



2010 AAC&U Institute on General Education and Assessment

Session Descriptions

Opening Plenary

Helping Students Connect: General Education, Liberal Education, and Intentional Practice Across the Curriculum

Saturday, 8:45 – 9:30 am, Marsh Life Sciences 235

Faculty: Carol Geary Schneider

Achieving the sophisticated goals of a general education program requires an intentional approach to all aspects of the program, from planning, to connections with departmental goals, to assessment. Good designs for general education can challenge the widespread view of general education as a set of courses to “get out of the way.” Drawing upon visits to scores of campuses and relevant findings of leading researchers, Dr. Schneider will outline the challenges and hopes for general education as we strive toward achieving greater expectations for all students.

Recommended Resources

Association of American Colleges and Universities. 2007. *College Learning for the New Global Century. (A Report from the National Leadership Council for Liberal Education and America’s Promise)*. Washington, DC: Association of American Colleges and Universities.

Greater Expectations: A new vision for learning as a nation goes to college. 2002.

Washington, DC: Association of American Colleges and Universities. Especially pages vii-xiv, 21-42, 44-51.

Ratcliff, James L. Quality and coherence in general education. Gaff, Jerry G., James L.

Ratcliff, et al, ed. 1991. *Handbook of the Undergraduate Curriculum: A Comprehensive Guide to Purposes, Structures, Practices, and Change*. San Francisco: Jossey-Bass, 141-169. (Available in Hardback)

Schneider, Carol G. and Robert Shoenberg. 1998. *Contemporary understandings of liberal education*. Washington: Association of American Colleges and Universities. (Available in Hardback)

Orientation and Introductions

Saturday, 9:30 – 10:00 am, Marsh Life Science 235

This short session provides a quick overview of institute processes and the schedule. You will meet the faculty very briefly. The moderator will also talk about the elements of “intentionality,” a frequent AAC&U theme.

Closing Panel

Assessment, Communication, and Accountability: Taking Action Plans to the Next Level

Tuesday, 2:30-3:45pm

Marsh Life Science 235

Faculty: All faculty

This session is envisioned as an open question and answer forum during which teams can seek advice and clarity on their developing action plans.

The “Tracks”

Grouped by track to help teams and individuals choose a track to attend across the three days

Track 1. The process of general education change

Successful general education reform involves more than designing an exciting curriculum. An understanding of both the change process and how to manage it, supplemented by close and constant attention to process issues throughout the gen-ed review/reform project, are as crucial as creative educational ideas. The most innovative and educationally sound model of general education can be relegated to the shelf—or to the dumpster—by a careless or institutionally inappropriate process. What can successful and unsuccessful gen-ed reform projects teach us about process? How can we maximize chances for a widely supported implementation?

This track, is designed to help campuses succeed in general education reform by alerting them to a variety of process issues that require constant attention: issues of campus politics, institutional culture, and consultation/communication. Building on research, case studies, and experiences of Institute faculty, discussions will focus on the analysis of campus dynamics, politics and culture, and relations with internal and external entities to help project teams support ideas for strategic change.

Track 1A: Keeping it Real: Evolution or Revolution

Saturday, 2:00-3:15pm

Marsh Life Science 107

Faculty: Ann Ferren

Conceptualizing general education reform takes visionaries, but achieving and sustaining reform requires realistic expectations and a practical approach. How might campuses balance the need for change with their desire to keep enduring elements of the institution? How can faculty leaders stimulate and coordinate the learning process for the campus? What processes are helpful when choices among different components must be made? This session is based on the experience of many campuses but also emphasizes the importance of designing the change process and the curriculum to fit the needs and values of one’s own campus.

Required Reading

Paul L. Gaston and Jerry G. Gaff. 2009. *Revising General Education—and Avoiding the Potholes*, Washington, D.C.: Association of American Colleges and Universities.

Track 1B: From Concept to Curriculum: Managing the Politics of General Education Reform

Sunday, 8:45-10:00am

Living & Learning 315

Faculty: Paul Gaston

After considering time-tested rules of the road for securing support for reform (and for avoiding planning potholes), participants will discuss recent case studies and develop advice on widely shared issues.

The “Tracks”

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Track 1C: Common Ground: Designing Curricula at the Intersection of Global, Civic and Diversity Issues

Monday, 8:45-10:00am

Marsh Life Science 107

Faculty: Kevin Hovland

Given the global challenges of the 21st century, colleges and universities are trying to become more intentional about curricular designs that help students integrate and apply their learning. In this session, we will explore several curricular models that align global learning goals with essential learning outcomes in order to illuminate pathways for integrating multiple disciplinary perspectives and weaving together existing commitments to diversity, civic engagement, and social responsibility. By focusing on real-world global issues, these models can create fertile common ground where individuals representing different disciplines and divisions can collaborate to make the general education curriculum a central and shared responsibility.

Track 1D: Moving from a *Teaching*-Centered Culture to a *Learning*-Centered Culture

Tuesday, 8:45-10:00am

Living & Learning 315

Faculty: Bret Eynon

What it means for campuses to orient goals around learning vs. teaching and strategies for shifting the focus.

Track 2. Models of General Education Organization and Delivery for Improved Learning

General education is more than a curriculum. It is a manifestation—possibly the most important one—of an institution’s educational mission. Track 2 will examine general education in an integrated manner. Institute participants will engage in extensive conversations about the important inter-relationships among goals, curriculum, and pedagogical practices. Research, case studies, and the experience of Institute faculty will be employed to help participants develop clear learning outcomes, and to examine various pathways for structuring and delivering general education reform.

Track 2A: General Education: A Case Study

Saturday, 2:00-3:15pm

Marsh Life Science 105

Scott Evenbeck, Mary Fisher, and Cathy Buyarski

IUPUI adopted student learning outcomes as the campus approach to general education in 1997. Faculty and staff from the campus will share their campus story in developing, implementing, and assessing the Principles of Undergraduate Learning (PULs) including how to embed the PULs from orientation through the gateway courses and within the major including the capstone courses. The campus has implemented a personal development plan (PDP) as their local iteration of AAC&U Principle of Excellence Two (Give Students a Compass).

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Track 2B: Getting Started with ePortfolios

Sunday, 8:45-10:00am

Living & Learning 216

Faculty: Helen Chen

ePortfolios are more than just a technology: they imply a process of planning, keeping track of, making sense of, and sharing evidence of learning and performance. Using ePortfolios well requires embracing a set of practices and an understanding of learning called *Folio Thinking*. This session will introduce a framework for exploring and designing an ePortfolio approach to meet specific learning outcomes and objectives. Participants will interact with a range of ePortfolio case studies from students, programs, and institutions while also engaging in discussions focused on the practical considerations of implementing and sustaining an ePortfolio initiative.

Track 2C: Using ePortfolios to Evaluate Student Learning: Campus Models for ePortfolio Implementation and Assessment

Monday, 8:45-10:00am

Living & Learning 216

Faculty: Helen Chen

A key component of many ePortfolio initiatives includes the opportunities and potential benefits for assessment of student learning for faculty, institutions and especially the students themselves. Once introduced, how can ePortfolio tools and practices support student learning and related goals and outcomes at the individual, programmatic, and institutional levels? Emerging research findings, examples, and resources that illustrate how student-level work can scale to institutional sustainability will serve as talking points in an interactive discussion around designing a successful and efficient strategy around ePortfolios and student assessment.

Track 2D: Responding to the Challenge: European Higher Education Reform Calls on U.S. Higher Education to Document, Develop, and Defend General Education

Tuesday, 8:45-10:00am

Marsh Life Science 105

Faculty: Paul Gaston

Following an overview of the Bologna Process, participants will focus on practical challenges to U.S. colleges and universities, especially those related to General Education.

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Track 3. Building Institutional Capacity: Making Excellence Inclusive

If general education is an integral part of an institution’s mission and is essential for preparing all students for successful lives, then the entire campus has a role in contributing to every student’s education. This track will focus on ways in which all parts of a campus can and must be engaged to ensure student success. Discussions will focus in part on a number of issues that can complicate the effort of integrated campus general education reform, such as accommodating transfer students, articulating diversity and global knowledge, and integrating ethical reasoning and civic action.

Additionally this track will invite campuses to examine existing institutional resources and information to improve communication of goals to students, ways to infuse active pedagogies into the curriculum, and models for implementing e-portfolios and technology to enhance student learning.

Track 3A: Retention and Graduation of Undergraduate Students: A Comprehensive Approach

Saturday, 2:00-3:15pm

Living & Learning B101

Faculty: J. Herman Blake

In recent years discussions of student success have intensified as we seek to increase institutional effectiveness as well as accountability. As an active participant in many of the most critical considerations we have developed comprehensive strategies/principles that may be applied to very different academic settings. This session will build on ideas presented in the distributed paper. The emphasis will be on discussion and sharing experiences that work.

Required Readings

Blake, J. Herman and Ervin R. Simmons. 2008. “A Daufuskie Island Lad in an Academic Community: An Extraordinary Journey of Personal Transformation” *Journal of College and Character*, Berkeley: The Berkeley Electronic Press, 1-14.

Blake, J. Herman. 2009. “Retention and Graduation of Undergraduate Students: A Comprehensive Approach.”

Haley, Alex. 1982. “Sea Islanders, strong-willed survivors, face uncertain future together” *Smithsonian*, 88-96.

Track 3B: Infusing Diversity into General Education: Obstacles, Strategies and Outcomes

Sunday, 8:45-10:00am

Living & Learning B101

Faculty: Brian Bridges

Incorporating concepts of diversity into the general education curriculum is fraught with challenges but serves as an effective way to promote cross-cultural and other learning outcomes necessary for citizens of the 21st Century and beyond. This session will discuss common obstacles to infusing diversity into the curriculum, strategies designed to promote diversify general education

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requirements, curricular and pedagogical strategies that can be implemented immediately and the powerful potential outcomes that result. Session participants will identify best practices on their campuses and create suggested models for implementation based on campus criteria.

Required Readings

Brandon-Falcone, Janice, et al. 1994. “Teaching Cultural Diversity in the Core Curriculum,” *Journal of General Education*. University Park: The Pennsylvania State University, 230-241.

Banta, Trudy and George Kuh. 1998. “A Missing Link in Assessment: Collaboration Between Academic and Student Affairs Professionals,” *Change*, 1-7.

Track 3C: Making Excellence Inclusive as Part of the Institutional Fabric

Monday, 8:45-10:00am

Marsh Life Science 105

Faculty: Lee Knefelkamp

Given the diversity of students entering higher education and the national goals for providing a college education for all citizens, how can campuses respond when resources are limited, quality is essential, and demands on time and energy are tremendous? Democratic principles, economic prosperity and a life fulfilled depend on developing and enhancing the strategies and creativity we can bring to rethinking how, where and why we engage in teaching and learning. We will explore ways in which we can address these challenges in rewarding and powerful ways for all students.

Track 3D: Service Learning and Community Engagement: 1968-2008

Tuesday, 8:45-10:00am

Marsh Life Science 107

Faculty: J. Herman Blake

Discussion on the issues confronting campuses on the path toward building viable, open communities that celebrate student and curricular diversity.

Required Readings

Blake, J. Herman and Ervin R. Simmons. 2008. “A Daufuskie Island Lad in an Academic Community: An Extraordinary Journey of Personal Transformation.” *Journal of College and Character*. Berkeley: The Berkeley Electronic Press, 1-14.

Haley, Alex. 1982. “Sea Islanders, strong-willed survivors, face uncertain future together” *Smithsonian*, 88-96.

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Track 4. Assessment and Communication

Assessment can serve many purposes on campuses but first and foremost, it should serve to improve learning. Far too often, assessment is an afterthought of curricular planning, a resented intrusion into an individual professor’s turf, or an imposed exercise to endure during an accreditation visit. Track 4 will emphasize the development of powerful, intentional processes and tools for assessment-as-learning. Utilizing research, case studies and the experience of Institute faculty participants will learn about and work with various assessment techniques and strategies, including rubrics, student portfolios and logic models. Additionally, discussions will focus on the building sustainable assessment protocols for long-term planning and practice, communicating data on campus, and using results to create change and advance institutional goals. Issues such as accreditation and campus culture will also be addressed.

Track 4A: Diving Deeper into Pedagogy and Educational Practices through Your Assessment Plan

Saturday, 2:00-3:15pm

Living & Learning 315

Faculty: Peggy Maki

More than an act of collecting evidence of student learning, assessment is a problem-solving process grounded in identifying collaboratively agreed upon open-ended research or study questions about student learning or the teaching-learning process itself. This session begins with a case study that demonstrates the importance of coupling learning outcome statements with open-ended research or study questions that shape an assessment process leading to robust and useful results that, in turn, lead to improving student learning. Participants will apply this problem-solving process to their assessment plans to deepen inquiry into student learning processes and products.

Track 4B: Workshop on the VALUE Rubrics and how to integrate rubrics with ePortfolios on Campus

Sunday, 8:45-10:00am

Marsh Life Science 105

Faculty: Terry Rhodes

Participants will learn about the development of the VALUE rubrics, be able to review select rubrics and discuss them as institutional articulations of student learning expectations, and see rubrics can be used to engage faculty, other colleagues and students in shared discussion of expectations for student learning. The role of reflection and ability building for self-assessment will be included. Examples of student e-portfolios will be presented and how different campuses are approaching and using e-portfolios for learning and assessment. Participants will be invited to engage in hands-on use of select rubrics to assess examples of student e-portfolio work to demonstrate the ease and utility of this approach to assessment of e-portfolios for enhancing student learning.

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Track 4C: Building a Culture of Inquiry into Student Learning

Monday, 8:45-10:00am

Living & Learning 315

Faculty: Peggy Maki

This session identifies practices for building a culture of inquiry into student learning across an institution. These practices focus on the three entities involved in an institutional commitment to assessment: students, educators, and the institution itself as a learning organization.

Track 4D: Assessment, Accreditation & Accountability: Getting a Triple-A Rating

Tuesday, 8:45-10:00am

Living & Learning 216

Faculty: Barbara Wright

For the sake of efficiency as well as effectiveness, it makes sense to embed assessment of general education outcomes in courses and programs, and then align that work with expectations for accreditation and accountability. In this session we will work with a set of WASC rubrics that can be used internally to gauge the quality of key assessment processes, and externally to describe those processes and report the findings. Although these rubrics were developed for use by WASC visiting teams, they can be helpful to any institution or program that wants to gauge the effectiveness of its general education program and take steps toward improvement.

Required Readings

See WASC rubrics at www.wascsenior.org: 1) General Education Assessment 2) Program Learning Outcomes 3) Capstones 4) Portfolios 5) Program Review

Concurrent Sessions

Grouped by scheduled time to help in choosing which of several concurrent events to attend

Saturday Concurrent Session, 2:00 – 3:15 p.m.

Concuurent A1: Learning Matters: Different Strokes for Different Folks

Living & Learning 216

Faculty: Lee Knefelkamp

This session focuses on how students differ in terms of their learning styles and how courses can be responsive to helping students expand their capacities to learn. Participants will complete several exercises related to their own campus issues in the context of the theories of David Kolb and William Perry.

Recommended Resources

Knefelkamp, L., and T. David-Lang. 2000. Encountering Diversity on Campus and in the Classroom: Advancing Intellectual and Ethical Development. *Diversity Digest*.

<http://www.diversityweb.org/digest/Sp.Sm00/development.html>

Knefelkamp, L. 1997. Effective Teaching for the Multicultural Classroom. *Diversity Digest*.

<http://www.diversityweb.org/digest/F97/curriculum.html>

Sunday Concurrent Session, 8:45 – 10:00 a.m.

Concuurent A2: Scientific Literacy, Global Learning, and General Education

Marsh Life Science 107

Faculty: Susan Elrod & Kevin Hovland

The problems we face today and the challenges our graduates will confront with growing urgency are increasingly defined as global, interdisciplinary problems with important scientific dimensions: environment and development, health and biotechnology, energy and security. These kinds of problems necessitate graduates from different disciplinary backgrounds who are scientifically literate—adept consumers of scientific information—as well as socially responsible and culturally responsive. This session will focus on the role of scientific literacy as an outcome of general education, particularly within programs that focus on interdisciplinary or “big global questions.” Leaders from AAC&U’s Shared Futures: General Education for Global Learning and Project Kaleidoscope (PKAL) initiatives will engage participants in:

- 1) defining scientific literacy as a general education outcome, and
- 2) thinking more deeply about how it can be assessed in the context of courses and programs focused on complex, global problems.

Concurrent Sessions

Grouped by scheduled time to help in choosing which of several concurrent events to attend

Sunday Concurrent Sessions, 1:15 – 2:30 p.m.

Concurrent B1: Faculty Development: From Classroom Change to Institutional Transformation

Living & Learning 315

Faculty: Bret Eynon

Most efforts at educational improvement—including most General Education reform initiatives—depend to some degree on faculty development. Centers for Teaching and Learning and targeted professional development programs can not only encourage change in classroom practice and the development of reflective practitioners, but can also support (or even precipitate) institutional transformation. This session will identify ask participants to identify best practices in faculty development, review examples of robust teaching centers, and consider ways to strengthen the linkage of faculty development to general education reform on their own campuses.

Concurrent B2: Connecting General Education and the Major

Living & Learning 216

Faculty: Carol Geary Scheider

One of the important trends in general education is a focus on "goals-across-the curriculum." This trend implies the development of clear connections between goals for general education (e.g., writing competence) and expectations within the major, as well as between liberal education and pre-professional fields. This session will review organizing principles for connecting general education goals with both liberal arts and pre-professional majors. It also will explore case examples from institutions already making these connections, both in curriculum design and in assessment.

Concurrent B3: Heavy Lifting: Building Capacity for Educational Effectiveness

Marsh Life Science 107

Faculty: Barbara Wright

As our sophistication about assessment has grown, we've come to realize that sustaining assessment over the long haul is no easy task. It involves a lot more than sending a few faculty to a workshop, appointing an assessment committee, or creating an assessment plan. In this session, we'll work through the WASC "Educational Effectiveness Framework" -- an instrument that provides an excellent overview of the levels and kinds of capacity that an institution needs in order to create a thriving assessment ecosystem. Although the EE Framework was developed for use by WASC visiting teams, it is relevant to any institution or program that wants to gauge its general education infrastructure and figure out what its next steps are.

Recommended Resources

Educational Effectiveness Framework

Concurrent Sessions

Grouped by scheduled time to help in choosing which of several concurrent events to attend

Concurrent B4: Logical Assessment of General Education Reform: How to Tell if Your Plan Makes Sense

Marsh Life Science 105

Faculty: Ashley Finley

In the excitement to create, implement and assess general education reform, it is easy to forget one of the most important parts of the process – mapping the plan to see if it makes sense. Logic models are a visual, user-friendly strategy for planning and executing reform. The models are used to establish a clear sequencing of activities and processes to achieve identified outcomes over time, with the integration of assessment throughout. 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 we will examine the practical application of logic models for campus general education reform by working in small and large groups to map individual campus plans.

Recommended Resources

McCrawley, Paul. "The Logic Model for Program Planning and Evaluation." University of Idaho Extension. <http://www.uiweb.uidaho.edu/extension/LogicModel.pdf>

Monday Concurrent Sessions, 1:15 – 2:30 pm

Concurrent C1: Designs for General Education

Living & Learning 315

Faculty: Ann Ferren

General Education programs have evolved into far more than just a collection of course requirements. Programs now include intentional links with the major, co-curricular activities, and practical experiences in the community, the work place, and abroad. This session will describe a variety of effective program designs that align learning outcomes, content, pedagogy, structure, and assessment with the overall goals of the undergraduate experience. Because all campuses face daunting financial realities, this session will also address the resource implications for different elements and suggest how to analyze cost/effective alternatives to achieve outcomes.

Concurrent C2: Program Assessment and Intentional Learning

Living & Learning 216

Faculty: Scott Evenbeck

How do we move from thinking about our many goals for our general education programs to thinking about program impact? What kinds of logic and frameworks can we use other than adding up all of the pieces? What makes a general education program more than a collection of courses and how do we know if we are being successful in realizing that more?

Concurrent Sessions

Grouped by scheduled time to help in choosing which of several concurrent events to attend

Concurrent C3: Using Existing Campus Resources to Develop Communication and Capacity Building

Marsh Life Science 107

Faculty: Brian Bridges

In this session participants will learn to draw upon existing campus resources, including NSSE data, to develop communication and to build capacity on campus. Discussion will focus upon practical and applied approaches to using data and other resources as ways to engage campus stakeholders in key aspects of general education reform.

Recommended Resources

NSSE. "Using NSSE to Access and Improve Undergraduate Education: Lessons from the Field"

http://nsse.iub.edu/pdf/Lessons_from_the_Field_2009.pdf

Concurrent C4: Tackling the Elephant in the Room: Creating a Plan to Identify and Overcome Barriers to Change in General Education

Marsh Life Science 105

Faculty: Susan Elrod

Can people and organizations really change? Some think not, but others think so. Robert Kegan and Lisa Lahey at the Change Leadership Group in the Harvard Graduate School of Education posit that we all, individuals and organizations alike, have what they call an "immunity to change" (for more see their recent book, *Immunity to Change*, 2009). In this interactive session, participants will be guided through a four-step process from the *Immunity to Change* work to help participants identify the potholes and barriers to change and create a plan to overcome these barriers and challenge the big assumptions in their general education planning, implementation and assessment processes.