy and present strategies from the facilitators' campuses and from the Reacting consortium that have helped to encourage experimentation and faculty engagement.

John M. Burney, Vice President for Academic Affairs and Professor of History—Doane College; and **Mark Higbee**, Professor of History—Eastern Michigan University

Faculty Engagement in General Education

CS 50: Gauging General Education Culture through a Survey of Faculty Attitudes and Perceptions

Regent 2 Room, Third Floor

Institutions frequently find it difficult to build consensus and trust around general education reform efforts. One approach to soliciting faculty perspectives regarding general education is through a faculty survey. While deceptively simple, a well-designed faculty survey can be strategically planned and implemented to the great benefit of reform efforts. This workshop will begin with an overview of a survey approach to gauging the attitudes and perceptions of faculty members toward the Northern Arizona University Liberal Studies Program. Participants will actively engage in (a) identifying questions for which a survey might be useful at their home institutions, (b) exploring practical survey design and administration strategies, and (c) reviewing and discussing some illustrative findings. Participants will identify how to transform research methods and results into useful tools for decision-making.

Melinda Trembl, Senior Research Specialist, **Thomas Paradis**, Director of Academic Assessment—both of Northern Arizona University; and **John Stevenson**, Professor of Psychology—University of Rhode Island

Liberal Education and America's Promise Featured Session

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 51: Integrative and Applied Learning: Using Rubrics to Assess Student Work

Michigan Room, Third Floor

In this hands-on workshop, participants will examine AAC&U's integrative learning VALUE rubric in collaboration with facilitators who contributed to the rubric's development. While interpreting the rubric's dimensions/criteria, participants will be invited to share examples from their own experience with students, suggesting and recording alternative criteria. Participants will then practice using the rubric to interpret samples of student work, sharing evidence for their judgments of where students met or did not meet criteria at the program level. Using more specific criteria for the transfer of learning, they will also judge samples of student work from other assignments. Along the way, participants will continue to generate alternate or additional dimensions, criteria, and descriptors for integrative and applied learning that lead to student transfer of learning outcomes to novel settings.

Elizabeth Ciner, Associate Dean of the College and Senior Lecturer in English—Carleton College; **Marcia Mentkowski**, Senior Scholar for Educational Research, Professor of Psychology, and Director Emerita, Educational Research and Evaluation, **Judith Stanley**, Professor of English, and **William Rickards**, Senior Research Associate, Educational Research and Evaluation—all of Alverno College

Assessment to Document Achievement and Deepen Learning at Multiple Levels

CS 52: Using Peer Review to Evaluate Program Assessment Efforts: One Strategy, Multiple Gains

Regent 1 Room, Third Floor

How can the quality of an institution's learning assessment efforts be evaluated and improved? This session will highlight the use of a peer review process and a program assessment cycle rubric to identify the quality of assessment efforts within academic and co-curricular programs. This structured, small-group peer review engages faculty and student affairs staff in shared responsibility for the quality of assessment in all programs on campus. Participants will (a) examine indicators of effective assessment and methods to structure the review process, (b) analyze the peer ratings and view a demonstration of the peer review, and (c) participate in a mock peer review using a sample program assessment report and the program assessment cycle rubric.

Margaret L. Bloom, Professor of Education and Counseling Psychology, **Jon Dooley**, Senior Associate Dean for Student Development, and **Christine Krueger**, Associate Professor of English—all of Marquette University

Institutional Leadership and Capacity for Learning-Centered Reform

CS 53: Communicating Effectively About Liberal and General Education

Windsor Room, Second Floor

This session will draw on research and campus communications practices developed as part of AAC&U's Liberal Education and America's Promise (LEAP) initiative. The facilitator will (a) provide an overview of what employers say about college graduates' skills and readiness for success in the global workplace; (b) discuss public opinion research that highlights how students, recent graduates, and business leaders view general education outcomes; and (c) share ways that LEAP campuses have used this research to communicate more effectively with various constituents. Participants will be introduced to messages and language proven effective

in making the case for liberal and general education. In addition, they will learn about several AAC&U resources designed to help institutions communicate effectively, advise students on academic pathways, and align their practices with the messages they send through a variety of means, including curriculum, admissions, Web sites, and external relations.

Debra Humphreys, Vice President for Communications and Public Affairs—AAC&U

Institutional Leadership and Capacity for Learning-Centered Reform

CS 54: From Design to Implementation: Putting New General Education Models into Practice

Ontario Room, Second Floor

This session will address the process of transitioning from general education design to implementation. Drawing upon recent experiences at Roger Williams University and Marymount Manhattan College, participants will be encouraged to anticipate the issues, questions, and challenges that inevitably emerge as they transition from design to implementation. The facilitators will share their experiences, highlighting useful information and practical strategies that participants can bring back to their home campuses and adapt to their specific circumstances.

Peter Naccarato, Humanities Division Chair and Associate Professor of English, **Millie Falcaro**, Associate Professor of Art—both of Marymount Manhattan College; **Robert Cole**, Dean of Education, Arts, and Sciences, **Douglas Koritz**, Associate Provost for University Studies, and **Randall VanSchepen**, Associate Professor of Art and Architectural History—all of Roger Williams University

Institutional Leadership and Capacity for Learning-Centered Reform

CS 55: Leadership that Works: Developing a Campus Action Plan for General Education Reform

Mayfair Room, Third Floor

Based on the understanding that general education reform often involves organizational change and cultural reform (Awbrey, 2005), this session will address a series of seven universal issues—leadership, communication, constituent engagement, time frames, use of local and national data, governance, and campus politics—and will encourage participants to explore these issues in relation to their own institutions. Participants will begin to develop an action plan that guides the planning for large-scale institutional change and anticipates common challenges in the development and implementation of a general education curriculum. The facilitators will share models from campuses of various sizes and types and engage participants in reflection on the unique context of general education reform on their own campuses. Participants will gain an understanding of key features of process-centered reform, begin to assess factors unique to their campus, and develop problem-solving techniques to effect substantive and sustainable curricular changes in general education.

Susan Gano-Phillips, Associate Professor of Psychology and **Robert W. Barnett**, Associate Dean, College of Arts and Sciences—both of University of Michigan-Flint

11:00 A.M. – NOON CLOSING PLENARY

Wellington Ballroom

An Invisible Epidemic

One of the most pressing yet invisible epidemics in the United States today concerns the systematic disappearance of boys, particularly minority boys, from the educational process. A recent study conducted by the College Board revealed even more troubling news: few individuals or organizations seem to know what to do about it. In this closing plenary, Dr. Williams will place this disappearance within the context of a gradual decline in America's capacity to match the educational gains other countries are experiencing. He will also describe the key characteristics of programs that offer hope for reversing these trends. All of these programs exhibit qualities that are indispensable to a powerful general education, including providing opportunities for learners to explore their human possibilities.

Ronald Williams, Vice President—College Board and former President—Prince George's Community College