



An AAC&U Working Conference

## General Education and Assessment:

New Contexts, New Cultures

—With the current pace of change accelerating across higher education—student populations growing, faculty roles in flux, the frontiers of general and specialized knowledge expanding—what does an undergraduate degree really mean in an increasingly interconnected and globally interdependent century?



*Association  
of American  
Colleges and  
Universities*

# General Education and Assessment

## ATTEND...

To examine general education models and practices that enhance study in the majors and better prepare students for work, life, and citizenship in a democratic nation and a global society—a world in which the challenges students face are multi-faceted and increasingly complex.

## Conference Highlights

**THURSDAY, FEBRUARY 23, 7:00 – 8:30 P.M.**

### KEYNOTE ADDRESS

## Learning and Discovery in an Era of Change

**ELIZABETH COFFMAN**, Loyola University Chicago; **JAMES P. COLLINS**, Arizona State University; and **TED HARDIN**, Columbia College Chicago

Students come to college to learn about their world, hoping to change it for the better. What opportunities do they have to examine their ideals, assess expectations, and discover solutions to society's most compelling problems? This plenary will open with the story of the Mississippi River Delta region as an example of the multi-faceted, evolving, and unscripted challenges for which college must prepare students. The speakers will provide insights into how general education can offer students the opportunity to study complex problems that require interdisciplinary approaches, integrative skills, and ethical decision-making in an era of change.

**FRIDAY, FEBRUARY 24, 9:15 – 10:45 A.M.**

### PLENARY

## Making Sense of the New Learning Landscape

**STEVE H. MURDOCK**, Rice University and former Director, US Census Bureau; **BARBARA WRIGHT**, Western Association of Schools and Colleges; and **KATHLEEN BLAKE YANCEY**, Florida State University

The plenary will open with an overview of our changing students, followed by a discussion of how today's students require that our institutions change in profound ways—loosening curricula, developing more rigorous assessments, and blending students' non-campus-based learning with institutional aspirations for student development—professional, personal, and civic. The speakers will also examine e-portfolios as a way to document, discuss, and assess students' many modes of learning in connected, reflective, and educative ways.



**FRIDAY, FEBRUARY 24, 2:00 – 3:30 P.M.**

**PLENARY**

## **Building Cultures of Faculty Engagement**

**J. ELIZABETH CLARK**, LaGuardia Community College; **ROBERT COLLINS**, Dillard University;  
**TIMOTHY K. EATMAN**, *Imagining America* and Syracuse University; **CYNTHIA GOMEZ**, Portland State  
University; **NORMAN JONES**, Utah State University; and **GARY RHOADES**, University of Arizona  
**MODERATOR: SUSAN GANO-PHILLIPS**, University of Michigan-Flint

Faculty members share a common stake in the quality and outcomes of the general education that their students experience. This plenary provides an opportunity for faculty members to share their visions for and experiences with re-conceptualizing general education. They will talk about strategies that are effectively weaving general education outcomes throughout the undergraduate experience with an emphasis on the relationships between faculty, core curriculum, and the structures necessary to advance faculty members' innovation and leadership.

**SATURDAY, FEBRUARY 25, 8:00 – 9:00 A.M.**

**PLENARY**

## **One Word That's Powering General Education Reform (It's Not "Plastics")**

**PAUL GASTON**, Kent State University

In the light of epiphanies that continue to inspire the reform of general education, this plenary will focus on greater intentionality as the essential platform for improved quality. Intentionality requires the pursuit of explicit incremental student learning outcomes—as well as assiduous assessment to measure their effectiveness. By expressing through the design and evaluation of general education the same scholarly values implicit in their scholarship, i.e., clarity of objectives and thoughtful congruence between method and desired results, faculty can advance integrative and developmentally nuanced general education programs that lead students to clear goals. Gaston will examine how students learn more effectively when they understand and appreciate the priorities that structure their work.

# General Education and Assessment

## Pre-Conference Workshops

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

**THURSDAY, FEBRUARY 23, 2:00 – 5:00 P.M.**

### From “Why?” to “How?” to “Well Done!”

#### Strategies for Strengthening General Education

Workshop co-facilitators will examine general education reform from a consideration of motivations to a discussion of process and strategies for implementation. Participants will discuss case studies from a range of institutions and share their own insights and experiences. This workshop—in some ways, a condensed experience of AAC&U’s Institute on General Education and Assessment—is ideal for colleagues considering launching, reviving, or bringing to closure a successful change process.

**GAIL EVANS, San Francisco State University; and PAUL GASTON, Kent State University**

### Advancing Academic Partnerships to Improve Student Success

How do we foster cross-campus partnerships to design and assess approaches to general education that connect student learning with real-world issues? What support do faculty members need to engage general education with the same passion they hold for their disciplines? Participants will examine interdisciplinary and campus-wide collaborations that support faculty members as change agents in course and curricular innovation. They will discuss using data to foster evidence-informed decision making and leave with concrete ideas to improve student learning.

**MARY BRAU, Lane Community College; PATRICIA IANNUZZI, University of Nevada, Las Vegas; and MICHAEL REDER, Connecticut College**

### Context and Connections:

#### Examining Changing Practices for Global Learning

Our traditional understanding of global learning and its assessment are being challenged by changing demographics and evolving uses of social media. How are campuses meeting the needs of the new student demographic by broadening definitions and practices of global learning in general education? How are students using technology and social media to change our conception of global learning? Participants will examine innovations in bridging disciplinary expertise and multidisciplinary global issues in general education and discuss implications for assessment.

**PAUL MCVEIGH, Northern Virginia Community College; and INDIRA NAIR, Carnegie Mellon University**

## Mapping General Education Outcomes with Assessment

Participants will use a logic model to match specific outcomes for learning with a broader vision for general education. They will examine and practice ways to integrate shared learning outcomes across the curriculum and cocurriculum, strategies for writing, and matching outcomes with assessments.

**ASHLEY FINLEY**, Senior Director of Assessment and Research, AAC&U

## The Promise of e-Portfolios: Creating a New Culture of Assessment

Workshop co-facilitators will share strategies for starting and sustaining an undergraduate e-portfolio program that collects evidence of student learning. Given the chronically poor outcomes of many of today's college students, e-portfolios can operate as a high-impact practice providing students and educators with a tool to improve academic success both within and across two- and four-year institutions. Co-facilitators and participants will discuss key steps to mapping student work to learning outcomes at course, program, and institutional levels.

**RUTH COX**, San Francisco State University; and **SAVITA MALIK**, City College of San Francisco

## Aligning Innovative Practices, Curriculum, and Faculty in General Education

Academic administrators are crucial in the design, implementation, and assessment of general education. Their relationships with faculty members, however, are complex. This workshop will use multi-institutional case studies to focus on how administrators can foster innovative practices, guide curriculum change, and invite faculty ownership in general education programs. Participants will contextualize approaches to their own campus.

**JOSEPH FAVAZZA** and **TODD GERNES**—both at Stonehill College; and **LAURA DE ABRUNA** and **DOUGLAS KORITZ**—both at Roger Williams University

*Sponsored by the American Conference of Academic Deans*



# General Education and Assessment

## Program Highlights

### **Students at the Center: Changing Culture to Empower Students in the Learning Process**

Northern Illinois University

### **Moving from Program to Campus-Wide Assessment (and Back Again)**

University of Wisconsin-Whitewater

### **Assessment, E-Portfolios, and Experiential Learning: Expanding the Model**

Loyola University Chicago

### **Infusing Assessment and Learning Outcomes through a Student Affairs Division**

University of Massachusetts Amherst

### **Real World New Orleans—Creating Global Citizens through Engaged Learning**

Tulane University

### **GE Capstones: Getting Maximum Mileage from a High-Impact Practice**

University of North Dakota

For a full program schedule, please visit [www.aacu.org/meetings/generaleducation](http://www.aacu.org/meetings/generaleducation).

## Conference Information

All conference activities will take place at:

New Orleans Marriott, 555 Canal Street, New Orleans, Louisiana 70130

Reduced rates are available through February 1, 2012: \$165 single/double.  
For hotel reservations call 888.771.4429

To register online, visit [www.aacu.org/meetings/generaleducation](http://www.aacu.org/meetings/generaleducation).  
For more information, call 202.387.3760.



REGISTER BY	January 10		February 1		Beginning February 2	
	MEMBER	NON-MEMBER	MEMBER	NON-MEMBER	MEMBER	NON-MEMBER
<b>CONFERENCE REGISTRATION RATES</b>						
Registration Fee	\$400	\$515	\$425	\$540	\$450	\$565
Campus Team Fee* ( <i>per person</i> )	\$350	\$465	\$375	\$490	\$400	\$515
Student Fee	\$75	\$75	\$75	\$75	\$75	\$75
Workshop Fee	\$100	\$125	\$100	\$125	\$100	\$125

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

# Schedule at a Glance

## THURSDAY, FEBRUARY 23, 2012

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.	<b>KEYNOTE ADDRESS</b> <b>Learning and Discovery in an Era of Change</b> Elizabeth Coffman, James P. Collins, and Ted Hardin
8:30 – 9:30 p.m.	Poster Session and Reception

## FRIDAY, FEBRUARY 24, 2012

8:00 – 9:00 a.m.	Facilitated Discussions and Continental Breakfast
9:15 – 10:45 a.m.	<b>PLENARY</b> <b>Making Sense of the New Learning Landscape</b> Steve H. Murdock, Barbara Wright, and Kathleen Blake Yancey
11:00 a.m. – 12:15 p.m.	Promising Practices and Rubrics Analysis Session
2:15 – 3:45 p.m.	<b>PLENARY</b> <b>Building Cultures of Faculty Engagement</b> J. Elizabeth Clark, Robert Collins, Timothy K. Eatman, Susan Gano-Phillips, Cynthia Gomez, Norman Jones, and Gary Rhoades
4:00 – 5:30 p.m.	Workshop Sessions

## SATURDAY, FEBRUARY 25, 2012

8:00 – 9:00 a.m.	<b>PLENARY</b> <b>Visions, Leadership, and Partnerships for Change</b> Paul Gaston
9:15 – 10:30 a.m.	Promising Practices, Workshop, and Rubric Analysis Sessions
10:45 a.m. – Noon	Promising Practices, Workshop, and Rubric Analysis Sessions

*Photo credits: Wright State University; Worcester Polytechnic Institute, Global Perspective Program; North Georgia College and State University; and Photo courtesy New Orleans Convention and Visitors Bureau*

## General Education and Assessment: New Contexts, New Cultures

### NETWORK FOR ACADEMIC RENEWAL

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



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### Network for Academic Renewal Conferences

February 23-25, 2012 | New Orleans, Louisiana

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March 22-24, 2012 | Seattle, Washington

#### Student Success: Pushing Boundaries, Raising Bars

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October 18-20, 2012 | Baltimore, Maryland

#### Diversity, Learning, and Making Excellence Inclusive

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November 8-10, 2012 | Kansas City, Missouri

#### Engaged STEM and Integrative Learning

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[www.aacu.org/meetings/network](http://www.aacu.org/meetings/network)