

NETWORK FOR ACADEMIC RENEWAL



An AAC&U Working Conference

General Education and Assessment 3.0:

Next-Level Practices Now

– Focusing on “next-level” practices in general education and assessment that help students integrate learning across disciplines, build skills over time, and apply their knowledge to real-world problems



*Association
of American
Colleges and
Universities*

MARCH 3–5, 2011 | CHICAGO, ILLINOIS

General Education and Assessment 3.0

ATTEND...

To learn about designing and implementing approaches to general education and learning outcomes assessment that advance essential outcomes, “big-picture” thinking, social responsibility, and creative problem solving.

Conference Highlights

THURSDAY, MARCH 3, 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, Politics, and Culture, the University of Chicago; **GAIL MELLOW**, President, City University of New York LaGuardia Community College; and **CAROL GEARY SCHNEIDER**, President, AAC&U

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 session, 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 even in the midst of challenging times.

FRIDAY, MARCH 4, 9:15 – 10:15 A.M.

PLENARY

Investing in Quality

ANN S. FERREN, Educational Consultant and former Provost, American University in Bulgaria

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 faculty accomplish their career aspirations.



FRIDAY, MARCH 4, 12:15 – 2:00 P.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

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. Dr. Bass will argue that this current context challenges us to take seriously the shift in proportion between formal learning and informal learning, individual and group learning, and content knowledge and knowledge-making in practice. 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.

SATURDAY, MARCH 5, 11:00 A.M. – NOON

PLENARY

An Invisible Epidemic

RONALD WILLIAMS, Vice President, College Board, and former President, Prince George’s Community College

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. Dr. Williams will place this disappearance within the context of the gradual decline in America’s capacity to keep up with the educational gains other countries are experiencing. He will also describe the key characteristics of several programs that offer hope for reversing this trend. All of these programs exhibit qualities that are indispensable to a powerful general education, including providing opportunities for learners to explore their human possibilities.

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Pre-Conference Workshops

Separate registration and fee required (\$100 members, \$125 non-members); seating will be limited, so register early

THURSDAY, MARCH 3, 2:00 – 5:00 P.M.

Elements of Good Practice in General Education Reform

What are common and distinct issues that institutions face in implementing outcomes-based general education? What milestones might campuses use to chart progress? 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

Engaging Faculty in Curriculum Revision

Facilitators will discuss how to engage faculty in general education revision, including ways to define learning outcomes and introduce promising practices. Participants will examine concrete steps to support faculty in using engaged pedagogies and developing innovative courses that contribute to new general education designs.

BETSY E. BROWN, Vice Provost for Faculty Affairs, North Carolina State University; and JOHN M. BURNEY, Vice President for Academic Affairs, Doane College

Leveraging Learner-Centered Assessment for Educational Change

This workshop will help participants develop strategies for implementing learner-centered approaches to assessment. Focusing on rubrics and e-portfolios, 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

Using Creative Artifacts to Assess Liberal Learning

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

Contexts for Collaboration and Support of Student Learning:

The Roles of Deans and Administrators

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 cocurricular 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 contextualize approaches to their own campus contexts.

BETH E. BARNETT, Provost and Academic Vice President, Ramapo College of New Jersey; **SCOTT E. EVENBECK**, Founding President, new community college of City University of New York; **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



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Program Highlights

Reforming the General Education Curriculum: Process and Outcomes

Indiana University-Purdue University Indianapolis, Saint Mary's College, and Castleton State College

The Knotty Gen Ed Mosaic: Case Studies in Interdisciplinary Inquiry and Science Literacy

North Central College and Drury University

Sustaining Reform: Is Our Gen Ed Program Doing What We Promised It Would?

University of Nebraska-Lincoln

Liberal Arts Assessment in a Two-Year College System

University of Wisconsin Colleges

Assessment as Adverb: Shifting the Assessment Paradigm for Decentralized Engagement

Washington and Jefferson College, Muhlenberg College, and Ursinus College

How Are We Doing? Assessing the Impact of Curricular Technologies on Student Learning

National Institute for Technology in Liberal Education, St. Lawrence University, and DePauw University

For a full schedule, visit www.aacu.org/meetings/generaleducation

Conference Information

All conference activities will take place at:

Westin Michigan Avenue
909 N. Michigan Avenue
Chicago, Illinois 60611

Reduced conference rates are available through February 9, 2011, as space allows. \$179 single; \$199 double. For hotel reservations call 312.943.7200 or 1.888.627.8385.

Visit www.aacu.org/meetings/generaleducation/gened2011 to register for the conference. For more information, call 202.387.3760.

CONFERENCE REGISTRATION RATES

	Early Registration Deadline: February 9, 2011		Regular Registration Beginning: February 10, 2011	
	MEMBER	NON-MEMBER	MEMBER	NON-MEMBER
Registration Fee	\$400	\$515	\$450	\$565
Campus Team Fee* (<i>per person</i>)	\$350	\$465	\$400	\$515
Student Fee	\$75	\$75	\$75	\$75
Workshop Fee	\$100	\$125	\$100	\$125

*The Campus Team Registration Fee is the cost per person available when three or more register from the same institution.



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 <i>(separate registration and fee required)</i>
7:00 – 8:30 p.m.	KEYNOTE ADDRESS Reframing General Education Ramón A. Gutiérrez, Gail Mellow, and Carol Geary Schneider
8:30 – 9:30 p.m.	Poster Session and Reception

FRIDAY, MARCH 4, 2011

8:00 – 9:00 a.m.	Facilitated Discussions and Continental Breakfast
9:15 – 10:15 a.m.	PLENARY Investing in Quality Ann S. Ferren
10:45 a.m. – Noon	Concurrent Sessions
12:15 – 2:00 p.m.	LUNCHEON PLENARY <i>(separate registration and fee required)</i> E-Portfolios and the Problem of Learning in the “Post-Course” Era Randall Bass
2:15 – 5:15 p.m.	Concurrent Sessions

SATURDAY, MARCH 5, 2011

8:00 – 9:00 a.m.	Facilitated Discussions and Continental Breakfast
9:15 – 10:45 a.m.	Concurrent Sessions
11:00 a.m. – Noon	PLENARY An Invisible Epidemic Ronald Williams

Photo credits: Loyola University Chicago, photographer Mark Beane; University of Illinois at Urbana Champaign, photographer Jason Lindsey; Ohio Northern University; and the Chicago Convention & Tourism Bureau

General Education and Assessment 3.0: Next-Level Practices Now

NETWORK FOR ACADEMIC RENEWAL

Exploring together the latest advances in teaching and learning, faculty roles and leadership, general education and outcomes assessment, diversity and inclusive excellence, and strategies for student success in undergraduate education.



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Network for Academic Renewal Conferences

March 3–5, 2011 | Chicago, Illinois

General Education and Assessment 3.0: Next-Level Practices Now

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

November 3-5, 2011 | Providence, Rhode Island

Bridging To and From the Arts and Humanities
