



Association  
of American  
Colleges and  
Universities

AAC&U'S NETWORK FOR  
ACADEMIC RENEWAL

## GENERAL EDUCATION

*Goals, Strategies, and Assessments for Powerful Learning*

February 27 – March 1, 2003

Hyatt Regency Philadelphia at Penn's Landing

# PROGRAM

Welcome to AAC&U's Network for Academic Renewal conference on the latest practices and ideas for the improvement of general education. The conference sessions are organized around four themes.

Track I *Program Designs for Powerful Learning*

Track II *Charting Processes, Strategies, and Politics for General Education Reform*

Track III *Connecting General Education and the Majors*

Track IV *Designing an Assessment Strategy*

Tracks II and IV will offer two types of sessions designed with different audiences in mind. Those designated with a single asterisk (\*) are intended for those at the beginning or intermediate levels of implementing their general education innovations. The sessions designated with double asterisks (\*\*) are for those working to sustain their innovations. You will find a list of sessions organized by track on page two of this program.

Following this conference, AAC&U will create a list serve for anyone interested to continue conversations, share resources and ideas, and coordinate new activities. If you would like to be included in this Network General Education listserv, please complete the form included in your conference packet and return to the conference registration desk prior to your departure. We also appreciate your completion and return of the enclosed Conference Evaluation Form to help us better meet your needs as we produce next year's program.

### CONFERENCE CO-SPONSOR

**The Council for Administration of General and Liberal Studies (CAGLS)** is a professional organization composed of the individuals primarily responsible for administering general education programs. CAGLS provides a forum in which these academic professionals can network and share new ideas. For more information about CAGLS, contact John Nichols, President, CAGLS, at 219-866-6133.

**LOCAL PLANNING COMMITTEE**

AAC&U extends a special note of thanks to the following individuals from some of our member institutions in the Philadelphia region who contributed their time and expertise to help shape the program.

Kenneth W. Borland  
Associate Provost  
East Stroudsburg University

Frederick Foster-Clark  
Chair, General Education/Assessment and  
Millersville University of Pennsylvania

Kent Johnson  
Assessment Specialist  
Pennsylvania State University

Trace Jordan  
Assistant Director, Morse Academic Plan  
New York University

Raymond Krukovsky  
Professor of Psychology  
Union County College

Edmund A. Napieralski  
Associate Vice President for Academic Affairs  
King's College

Vincent Renzi  
Assistant Director, Morse Academic Plan  
New York University

Sheri Grasmuck  
Associate Dean for the College of Liberal Arts  
Temple University

Dan Tompkins  
Director of Intellectual Heritage Program  
Temple University

Gerald Vigna  
Dean of Arts and Sciences  
Alvernia College

**SESSIONS LISTED BY TRACK**

**TRACK I: PROGRAM DESIGNS FOR POWERFUL LEARNING**

**ROOM**

- |                   |  |               |
|-------------------|--|---------------|
| C 1: 10:30-Noon   | Greater Expectations and Powerful Learning:.....<br>Implications for Departmental and Student Work                               | Columb. BR-A  |
| C 2 10:30-Noon    | Science Education for New Civic Engagements .....<br>and Responsibilities  | Riverview C   |
| C 9: 1:30- 2:45PM | Restructuring the General Education Curriculum into .....<br>an Intentional Core Program   | Riverview A&B |
| C15: 4:30-5:30PM  | Utopia U? No, It's Columbia College.....   | Washington    |
| C22: 10:30-Noon   | Making Great Leaders, Teaching Great Texts.....  | Columb. BR-C  |
| C29: 1:30-2:30PM  | Institutional Characteristics and Faculty Behaviors.....<br>And Their Relationship to Student Learning and<br>Student Engagement | Riverview A&B |

**TRACK II: CHARTING PROCESSES, STRATEGIES & POLITICS FOR GEN ED REFORM**

- |                  |  |               |
|------------------|--|---------------|
| C 3: 10:30-Noon  | Strategies and Politics of Reform*.....  | Riverview A&B |
| C 4: 10:30-Noon  | Strategies for Interdisciplinary Reform ** .....   | Washington    |
| C10: 1:30-2:45PM | Shared Intersections: Interdisciplinary Courses and .....<br>Practical General Education Reform*               | Washington    |
| C11: 1:30-2:45PM | Making Lemonade: Gen Ed Reform at U. Arizona** .....   | Columb. BR-A  |
| C16: 4:30-5:30PM | Finding, Listening, and Incorporating Undergraduate.....<br>Voices in General Education Reform on Your Campus* | Columb. BR-C  |
| C23: 10:30-Noon  | Interdisciplinary Gen Ed that Honors the Disciplines*.....   | Grand ABC     |
| C24: 10:30-Noon  | Ready. Fire. Aim: Charting Processes and Strategies for.....<br>Sustained Reform of General Education**        | Columb BR-B   |
| C30: 1:30-2:30PM | Meeting the Challenges of General Education Reform* .....  | Columb. BR-C  |

**TRACK III: CONNECTING GENERAL EDUCATION AND THE MAJORS** **ROOM**

- C 5: 10:30-Noon Curricular Reform in the College of Liberal Arts: .....Columb. BR-C  
Revitalizing the Majors
- C12: 1:30-2:45PM Integrating and Assessing Liberal Learning Skills in the.....Grand BR-D  
Core Curriculum and Major Programs
- C17: 4:30-5:30PM Critical Moments at the Edge of Our Comfort Zone.....Riverview C
- C18: 4:30-5:30PM General Education and Learning Communities Team up.....Columb. BR-B  
For a Class Act
- C25: 10:30-Noon Fostering Collaboration Between Faculty in Liberal Arts.....Grand BR-D  
And Pre-Professional Programs to Improve General Education Outcomes
- C31: 1:30-2:30PM Information Literacy: Linking Gen Ed and the Majors.....Riverview C

**TRACK IV: DESIGNING AN ASSESSMENT STRATEGY** **ROOM**

- C 6: 10:30-Noon A Comprehensive Plan for Gen Ed Assessment:.....Columb. BR-B  
A Case Study at The University of Delaware\*
- C 7 10:30-Noon Sustaining Assessment\*\*.....Grand BR-ABC
- C 8 10:30-Noon Assessing Complex Learning Outcomes\*\* ..... Grand BR- D
- C13: 1:30-2:45PM Linking Mission and Strategic Planning to the.....Columb. BR-B  
Assessment of Gen Ed: A Model for Campus Engagement\*
- C14: 1:30-2:45PM Assessing Learning Outcomes in General Education.....Columb. BR-C  
At a Large Research University\*\*
- C19: 4:30-5:30PM Assessing Critical Thinking and Writing: A Stealth.....Riverview A&B  
Implementation Model\*
- C20: 4:30-5:30PM Quantitative Literacy in Higher Education:.....Columb.BR-A  
Setting Goals and Assessing Progress\*\*
- C21: 4:30-5:30PM New Accreditation Expectations and How They Affect.....Grand BR-D  
General Education\*/\*\*
- C26: 10:30-Noon Assessing Thinking and Writing Across General Ed\*.....Riverview A&B
- C27: 10:30-Noon Integrating and Assessing General Education Outcomes.....Columb. BR-A  
Within Academic Majors\*
- C28: 10:30-Noon Greater Expectation: Learning Outcomes and.....Riverview C  
Assessment In the Sciences and Mathematics\*/\*\*
- C32: 1:30-2:30PM Enlisting Faculty in General Education Assessment\*.....Columb. BR-A
- C33: 1:30-2:30PM Evaluating Science Literacy and Curriculum Reform\*\*.....Columb. BR-B

**FUTURE CONFERENCES OF THE NETWORK FOR ACADEMIC RENEWAL**

- |                                      |                                       |                         |
|--------------------------------------|---------------------------------------|-------------------------|
| <b>April 10-12, 2003</b>             | <i>Learning Communities</i>           | <u>Phoenix, Arizona</u> |
| <b>October 30 – November 1, 2003</b> | <i>Learning with Technology</i>       | <u>Cambridge, Mass.</u> |
| <b>November 13-15, 2003</b>          | <i>Achieving Greater Expectations</i> | <u>Washington, DC</u>   |
| <b>March 4-6, 2004</b>               | <i>General Education</i>              | <u>Long Beach, CA</u>   |
| <b>October 21-24, 2004</b>           | <i>Diversity and Learning</i>         | <u>Nashville, TN</u>    |

Please visit the meetings section of our Web site at [www.aacu.org/meetings](http://www.aacu.org/meetings) or contact Siah Annand at [annand@aacu.org](mailto:annand@aacu.org), 202-387-3760 ext. 802 for more information.

**THURSDAY, FEBRUARY 27, 2003**

**10:00AM–7:30PM CONFERENCE REGISTRATION OPEN**

**Columbus Ballroom Foyer  
Second Floor**

**2:00 – 5:00PM PRECONFERENCE WORKSHOPS (Ticketed Events)**

**W1**

**Columbus  
Ballroom C  
Second Floor**

**Realistic Curricular Reform in a Time of Limited Resources**

How can faculty and administrators bring to fruition new ideas for teaching and learning when budgets are strained and resources already allocated? How can already overcrowded schedules be redesigned to enhance student learning and increase faculty satisfaction and development? This workshop will address alternative models for thinking in fresh ways about the goals for general education with an eye on the cost, available resources, and the effectiveness of the approaches.

*Ann Ferren, Senior Fellow, AAC&U*

**W2**

**Columbus  
Ballroom B  
Second floor**

**Connecting General Education and the Majors**

Trinity College at Duke has designed an undergraduate curriculum that balances general studies and major requirements to provide for the development of a full range of competencies to help students prepare for and achieve their own personal aspirations and career choices. The liberal education provided through this curriculum is grounded in five basic requirements: 1) The Areas of Knowledge; 2) The Modes of Inquiry; 3) The Focused Inquiries; 4) The Competencies; and 5) The Major. This workshop will study the successes and challenges associated with the implementation of this curriculum; how elements of the curriculum may be adapted to other campus settings; and new assessment evidence on how well it is working to achieve its stated goal of meaningful student preparation for life and work upon graduation.

*Robert J. Thompson, Dean of Trinity College of Arts and Sciences, Duke University*

**W3**

**Columbus  
Ballroom A  
Second Floor**

**Assessing the Ineffable Learning Outcomes of General Education**

In this workshop, participants will identify some complex outcomes of undergraduate learning (proficiency in critical thinking, valuing different cultures, applying ethics to discipline-specific knowledge, communication across the curriculum) that are common to the institutions of all members of the group. Participants will then work in small groups to determine how development in these areas might be fostered throughout a student's undergraduate career. Finally, they will consider how institutions might track this development of increased proficiency at the individual, program, and campus level.

*Sharon Hamilton, Director of FACET, Director of Campus Writing, Indiana University Purdue University Indianapolis*

**7:00 – 7:15PM**

**Grand Ballroom  
ABC, Second Floor**

**WELCOME**

*Carol Geary Schneider, President, AAC&U*

**7:15 – 8:30PM**      **KEYNOTE ADDRESS**  
**Grand Ballroom**      **From Greater Expectations to Campus Strategies: Next Steps in the**  
**ABC**                      **Campaign to Revitalize Liberal Education**  
**Second Floor**        This plenary will explore the new Greater Expectations vision for learning which  
calls for far-reaching changes in the way we challenge and engage college  
students and the implications of these recommendations for the higher education  
community.  
*Richard Hersh*, President, Trinity College; and *Ronald Williams*, President,  
Prince George's Community College

**8:30 – 10:00PM**      **RECEPTION and POSTER SESSIONS**  
**Grand Ballroom D**      Enjoy traditional acoustic music from countries including Japan, Puerto Rico,  
**and Foyer**                Cuba, and Mexico as performed by the **Trio Crisol** and visit with colleagues  
**Second Floor**        as you explore some of the most recent innovations in general education  
programs across the country. The posters listed below will be on display  
throughout the conference and available for your conversations with the  
presenters during this reception and the Saturday morning continental  
breakfast.  
The **Trio Crisol** performers: *Megumu Kajino*, *Magdaliz Roura*, and *Robin Moore*,  
The Boyer College of Music, Temple University

**P1 Classroom Instructors as Liberal Education Outcomes Assessors**  
*Steve Black*, Librarian, College of Saint Rose

**P2 Developing an Instrument to Assess Student Science Learning at a Liberal Arts College**  
*Danette Ifert Johnson*, Associate Professor of Communication and Coordinator of General Education  
and Assessment, West Virginia Wesleyan College

**P3 Major-embedded and Course-embedded Assessment of General Education Goals: Structures, Practices, Problems and Possibilities**  
*Paul McD. Rowland*, Director of Academic Assessment; *Ann G. Batchelder*, Associate Professor of  
Teaching and Learning, Northern Arizona University

**P4 Democratic Process and General Education Planning**  
*Robert W. Wauhkonen*, Director of General Education Planning, Lesley University

**P5 Creating a Culture of Assessment: A Three-Pronged Strategy**  
*Margaret Kasimatis*, Executive Assistant to President for Assessment, Harvey Mudd College

**P6 Planning, Implementing, and Assessing General Education Reform at the University of Hawai'i Main Campus: A Rocky Road to Healthier Institutional Practices**  
*Thomas Hilgers*, Faculty Administrator, General Education Office; *Monica Stitt-Bergh*, Assessment  
Coordinator, General Education Office, University of Hawai'i at Manoa

**P7 Assessing Writing and Thinking in the General Education Curriculum**  
*Teresa Flateby*, Director of Evaluation and Testing and *Elizabeth Metzger*, Associate Professor of  
English, University of South Florida

**P8 Science Education for New Civic Engagement and Responsibilities (SENCER)**  
*Trace Jordan*, Assistant Director of the Morse Academic Plan for the Foundations of Scientific  
Inquiry, New York University

**FRIDAY, FEBRUARY 28, 2003**

**7:45-8:30AM**      **CONTINENTAL BREAKFAST**  
**Grand Ballroom Foyer**

**8:00-9:00AM**      **CONFERENCE OVERVIEW**  
**Grand Ballroom**      This session will provide a deeper analysis of AAC&U's Greater  
**ABC**                      Expectations initiative as a foundation for the many models and  
**Second Floor**              discussions that will follow throughout the conference.  
*Andrea Leskes*, Vice President, Office of Education and Quality  
Initiatives, AAC&U

**8:00-8:45AM**      **U.S. News & World Report Forum+**  
**Columbus**              This forum invites your insights about the academic programs listed in  
**Ballroom A**              the "Programs that really work" section in the guide to American's Best  
**Second Floor**              Colleges. You may first visit the continental breakfast and bring your meal with  
you to this forum.  
*Sara Sklaroff*, Managing Editor of College and Graduate Guide; and *Robert*  
*Morse*, Director of Data Research, U.S. News & World Report  
**+The session is limited to the first 30 individuals to sign up at**  
**the conference registration desk (one representative from each campus please.)**

**9:00 – 10:00AM**      **PLENARY**  
**Grand Ballroom**      **From Ideals to Reality: Configuring Resources to Achieve**  
**ABC**                      **Curricular Ideals**  
**Second Floor**              A panel of scholars and leaders in the reform of general education will  
address strategies for moving one's ideals to fruition with limited resources.  
*Ann Ferren*, Senior Fellow, AAC&U; *Richard Davenport*, President, Minnesota  
State University, Mankato; and *Gerald Vigna*, Dean of Arts and Sciences,  
Alvernia College

**10:00 – 10:30AM**      **REFRESHMENT BREAK**  
**Grand Ballroom Foyer**

**10:30 – NOON**      **CONCURRENT SESSIONS**

**C1**                      **Greater Expectations and Powerful Learning: Implications for**  
**Columbus**              **Departmental and Student Work**  
**Ballroom A**              This session will examine changes in campus and public  
**Second Floor**              expectations about what students should accomplish in college, and  
**Track I**                      the implications of those changes for departments and students.  
Participants will explore ways to connect general education and majors, and ways  
to integrate professional and liberal education.  
*Carol Schneider*, President, Association of American Colleges and Universities

**C2**                      **Science Education for New Civic Engagements and Responsibilities**  
**Riverview C**              Sponsored by AAC&U and funded through the National Science Foundation,  
**Third Floor**              SENCER is a comprehensive, national dissemination project that aims to  
**Track I**                      improve undergraduate science education and foster civic engagement by  
teaching "to" the basic science "through" complex, capacious and contemporary  
issues which have meaning in the lives of our students. The first phase of the  
SENCER project is focused on integrating general education courses in

challenging curriculum with progressive pedagogical approaches for deeper student learning and understanding. We will discuss several strategies created to sustain durable science education reform and include an opportunity for questions on how the national SENCER office might help you in your work on general education science initiatives

*Trace Jordan*, Assistant Director of the Morse Academic Plan for the Foundations of Scientific Inquiry, New York University

**C3  
Riverview A&B  
Third Floor  
Track II**

**Strategies and Politics of Reform\***

This is a CAGLS interactive session designed for new administrators in general and liberal studies or chairs of general education committees at institutions reforming their general education programs. After a brief introduction regarding best administrative practices, the audience members in small groups will be asked to solve specific administrative problems outlined in printed scenarios, followed by group reporting and discussion.

*Fred Janzow*, Dean of University Studies, Southeast Missouri State University; *John Nichols*, President, Council for the Administration of General and Liberal Studies and Senior Fellow, AAC&U; *William Jenkins*, Coordinator of General Education, Youngstown State University; *William Badley*, President Elect, CAGLS, Middle Tennessee State University

**C4  
Washington Room  
Third Floor  
Track II**

**Strategies for Interdisciplinary Reform\*\***

A discussion of strategies to enhance the interdisciplinary dimension of our institutions' programs particularly, though not exclusively through general education reform. Topics will range from evolving conceptions of the place of interdisciplinary approaches to specific issues of implementation such as hiring, scheduling, and the potential impacts of budgetary austerity. The discussion format for the session will draw on the insights and inquiries of all attending.

*Neil Weissman*, Provost and Dean, Dickinson College

**C5  
Columbus  
Ballroom C  
Second Floor  
Track III**

**Curricular Reform in the College of Liberal Arts: Revitalizing the Majors**

Core courses can contribute significantly to undergraduate student success. At Temple University, we are building a network of faculty knowledge sharing, organized around teaching circles, about both skills (reading, writing, higher-order thinking) and understanding of content. These feedback loops are increasingly built on evidence of student performance. We will provide examples from a general education course, a project on writing across the social sciences, and an electronic disciplinary portfolio built around competencies in the sociology major.

*Sherri Grasmuck*, Associate Dean for the College of Liberal Arts and Professor of Sociology, *Dan Tompkins*, Director of Intellectual Heritage Program, *Susan Hyatt*, Associate Professor of Anthropology and *Michelle Byng*, Associate Professor of Sociology, Temple University

**C6  
Columbus  
Ballroom B  
Second Floor  
Track IV**

**A Comprehensive Plan for General Education Assessment: A Case Study at The University of Delaware\***

This session will focus on the design and implementation of the assessment plan for two General Education initiatives: LIFE and Pathways. The presenters will share the instruments developed, preliminary findings, and discuss the challenges, successes, and lessons learned during this initial assessment process. Time for discussion will be provided for audience

Friday

members to reflect on the issues of concern with their institutions' assessment goals for General Education.

*Karen Bauer*, Assistant Director & Assistant Professor, and *Gabriele Bauer*, Teaching Consultant, The University of Delaware

**C7**  
**Grand Ballroom**  
**ABC**  
**Second Floor**  
**Track IV**

**Sustaining Assessment\*\***

Though maybe reluctantly, most campuses have begun to heed the call to put in place strategies to assess effectiveness of academic programs. But are these strategies likely to make a difference in curriculum and pedagogy and in the lived experience of students in the academic programs on our campuses? In this session we will work together to detail elements of campus assessment programs that will make a difference and, thus, will likely be sustained over time.

*Karen Schilling*, Professor and Chair of Psychology, Miami University

**C8**  
**Grand Ballroom D**  
**Second Floor**  
**Track IV**

**Assessing Complex Learning Outcomes\*\***

How do you assess the complex outcomes of undergraduate learning? General education curricula are designed to develop many complex skills, including proficiency in critical thinking, knowledge of different cultures, communication across the curriculum and the ability to apply ethics to discipline-specific knowledge. How do we develop these skills throughout a student's undergraduate career and measure the student's progress?

*Sharon Hamilton*, Director of FACET, Director of Campus Writing, Indiana University Purdue University Indianapolis

**NOON – 1:30PM**    **LUNCH ON YOUR OWN**

**1:30-2:45PM**    **CONCURRENT SESSIONS**

**C9**  
**Riverview A&B**  
**Third Floor**  
**Track I**

**Restructuring the General Education Curriculum into an Intentional Core Program**

This interactive session will be organized around two key questions: (1) What are your academic goals for the general education curriculum, and (2) How can these goals be achieved at your institution? Throughout the discussion we will share our experiences at New York University, where general education was changed from a distribution requirement to a structured core curriculum.

*Trace Jordan*, Assistant Director of the Morse Academic Plan for the Foundations of Scientific Inquiry and *Vincent Renzi*, Assistant Director of the Morse Academic Plan for the Foundations of Contemporary Culture, New York University

**C10**  
**Washington Room**  
**Third Floor**  
**Track II**

**Shared Intersections: Interdisciplinary Courses and Practical General Education Reform\***

Administrators and faculty worked together to transform the core requirement from a single common course to a set of interdisciplinary and departmental courses linked by a common theme and methodology. The interdisciplinary courses include faculty from at least three different academic fields and join the sciences and the humanities. The departmental courses combine the majors and general education. Practical experience, philosophical insight, teaching methods, and remaining problems highlight the possibilities for general education reform.

*James Norman Roney*, Professor of Russian and International Studies, *James J. Lakso*, Provost and Vice President for Student Development, *James H. Tuten*, Assistant Provost and Coordinator of General Education, and *Douglas S. Glazier*, Professor of Biology, Juniata College

- C11**  
**Columbus**  
**Ballroom A**  
**Second Floor**  
**Track II**
- Making Lemonade: A Look Back at General Education Reform at the University of Arizona\*\***  
We describe a 10-step recipe used successfully at the University of Arizona to transform general education into an interdisciplinary, skill-intensive, student-centered curriculum. This new curriculum adheres to many of the recommendations of the 1998 Boyer Commission Report on reinventing undergraduate education at research universities. We review lessons learned from experience and hindsight in implementing this curriculum and we comment on its projected future in an era of declining funding for undergraduate education.  
*Karen Lutrick*, Program Coordinator, UA Teaching Teams Program, *Harold P. Larson*, Professor of Planetary Science, and *Sylvia Mioduski*, Director, University of Learning Center and Freshman Year Center, University of Arizona
- C12**  
**Grand Ballroom D**  
**Second Floor**  
**Track III**
- Integrating and Assessing Liberal Learning Skills in the Core Curriculum and Major Programs**  
This presentation will feature Sophomore/Junior Diagnostic Projects and Senior Integrated Assessments in major programs that King's College faculty have designed to help students integrate transferable skills of liberal learning from the Core Curriculum into course-embedded assessments that focus primarily on the major discipline. Samples from a variety of majors will illustrate the joining of liberal learning skills with the content and methodology of the major.  
*Edmund Napieralski*, Associate Vice President for Academic Affairs, and *Cheryl O'Hara*, Assistant Professor of Marketing, King's College
- C13**  
**Columbus**  
**Ballroom B**  
**Second Floor**  
**Track IV**
- Linking Mission and Strategic Planning to the Assessment of General Education: A Model for Campus Engagement\***  
This session will demonstrate the design of a model that links institutional mission and strategic planning with the development and assessment of general education learning goals in a collegial and collaborative process. Participants will engage in an exercise to derive learning goals and assessment methods from mission statements.  
*Warren Rosenberg*, Provost and Vice President for Academic Affairs, *Nicholas Beutell*, Dean, Hagan School of Business, and *Alexander Eodice*, Dean of Arts and Sciences, Iona College
- C14**  
**Columbus**  
**Ballroom C**  
**Second Floor**  
**Track IV**
- Assessing Learning Outcomes in General Education at a Large Research University\*\***  
We will share our general education faculty's perspectives on assessment of student learning-outcomes at a large, research-intensive state university. We will emphasize aspects of our approach to an on-going process that we believe to be transferable to other institutions. Attendees will be asked to work together to evaluate how our approaches, successes and remaining challenges may or may not provide useful models for their particular institutions. Relative merits of formative and summative assessment will be discussed.  
*Duncan Sibley*, Director, Integrative Studies & Science, *Kenneth Waltzer*, Director, Integrated Studies, Arts & Humanities, and *Assefa Mehretu*, Director, Integrative Studies & Social Sciences, Michigan State University

Friday

**1:30 – 2:45PM**  
**Riverview C**  
**Third Floor**

**U.S. News & World Report Forum+**  
This forum invites Chief Academic Officers to share your insights about the academic programs listed in the “Programs that really work” section in the guide to American’s Best Colleges.  
*Sara Sklaroff*, Managing Editor of College and Graduate Guide; and *Robert Morse*, Director of Data Research, U.S. News & World Report  
+The session is limited to the first 30 Chief Academic Offices to sign up at the conference registration desk (one representative from each campus please.)

**2:45-3:15PM**  
**Grand Ballroom Foyer**

**REFRESHMENT BREAK**

**3:15-4:15PM**  
**Grand Ballroom**  
**ABC**  
**Second Floor**

**Generating and Sustaining Momentum for Significant Reform: Lessons from the Trenches**  
This panel of academic leaders held various roles in the academy previously and they have viewed general education reform from many perspectives. Their current roles place each in a position to make decisions that draw on their past experiences and perspectives. Each will address their efforts to align their institutional structures, cultures, and resources with their student learning outcome goals. The audience will then engage in practical problem-solving around issues that they face on their campuses.  
*Pearl Bartelt*, Provost and Vice President for Academic Affairs, Central Connecticut State University; *Sherri Grasmuck*, Associate Dean for the College of Liberal Arts and Professor of Sociology, Temple University; and *Charles Washington*, Dean of Arts & Sciences, Clark Atlanta University

**4:30 – 5:30PM**  
**DISCUSSION SESSIONS**

**C15**  
**Washington Room**  
**Third Floor**  
**Track I**

**Utopia U? No, It's Columbia College!**  
Columbia College’s comprehensive model of general education builds on the first year but extends throughout the student’s college experience, connects the classroom curriculum with the co-curriculum, results in increased critical thinking skills, strengthens writing skills, and develops greater sensitivity to issues of justice. This case study shows how advisors, faculty, library staff, student life staff, and administrators work together with students to produce outcomes that have exceeded our expectations.  
*Vivia Lawton Fowler*, Director of General Education, Professor of Religion, and *Sue McClam*, Director of Social Justice Learning Community, Senior Lecturer of Spanish, Columbia College

**C16**  
**Columbus**  
**Ballroom C**  
**Second Floor**  
**Track II**

**Finding, Listening, and Incorporating Undergraduate Voices in General Education Reform on Your Campus\***  
Undergraduates can be powerful advocates and partners in general education reform efforts on your campus. Three methods for incorporating and utilizing the student voice in curricular change efforts will be shared. Emphasis on some of the unintended, positive outcomes of having students participate in the change process will be discussed and debated. The session will also provide the opportunity to explore the costs, barriers and enabling factors of the student-faculty-administration partnership in change.  
*Kris Bulcroft*, Vice Provost for Undergraduate Education, Western Washington University

- C17**  
**Riverview C**  
**Third Floor**  
**Track III**
- Critical Moments at the Edge of Our Comfort Zone**  
How teaching outside your discipline raises awareness about the learning process and enhances classroom interactivity. This session will help you overcome your fear of teaching outside your discipline. Small group strategies will be utilized throughout this interactive presentation.  
*Donna M. Menis*, Honors Program Director and *Dan Fredricks*, Associate Professor of English, Saint Francis University
- C18**  
**Columbus**  
**Ballroom B**  
**Second Floor**  
**Track III**
- General Education and Learning Communities Team up for a Class Act**  
The University of Northern Colorado, the state's premier institution for education, offers Class Act, a Learning Community coordinated by Arts and Sciences Advising Center. Designed for the Interdisciplinary Studies/Liberal Arts major (IDLA), which is required for all pre-service elementary educators, this Learning Community introduces the students to the major and links GE courses required for the major. Class Act facilitates students' understanding of state content standards for each linked GE course which enhances students' learning.  
*Teresa Ann Sellmer*, Director, Arts & Sciences Advising and Learning Communities, *Maria Lopez*, Associate Dean of College of Arts and Sciences, and *Patricia Doherty*, Academic Advisor, University of Northern Colorado
- C19**  
**Riverview A&B**  
**Third Floor**  
**Track IV**
- Assessing Critical Thinking and Writing: A Stealth Implementation Model\***  
This session will provide a "stealth" assessment model and procedures for measuring General Education Assessment of Critical Thinking and Writing.  
*Paul Carney*, Assessment Coordinator/English Instructor, Fergus Falls Community College
- C20**  
**Columbus**  
**Ballroom A**  
**Second Floor**  
**Track IV**
- Quantitative Literacy in Higher Education: Setting Goals and Assessing Progress\*\***  
The National Council on Education's 2001 case statement on quantitative literacy (QL) raises significant challenges for higher education. This interactive session will explore appropriate QL goals for higher education and consider what types of general education requirements successfully develop students' ability to transfer quantitative skills across contexts. An assessment framework, based on the research of the presenters, will serve as a basis for discussion of QL assessment goals and challenges.  
*Beth Ann Haines*, Director of General Education, Associate Professor of Psychology and *Joy Jordan*, Assistant Professor of Statistics, Lawrence University
- C21**  
**Grand Ballroom D**  
**Second Floor**  
**Track IV**
- New Accreditation Expectations and How They Affect General Education\*/\*\***  
All of the regional accrediting associations place an emphasis on assessment of student academic achievement. This applies most emphatically to general education as the program that institutions depend on to produce the "educated person" as it is defined locally. Information about the current, and sometimes revised, requirements for assessment of general education, as well as the resources that the accreditors provide for doing this, will be provided.  
*John Nichols*, President, Council for the Administration of General and Liberal Studies and Senior Fellow, AAC&U; *MaryAnn Baenninger*, Executive Associate Director, Middle States Commission on Higher Education; *John Dwyer*, Associate Executive Director, Southern Association of Colleges and Schools; *Robert Froh*, Associate Director for Assessment, New England Association of Schools and Colleges

Friday/Saturday

**5:30 - 6:30PM**      **DROP-IN SESSION: Campus/AAC&U Connections**  
**Grand Ballroom**      AAC&U invites your suggestions on how we might help to advance your work.  
**ABC**                      We are interested in how we can strengthen our commitment to faculty and help  
**Second Floor**        to develop academic leadership at all levels of campus activity. Stop by anytime  
                                 during the hour to let us know what specific steps we might take to assist you.  
                                 *Alma Clayton-Pedersen*, Vice President, Office of Education and Institutional  
                                 Renewal and *Karen Kalla*, Associate Director, Network for Academic Renewal,  
                                 AAC&U

**6:30PM**                **DINNER EXCURSIONS OR ON YOUR OWN**  
                                 Sign up Sheets for dinner excursions available at conference registration. Meet in  
                                 hotel lobby at 6:30PM to depart for 7PM reservations.

**SATURDAY, MARCH 1, 2003**

**8:00-9:00AM**        **CONTINENTAL BREAKFAST AND POSTER SESSIONS**  
**Grand**                      Join colleagues in viewing and discussing the latest models and data  
**Ballroom Foyer**        in general education while enjoying a continental breakfast.

**8:00-8:45AM**        **U.S. News & World Report Forum+**  
**Columbus**                This forum invites your insights about the academic programs listed in  
**Ballroom A**                the "Programs that really work" section in the guide to American's Best  
**Second Floor**              Colleges. You may first visit the continental breakfast and bring your meal with  
                                 you to this forum.  
                                 *Sara Sklaroff*, Managing Editor of College and Graduate Guide; and *Robert*  
                                 *Morse*, Director of Data Research, U.S. News & World Report  
                                 +The session is limited to the first 30 individuals to sign up at  
                                 the conference registration desk (one representative from each campus please.)

**9:00 – 10:00AM**    **PLENARY**  
**Grand Ballroom**        **From Outcomes to Evidence of Student Learning in General Education:**  
**ABC**                        **Assessing the Sum**  
**Second Floor**              The sum of our institutions' general education curricula contributes to and  
                                 shapes students' understanding, abilities, dispositions, values, habits of mind,  
                                 ways of knowing, and problem solving. How do we assess the sum of what we  
                                 believe we develop and foster in our students? This keynote focuses on collective  
                                 institutional efforts to align institutional outcomes, scoring traits (rubrics) and  
                                 methods of assessment with curricula and educational experiences, pedagogies,  
                                 instructional designs, and students' learning histories.  
                                 *Peggy Maki*, Director, Assessment Forum, American Association for Higher  
                                 Education

**10:00 – 10:30AM**    **REFRESHMENT BREAK**  
**Grand Ballroom Foyer**

**10:30 – NOON**        **CONCURRENT SESSIONS**

**C22**                        **Making Great Leaders, Teaching Great Texts**  
**Columbus**                "Reacting to the Past," a pioneering general education pedagogy, has  
**Ballroom C**                found a way for students to lead each other in explorations of great texts  
**Second Floor**              through elaborate, emotionally-charged month-long games. For example,  
**Track I**                      one set in Ming China explores rival interpretations of the "Analects" of  
                                 Confucius by recreating how the issue divided the imperial court during a  
                                 succession crisis. The session features video presentations, along with

administrators, faculty and students from Barnard, Smith, and Trinity Colleges. The 7-college "Reacting" consortium is looking to identify new partners. *Mark C. Carnes*, Ann Whitney Olin Professor of History, Barnard College; *J. Patrick Coby*, Professor of Government, Smith College; *Frank Kirkpatrick*, Dean of First Year Seminar Program and Professor of Religion, Trinity College; *Dana Johnson* and *Elizabeth Shaw*, Students, Barnard College; *Stephen Goldberg*, Student, Trinity College

**C23**  
**Grand ABC**  
**Second Floor**  
**Track II**

**Interdisciplinary General Education that Honors the Disciplines\***

Stonehill College's recently implemented Cornerstone Program is a four-year program that incorporates many disciplines and much opportunity for interdisciplinary work. Stonehill faculty representatives will discuss the process and product of general education reform and its impact on teaching. Students will discuss the impact of the first two years of the new program on learning. Participants will share stories and strategies as well, fostering the first principle of general education reform: appropriate liberally and modify accordingly. In particular, faculty and students involved in a Learning Community that joins Fine Arts and Religious Studies will offer their experiences as a case study.

*Susan M. Mooney*, Dean of General Education, *John R. Lanci*, Associate Professor of Religious Studies, *Mary Jean Viano Crowe*, Assistant Professor of Fine Arts, *Jose Santiago*, student, and *Kelsi Doscher*, student, Stonehill College

**C24**  
**Columbus**  
**Ballroom B**  
**Second Floor**  
**Track II**

**Ready. Fire. Aim: Charting Processes and Strategies for Sustained Reform of General Education\*\***

General education rejuvenation that transforms and enriches the campus culture of learning requires well-planned phases, staged over four, if not five, years. For your analysis and amusement this session shares practical and strategic lessons learned the hard way through four decades of general education reform projects in public and private universities as a Chair, General Education Director, Dean, and Provost.

*Peter Facione*, Provost, Loyola University of Chicago

**C25**  
**Grand Ballroom D**  
**Second Floor**  
**Track III**

**Fostering Collaboration Between Faculty in Liberal Arts and Pre-Professional Programs to Improve General-Education Outcomes**

With increasing numbers of small liberal arts colleges finding their students majoring in pre-professional fields, how can the general education curriculum work to both meet the traditional goals of a liberal-arts education and provide a seamless educational experience for students as they move into their majors? This session will promote discussion around these issues, using the experiences of two small colleges as a starting point.

*Catharine E. O'Connell*, Dean for Academic Affairs, Cabrini College; and *Douglas Howard*, Associate Provost and Dean for First-Year Programs, St. John Fisher College

**C26**  
**Riverview A&B**  
**Third Floor**  
**Track IV**

**Assessing Thinking and Writing Across General Education\***

Developing and assessing quality writing and higher order thinking skills is central to an effective general education curriculum. The Cognitive Level and Quality of Writing Assessment (CLAQWA) instrument was created to serve these purposes. In this interactive session, participants will learn how CLAQWA has been used to address these five assessment purposes: 1) consistent assessment of student essays; 2) development of meaningful assignments to assess writing and thinking skills; 3) identification of areas needing

Saturday

improvement; 4) assessment of writing and thinking across the curriculum; and 5) participation of faculty in the general education assessment.

*Teresa Lynn Flateby*, Director of Evaluation and Testing, University of South Florida

**C27**  
**Columbus**  
**Ballroom A**  
**Second Floor**  
**Track IV**

**Integrating and Assessing General Education Outcomes within Academic Majors\***

Participants will learn about three different college models designed to integrate and embed general education goals within specific majors. Course embedded assessment strategies will also be explored that directly align with these outcomes to determine how well students reach certain levels of learning with a focus on critical thinking, communication, and technology

*Elizabeth Jones*, Associate Professor of Higher Education Leadership, West Virginia University; *Anna Lusher*, Instructor of Accounting, West Liberty State College; *Susan Aloï*, Instructor of Business, West Virginia Wesleyan College; *Marsha Krotseng*, Chief Planning Officer, Valdosta State University

**C28**  
**Riverview C**  
**Third Floor**  
**Track IV**

**Greater Expectation: Learning Outcomes and Assessment in the Sciences and Mathematics\*/\*\***

This session highlights the systematic process of defining and assessing learning outcomes in the sciences and mathematics at James Madison University. We describe the assessment of clusters of courses and academic programs. We illustrate assessment instruments and their use in evaluating clusters of courses and in revising the curriculum.

*David F. Brakke*, Dean, College of Science and Mathematics, *Donna L. Sundre*, Associate Assessment Specialist, Center for Assessment and Research Studies, James Madison University

Noon – 1:30PM

**LUNCH ON YOUR OWN**

1:30 – 2:30PM

**CONCURRENT SESSIONS**

**C29**  
**Riverview A&B**  
**Third Floor**  
**Track I**

**Institutional Characteristics and Faculty Behaviors and their Relationship to Student Learning and Student Engagement**

This session presents findings from a study with the National Survey of Student Engagement and the US Department of Education on the influence of faculty practices and institutional characteristics to student engagement behaviors. Findings have direct benefits for faculty who are interested in how pedagogical approaches enhance learning and for accreditation agencies seeking evidence of student learning.

*Matthew R. Wawrzynski*, AERA Research Fellow, National Survey of Student Engagement, Indiana University

**C30**  
**Columbus**  
**Ballroom C**  
**Second Floor**  
**Track II**

**Meeting the Challenges of General Education Reform\***

The general education initiative at the University of Delaware started with the formation of a faculty committee to consider undergraduate education as a total, coherent experience instead of the traditional distributional requirements. The presentation will describe the initiative as well as obstacles to implementation that arose as a result of proposing a general education initiative at a research institution.

*Stephen Briggs*, Provost and Vice President for Academic Affairs, The College of New Jersey; *Conrado "Bobby" Gempesaw II*, Vice Provost for Academic and International Programs, University of Delaware

- C31**  
**Riverview C**  
**Third Floor**  
**Track III**
- Information Literacy: Linking General Education and Majors**  
This interactive session presents a model for connecting general education to the majors through information literacy. Wartburg College's Information Literacy Across the Curriculum program includes required strands in majors, to be described by librarians and professors from history and biology. Participants will discuss and apply the scalable model and work collaboratively to devise approaches to assessment. Participants receive Wartburg's curriculum map, based on national information literacy standards, and examples from biology and history.  
*Jill Gremmels*, College Librarian, *Terry Lindell*, Professor of History, *Randall Schroeder*, Information Literacy Librarian, and *Roy Ventullo*, Professor of Biology, Wartburg College
- C32**  
**Columbus**  
**Ballroom A**  
**Second Floor**  
**Track IV**
- Enlisting Faculty in General Education Assessment\***  
This session looks at a model for translating general education's goals into learning outcomes that can be assessed. The model provides for strong leadership from the chief academic officer and builds in a faculty development component at each step. The presenters will give a progress report and discuss both the successes and pitfalls of their project in progress.  
*William H. Bruening*, Professor of Philosophy, *Steven T. Sarratore*, Associate Vice Chancellor for Academic Programs, *Yvonne M. Zubovic*, and Associate Professor of Mathematical Sciences, Indiana University Purdue University Fort Wayne
- C33**  
**Columbus**  
**Ballroom B**  
**Second Floor**  
**Track IV**
- Evaluating Science Literacy and Curriculum Reform\*\***  
This session will present (1) a multiple-choice Science Survey that can be used to evaluate science literacy at the college level, (2) an overview of Penn's Pilot Curriculum as an approach to curricular reform and evaluation, and (3) a statistical comparison of the transcripts of participants and non-participants in the Pilot Curriculum.  
*Ingrid Waldron*, Professor of Biology, *D. Kent Peterman*, Director of Academic Affairs and *Paul Allison*, Department of Sociology, University of Pennsylvania
- 2:45 – 4:00PM**  
**Grand Ballroom**  
**ABC**  
**Second Floor**
- PLENARY**  
**From Aspirations to Collaborative Action: Next Steps in the Reinvigoration of General Education**  
*Carol Schneider*, President, Association of American Colleges and Universities; *Gwen Dungy*, Executive Director, National Association of Student Personnel Administrators; *Stephen Briggs*, Provost and Vice President for Academic Affairs, The College of New Jersey