



Network for Academic Renewal

GENERAL EDUCATION AND ASSESSMENT Foundations for Democracy

February 15 – 17, 2018
Philadelphia, Pennsylvania

PROGRAM OF EVENTS

WEDNESDAY, FEBRUARY 14, 2018

5:00 P.M. – 7:00 P.M. CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION

THURSDAY, FEBRUARY 15, 2018

8:00 A.M. – 5:30 P.M. CONFERENCE INFORMATION AND MEMBERSHIP INFORMATION

9:00 A.M. – 12:00 P.M. PRE-CONFERENCE WORKSHOPS

General Education Outcomes Assessment: Choosing the Right Model

College stakeholders both in and outside of campus expect educators to answer questions about how general education programs are helping students achieve programmatic or institutional learning outcomes. Because general education lies outside of the standard departmental structure, significant obstacles to gathering high-quality information present themselves. How are faculty to be engaged in a significant way? What types of assessment projects will yield actionable data, rather than just allowing for the completion of an assessment report? How can the findings reflect student learning at a point near graduation, rather than at a mid-program level – when students are likely to be completing their general education courses but have not yet experienced additional opportunities for significant development of general education competencies? Workshop facilitators will introduce and discuss commonly used strategies for general education outcomes assessment. In addition to contributing additional strategy ideas, participants will brainstorm common assessment scenarios and use these scenarios to consider the applicability of the various assessment strategies on their own campuses. *Participants will* understand the potential value of various approaches to general education outcomes assessment, anticipate the challenges of each approach, be able to analyze the feasibility of the approaches in different situations and contexts, and be prepared to identify one or more approaches that will realistically work for the general education program on their own campus.

Joan Hawthorne, Director of Assessment and Accreditation and Ryan Zerr, Director of Essential Studies and Professor of Mathematics—both of the University of North Dakota

Maintaining the Integrity of General Education Reforms in the Face of Changing Contexts

Those on the forefront of curricular innovation often feel that the hardest work is moving their reforms from idea to reality. While the implementation of new programs is complicated, forces both internal and external that change after the adoption of a new general education program or undergraduate curriculum further challenge those efforts. How do faculty maintain the integrity of a program in the face of changes beyond their control? In 2008, after adopting a trailblazing curriculum, heavily shaped by participation in AAC&U meetings and projects, Arcadia University faced a number of changes and challenges. Externally, the national economic downturn wrought profound new considerations. Internally, Arcadia, as an institution and as a community, began to experience structural and cultural shifts starting with the unexpected retirement of the sitting president. This led to a series of presidential appointments and resignations over the next six years, as well as a large number of other senior administrative changes and a shift to a more traditional college structure within the university. How did these changes affect the innovative undergraduate curriculum? What is the impact on student learning and how can we measure it? What can other institutions learn from this story, given that so many must adapt to constantly shifting internal and external demands, threats, and opportunities. *Participants will* have the opportunity to join in conversation with the faculty who were there to launch this unique curriculum and have been guiding its development and growth through the changing landscape. They will consider how these lessons learned can inform their efforts to sustain innovative programs and curricula maintaining the focus on high-quality student learning, well-being and preparation for work and civic engagement.

Jeff Shultz, Professor Emeritus, School of Education, **Peter Siskind**, Assistant Professor, Chair, Historical and Political Studies, **Peter M. Appelbaum**, Professor, School of Education, **Ellen Skilton**, Professor, School of Education, **Gregg F. Moore**, Associate Professor, Visual and Performing Arts, and **Tom Hemmeter**, Associate Professor, English—all of Arcadia University; and **Norah Shultz**, Associate Vice President for Academic Affairs—San Diego State University

Helping Students Develop Agency and Meaning-Making: Moving from Actor to Agent to Author

Workshop facilitators will provide an overview of the problem and the frame for increasing student responsibility for and authority over education (what Adrienne Rich called "claiming an education".) The facilitators will then create an environment where participants experience several techniques that have proved effective in developing student agency and authorship of their own learning. These experiences—conceptual workshops, student-led seminars, metacognition as directed thinking, letter-writing feedback, and think-aloud exercises can be adapted across a full range of disciplines and activities. Participants will leave with ideas for using the theory and practices of these techniques in their own teaching and learning situations.

Bruce Umbaugh, Professor of Philosophy and **Carla Colletti**, Associate Professor of Music Theory—both of Webster University

Integrating Values into General Education to Enhance Flourishing

"As we grow in the virtues, our understanding of happiness becomes deeper and richer and more certain, and our enjoyment of happiness intensifies" (Wadell). In an effort to foster and educate students who flourish and become lifelong, independent learners that embody cultural competency, moral courage, ethical responsibility, and civic engagement, universities infuse their mission and core values into the culture and general education program. However, truly embedding values/virtues, rather than simply stating them, takes intentionality and overcoming an immunity to change. Workshop facilitators will address development and assessment of a 4-year, values centered curriculum. Drawing on Kegan and Lahey's theory for immunity to change, and Elrod and Kezar's Framework for Strategic Change, session participants will examine a practical approach to infusing values in the curriculum

through vision, planning, assessment, faculty expertise, administrative buy-in, campus resources, and infrastructure (ePortfolios). Deeply embedding virtues and values throughout the general education and co-curricular programs allows students to engage with them as habits and life-long practices. “If we act a certain way often enough, eventually the quality of that action becomes a resilient quality of ourselves. It begins to characterize us” (Wadell).

Kathleen Weaver, Associate Dean, Learning, Innovation, and Teaching and Director, La Verne Experience and **Zandra Wagoner**, Chaplain and Assistant Professor of Religion—both of the University of La Verne

Integration of General Education and the Major: Mapping Integrative Learning

Our institutions are not always organized or function towards intentional alignment of student learning experiences. Students learn everywhere, but the institutional organization tends to require students to take the jumble of experiences and organize them for themselves. How do faculty and student affairs educators help students make sense of it all? Participants will learn about the Learning Systems Paradigm; a framework to help them reflect on the organization of their institution, how to accomplish work within that organization, and whom they might involve in that work. The framework encourages working collaboratively across typical divisions, intentionally aligning learning experiences, addressing needs of particular students; and building transparency for all participants and stakeholders. Workshop facilitators will share their experience at two different institutions including mapping of curriculum, integration of general education, and re-envisioning of assessment. Participants will leave with action plans to further work on their campus. They will learn about various resources and publications available to assist in their efforts to better align and integrate general education and the major; explore various approaches to curriculum mapping; and learn from national efforts to enhance the effectiveness of general education.

Sandra Bailey, Director of Academic Excellence—Oregon Institute of Technology; and **David Marshall**, Associate Professor—California State University San Bernardino

Reflection, Assessment, and Learning Design in Liberal Education

Faculty development and institutional effectiveness efforts are both concerned with improving teaching and learning on campus, and collaboration between these two functions can increase the impact of both. This workshop will present ways to align both faculty teaching and institutional assessment goals through backward design principles and intentional reflection. Participants will examine how to help faculty reflect on what knowledge, skills, and attitudes are most important for student learning; how to intentionally design assignments that are well assigned to student learning outcomes; and how collaboration between assessment and faculty development can encourage changes in classroom practice that enhance liberal learning.

Karla S. McCain, Associate Dean of Institutional Effectiveness, Professor of Chemistry and **Randi Tanglen**, Director of Johnson Center for Faculty Development and Excellence in Teaching, Associate Professor of English—both of Austin College

Sponsored by the American Conference of Academic Deans (ACAD)

12:00 P.M. – 6:00 P.M. PUBLICATION SALES

1:00 P.M. – 1:45 P.M. AAC&U NEWCOMERS WELCOME AND STRATEGIC VISIONING

2:00 P.M. – 3:15 P.M. WELCOME AND PLENARY I

Terrell Rhodes, Vice President, Office of Quality, Curriculum, and Assessment and Executive Director of VALUE—AAC&U

Reimagining General Education: Design Thinking and Intrinsic Motivation Perspectives

Richard K. Miller, President—Olin College

3:30 P.M. – 4:30 P.M. CONCURRENT SESSIONS

Facilitated Discussion | Intentional Approaches to Curricular and Cocurricular Integration

CS 1: The CRITICAL CORE: Embedding 21st Century Skills from General Education Through Associate Degree Requirements

The CRITICAL CORE model represents our college's commitment to ensuring students have the CRITICAL CORE skills they need for personal, academic, and professional success. Faculty identified and organized these skills into the following skill sets: communication, critical thinking, personal growth and cultural literacy, information technology, and quantitative literacy. The model is simple: create a pathway that ensures students are exposed to each CRITICAL CORE skill multiple times during progression from general education requirements through program-specific requirements and completion. This commitment to skill attainment requires that each curriculum course be intentionally aligned to, and be held responsible for explicitly teaching and assessing student attainment of a CRITICAL CORE skill. Learn how a community college rose to the challenge embedding 21st century skills in a model that provides a holistic and integrated approach towards student success. *Participants will* gain exposure to a model (based upon AAC&U value rubrics) that bridges the requirements of general education and technical degree programs; reflects upon the role of faculty in creating a cross-college model of intentional teaching and assessment of student learning outcomes; and reflects upon the role of assessment that requires faculty engagement and determination of improvement strategies.

Terina Lathe, Project Director, CRITICAL CORE and Shantell Strickland-Davis, Director, Employee Online Learning and Development—both of Central Piedmont Community College

Facilitated Discussion | Intentional Approaches to Curricular and Cocurricular Integration

CS 2: Preparing Future Educators to Advance Equity, Justice, and Democracy: A Multi-University Approach

This panel will explore how and why DePaul University, Iowa State University, and other institutions of higher education have formed a network of schools dedicated to collaborating with the organization Facing History and Ourselves to strengthen their educator preparation programs. These institutions believe that faculty working together from many disciplinary perspectives can draw on the lessons of history (the Holocaust, the Civil Rights Movement, and immigration) to emphasize the historical roots of contemporary social problems. Doing so provides a holistic and historically grounded education for college students that best equips them to educate PK-12 students in ways that nurture equity, justice, and democracy. The preparation of educators is not just the province of colleges of education, but demands a broad, humanistic education delivered by universities as a whole. *Participants will* learn about the network that DePaul, Iowa State, and seven other universities have developed to improve the historical understanding of contemporary issues and sharpen the ethical commitments of future educators. Participants will also discuss how they might join this network and articulate the ways in which disciplinary backgrounds can inform the strongest preparation of future educators.

James Wolfinger, Professor, Barbara Rieckhoff, Associate Professor, and Melissa Ockerman, Associate Professor—all of DePaul University; and Katherine Bruna, Associate Professor—Iowa State University

Innovation/Ideation Session

CS 3: Innovative Assignments and Core Curriculum

This session includes two distinct presentations with time for questions and comments.

Assignment Designs that Support Student Agency

Assignments on the Road to Learning In All Spaces

The National Institute for Learning Outcomes Assessment (NILOA) has been engaged in conversations with faculty throughout the United States on assignment design, alignment, and revision. The work of assignment charrettes advanced learning about the landscape of assignment design. This session will focus upon broadening the conversation on assignments to learning outside of the curriculum in a variety of spaces. Facilitators will present a modified assignment charrette model in three additional contexts: employer innovation challenges, student affairs, and on-campus employment. Of interest, is the focus upon learning in these spaces that builds upon and reinforces general education learning outcomes. *Participants will* be invited to think boldly about other spaces in which assignment conversations may play a role in documenting learning in ways that support student agency and create coherent connections across integrated learning experiences. They will learn about designing assignments with employers, students, and student affairs as it relates to general education and engaging various stakeholders in conversations around assignment designs that empower students. Participants will receive tools to help them undertake the work on their own campus.

Natasha Jankowski, Director and **Gianina Baker**, Assistant Director—both of the University of Illinois Urbana-Champaign

Intentional Approaches to Curricular and Cocurricular Integration

A New Kind of Core: Integrating A Core Curriculum into STEM

In 2015, Carnegie Mellon University integrated a brand new core curriculum into the Mellon College of Science (MCS) which includes all mathematics, biology, chemistry, and physics undergraduate students. This new core curriculum was designed around the educational philosophy that Science Education in the 21st Century demands educational experiences that are much broader than the traditional preparation of a scholar in a chosen field of science. This faculty-led revision of MCS core education takes an innovative, holistic approach that fosters the growth of students in four dimensions: scholar, professional, citizen, and person. This session will discuss the structure of this core designed to foster community engagement, connections with campus resources including student affairs, interdisciplinary teamwork, personal ethics, global and cultural awareness, personal wellness; and the connection and interplay between science and real-world issues involving politics, public policy, entrepreneurship and business. *Participants will* first explore the argument that having a specific undergraduate core curriculum is important and provides students with a “tool-kit” to not only experience a more successful educational experience, but a more successful career and life. Second, participants will explore whether implementation of a common core curriculum is even doable, especially at large non-liberal arts universities. Finally, participants will be presented with evidence of the effectiveness of such a core and explore pitfalls and lessons learned.

Kenneth Hovis, Assistant Dean For Educational Initiatives and **Maggie Braun**, Associate Dean for Undergraduate Affairs—both of Carnegie Mellon University

Engaged Digital Learning Session

CS 4: Integrative Learning Strategies

This session includes two distinct presentations with time for questions and comments.

Design Thinking to Assess Student Learning

Communicating Skill Acquisition and Providing Transparent Evidence of Learning Using Badges and ePortfolios

The Core Advantage, an undergraduate competency-based model in the College of Health Solutions (CHS) at Arizona State University (ASU), aims to nurture students who can demonstrate applicable knowledge and skills to be high-level contributors in the health solutions field. By combining academics and experiential learning, this model helps students achieve verifiable mastery in competency areas aligned with national academic and professional standards, many of which overlap with the VALUE rubrics defined by AAC&U. This session explores how incorporation of digital badges and ePortfolios provides students with innovative methods to clearly exhibit evidence of interdisciplinary learning and attainment of skills. It will also be shown how this enhances assessment and learner agency by providing multiple avenues of knowledge acquisition. Results of surveys conducted will provide the students' perspectives on this model. The presenters will also offer insights on the scalability and flexibility of these methods for adoption across institution types and economic situations. *Participants will* hear a first-hand account of the challenges and requirements of implementing a framework that uses badges and ePortfolios to support learner agency while providing transparent evidence of learning. The presenters will share lessons learned from an implementation pilot at the College of Health Solutions (CHS) at ASU including pedagogical considerations, technology adoption strategies and the importance of internal buy-in. Additionally, participants will have in-depth look at the two choices of badging platforms considered for the pilot and how they work with an ePortfolio. Attendees will come away with potential strategies to adopt if undertaking a similar initiative.

Yuna Buhrman, Assistant Director, Instructional Design Innovation, **Cara Sidman**, Clinical Assistant Professor, and **C.R. Macchi**, Clinical Associate Professor and Associate Chair of Internship Programs—all of Arizona State University

Practices that Build Faculty Capacity to Lead Change

Improving INtegration of Learning in Learning Communities Through the Development of a Shared Learning Space

Queens University of Charlotte approved a new general education program that includes a sequence of three learning communities. The goal for each community is to promote integrative learning where students approach complex problems from various perspectives. This is achieved by an integrative learning assignment that is tied to the learning community. The faculty have discovered in the first two years of development, difficulty in not just defining integration, but figuring out how it “fits” in their syllabi and classrooms. A technological solution was designed using the university LMS, when a central community learning course was designed where all students across the four sections were enrolled.

Participants will explore strategies for 1) creating a central learning platform for a learning community that enhances integrative learning, 2) scaffolding structured readings and assignments to promote students understanding of integration that results in stronger end assignments, and 3) faculty collaboration across course pairings and disciplines that result in defined outcomes and assignments.

Emily Richardson, Director and **Shawn Bowers**, Instructor—both of Queens University of Charlotte

Facilitated Discussion | Design Thinking to Assess Student Learning

CS 5: Using a Design Thinking Model to Create Efficiencies in General Education Assessment

In an environment of increasing accountability and decreasing budgets, how can educators leverage existing technologies to improve efficiency, communication and buy-in for general education

assessment? Session facilitators will detail the implementation of an outcomes-based assessment plan for general education and how existing technology was leveraged to create a more centralized, efficient assessment system. The presenters will also discuss modifications that were made to improve the process. *Participants will* be able to use the design thinking process to conceptualize a model for cross-disciplinary general education assessment and identify existing technologies and resources at their institutions that may be leveraged to improve general education assessment. They will consider how to disseminate assessment data and encourage buy-in and develop a plan to collaborate with divisions across the institution.

Kelly Stanley, *Director of Instructional Design and Technology—Delaware Technical Community College;* and **Lisa Snyder**, *Associate Vice President for Academic Affairs—Fort Lewis College*

Facilitated Discussion | Design Thinking to Assess Student Learning

CS 6: Assessing Student Writing Across Programs and Time: (Inter)Disciplinary and Programmatic Perspectives

This session will present a successful model for assessing writing initiatives across time and programs. Assessment goals and designs will be presented along with implementation details, results, and changes made in response to those results. The presenters will facilitate discussions about the challenges to writing program assessment and effective ways to address such challenges. They will talk about how to use program assessments to tell the story of and to enhance the teaching of writing at the university. *Participants will* learn and discuss approaches for negotiating, designing, and carrying out assessments for evaluating student writing across programs and time; attaining representative participation and investment from faculty; using campus resources and course management systems for assessment activities, support, and analysis; and refining student learning outcomes and improving pedagogy in relation to the teaching of writing.

Ann Blakeslee, *Professor and Director of Campus and Community Writing* and **Doug Baker**, *Professor and Chair of the General Education Subcommittee on Assessment—both of Eastern Michigan University*

Facilitated Discussion | Practices that Build Faculty Capacity to Lead Change

CS 7: Envisioning and Enacting Change: Change Management Theory in Service of General Education Reform

Change Management is a framework often relied upon in business settings, but it offers a way to effect General Education reform. Participants in this facilitated discussion will develop methods for applying the framework within their home institutions. They will identify the specific elements required for reform according to John Kotter's 8-step process, identify potential areas of conflict in the reform process, and develop a plan for addressing those conflicts. Particular attention will be paid to how applying the Change Management framework may help bridge the structural divides that often prevent the integration of student learning outcomes across general education and the majors. *Participants will* apply Kotter's 8-step process for change management to General Education reform, identify potential issues in the General Education reform process at their institutions, develop a plan for addressing potential issues, and develop a plan for leading the reform process at their local institution.

Laurie Cubbison, *Professor* and **Kim Gainer**, *Associate Dean—both of Radford University*

Facilitated Discussion | Practices that Build Faculty Capacity to Lead Change

CS 8: Integrating Assessment and Faculty Development to Lead Curricular Change

In 2014, Muhlenberg College implemented a new general education curriculum that included a linked two-course cluster requirement for sophomores designed to support integrative learning. Ongoing formal assessment together with direct faculty input demonstrated a need to revise this requirement. Faculty development informed by assessment findings was essential in driving the curricular change. The presenters will describe the one-year process of transforming the cluster requirement into a more

flexible integrative learning requirement with a clear definition and learning outcomes. They will show how to use assessment, faculty development, and curricular reform as an integrated process for change. *Participants will* gain an understanding of how faculty development emerging from general education assessment can be a catalyst for liberal education reform. More specifically, participants will learn how to effectively integrate on-going assessment results with faculty development to develop understanding and expertise in integrative learning that leads to capacity for meaningful curricular and co-curricular change. They will develop strategies for undertaking similar multi-pronged projects (assessment, faculty development, and curricular change) at their own institutions.

Kathleen Harring, Provost, **Sharon Albert**, Senior Lecturer, **Kimberly Heiman**, Senior Lecturer, and **Linda McGuire**, Professor and Director of the Faculty Center for Teaching—all of Muhlenberg College

4:30 P.M. – 6:30 P.M. POSTERS AND RECEPTION

I. INTENTIONAL APPROACHES TO CURRICULAR AND COCURRICULAR INTEGRATION

A New Model for Structuring the Academic Term

The Brooklyn College (BC) Bound program admits qualified students with high school equivalency diplomas into Brooklyn College with special conditions. These students are required to enroll in a unified, challenging general education liberal arts curriculum as full-time students. In the fall of 2016, BC Bound utilized an early momentum model that garnered student success. First-semester BC Bound students began their semester with two courses three weeks prior to the official start of classes. Through the “offset” of the semester, students were able to acclimate into the demands of college. Because of the early start, students had a substantial amount of time to withdraw from courses without financial and/or detrimental academic repercussions. In a population of non-traditional students, the academic and socio-emotional support services assist in the development and success of the BC Bound students in the “offset” of the semester. In the first three weeks of the semester, incompatible students are able to successfully withdraw from the two courses with the guidance of the academic advisor and register for classes at a different college. *Participants will* gain an understanding of the benefits of an offset semester for at-risk students.

Fiona Chan, Brooklyn College Bound Academic Advisor, **Sharona Levy**, Title TBD, and **Richard Vento**, Director of the Learning Center—all of CUNY Brooklyn College

Assessment of General Education within the Civic Identity Outcome

This poster will describe the general education program of Warren Wilson College, and discuss how it fits within the college mission to combine academics, work, and service in a learning community committed to issues including environmental responsibility and social justice. The general education program will be shown in the context of civic identity—an institutional learning outcome. The plans for assessment of general education will be described, and placed within the context of assessment of civic identity across campus programs including academics, community engagement, and student life.

Participants will learn how the general education program at Warren Wilson College fits within the college’s distinctive educational model in a way that contributes to each student’s development of a civic identity and learn how the assessment plan for general education contributes to the curricular and co-curricular assessment of civic identity.

Langdon Martin, Professor of Chemistry and Director of General Education—Warren Wilson College

Linking General Education to the Majors using Threads for Progressive Skill Development: A Model for Curriculum Design and Assessment

This poster will present strategies for progressive development of academic skills from general education courses to the majors; using the new thread-based core curriculum at the U.S. Coast Guard Academy (USCGA) as a case study. The USCGA experience will provide ideas for other institutions seeking curricular designs that maximize effective development of academic skills while fostering shared learning outcomes, a common academic language, and assessment strategies. These designs focus on linking general education skills to high-impact practices and specialized study in the majors. *Participants will* learn strategies for thread development and assessment, using modified VALUE rubrics, that support and complement existing programmatic practices and assessments. As an example of progress to date at USCGA, the poster will feature the threading and assessment of information literacy from freshmen year through the engineering capstone experience with an assessment approach that fuses progressive skill development with measurement of student outcome achievement.

Eric Page, Director of Academic Resources and **Sharon Zelmanowitz**, Head, Department of Engineering—both of the United States Coast Guard Academy

Summer Research Seminar: Strengthening General Education through a Co-Curricular Initiative

Student-faculty research collaboration, identified by the AAC&U as a high-impact practice, is challenging in a community college setting, where students are still developing foundational knowledge and skills in their disciplines. In order to increase research opportunities for students, Hostos Community College developed a seven-day intensive summer program designed to introduce students to the fundamentals of academic research by exposing them to varied research settings and developing critical information literacy skills in a digital environment. Learning goals focused on general education skills such as critical thinking and evidence-based problem solving, and were designed to apply across a range of academic and professional contexts. Presenters will discuss how they adapted the model of faculty-student research to a community college context, focusing on student-identified research questions and cultivating a student-mentor relationship with the teaching librarian. *Participants will* understand the relationship between information literacy and research skills and goals of general education; identify ways in which the development of general education competencies, such as critical thinking and evidence-based problem solving, can be supported through interdisciplinary, co-curricular activities and programs; and identify campus partners, (library, tutoring center, writing center, career services) and resources to develop and support co-curricular general education initiatives.

Elisabeth Tappeiner, Associate Professor and **Silvia Reyes**, Director, Title V—both of Hostos Community College, City University of New York

Skills for Lifelong Citizenship: Empowering Students through Problem-Solving with Community Issues

Problem-solving is an essential practice that can be significantly improved through an intentional process. This poster will address how instructors can help students employ problem-solving techniques in the context of challenging community issues to consider problem definition, information sources, creative and critical thinking, self-reflection, and team-based solutions. The processes learned and applied provide a sound foundation for further developing a consciousness of real-world issues and the role that today's students, as educated citizens, will be assuming to benefit the common good. From purposeful problem-solving in a general education course, students will be gaining experiences that build with cocurricular activities and major coursework toward fulfillment of higher education's role of developing educated citizens equipped to sustain our democracy. *Participants will* learn about teaching intentional problem-solving methods in a general education course to provide a solid foundation for developing students' capacity to effectively address real-world issues and engage in the democratic

process.

Cathryn Van Landuyt, Senior Instructor—Missouri State University

II. ASSIGNMENT DESIGNS THAT SUPPORT STUDENT AGENCY

Experencia Excelente: Reframing Student Success and the First Year Experience

In 2011, Texas A&M University-Kingsville (TAMUK), a Hispanic-Serving Institution (HSI), developed a comprehensive first year experience through The Center for Student Success to improve their 55% retention rate. Components include a two-semester university success course, peer mentoring, tutoring, supplemental instruction, service learning projects, a Common Read and author lecture, campus event involvement as well as professional academic advising. In 2017, the university celebrates a 71% retention rate and attributes the increase to these initiatives. This poster will describe the program's implementation, strategies, successes, and challenges. *Participants will* identify high-impact practices incorporated into TAMUK's programs that contributed to students' development of intellectual and practical skills by fostering integrative and applied learning; discuss strategies and challenges for implementation of these programs in higher education; and analyze different instructional components (i.e. general education) and bridge the gap between student transition from high school to college.

Stephanie Bain De Los Santos, Advancement Via Individual Determination Coordinator, University Common Read Coordinator, and Lecturer and **Nancy KingSanders**, Associate Vice President for the Center for Student Success—both of Texas A&M University-Kingsville

Hawkeye Connects: Integrated Learning Across Campus

This poster will explore how a team of four faculty members and one dean took on a two-year strategic project that led to campus wide collaboration to provide high-impact practices (HIPs) to engage students in learning and improve retention. Presenters will address the strategies that were used to create a large-scale sustainable change in the way Hawkeye Community College promotes and assesses institutional learning outcomes in curricular and co-curricular student experiences. *Participants will* see examples of the high quality student work that is a result of the first year pilot project and hear how this project has positively impacted the morale and culture on campus for students, faculty, and staff. Participants will recognize elements necessary for implementation and sustainability of a successful large scale integrated learning project including how to face challenges and overcome barriers.

Catharine Freeman, Dean, **Kim Behm**, Faculty, and **Robin Sprague**, Faculty—all of Hawkeye Community College

Supporting Student Agency in Course Grading

Who likes grading? For students, grades may lower interest in learning and enhance anxiety. For faculty, the burden of grading has been often pinpointed as a key barrier to instructors becoming more innovative in their teaching (Schinkske & Tanner, 2014). In designing individual course assignments that meet the basic principles underlying student learning, instructors of general education classes may face challenges in presenting course content that is relevant to students with backgrounds and experiences across a wide range of disciplines while also motivating and engaging students with diverse interests and abilities (Ambrose et al., 2010). While various evidence based models have been developed for the design of individual course assignments, differentiated summative models are often more cumbersome to employ in large enrollment classes. This poster will provide an overview of the strengths of various grading approaches and illustrate a scalable LMS based model appropriate for large enrollment classes. *Participants will* learn general guidelines in designing course grading formats that encourage and support student agency and the development of metacognitive skills. While these formats are more typically used in classes with smaller enrollments, this poster will illustrate a model for generating

summative course grades derived from the basic principles of student learning, differentiated instructional methods and universal design for learning guidelines that can be implemented in large enrollment classes.

Claire Hamilton, Associate Professor—University of Massachusetts/Amherst

III. DESIGN THINKING TO ASSESS STUDENT LEARNING

Instituting and Assessing the Impact of Team-Based Learning in a General Education Anthropology Course

The purpose of this study is to determine if Team-Based Learning (TBL) increases student engagement, critical thinking, teamwork skills, and student learning as compared to a traditional lecture style mode of teaching. This is significant because TBL is not often used in general education courses. If demonstrably better outcomes are achieved through TBL, then this work can serve as an impetus and model for those teaching general education courses. *Participants will* be introduced to the specific pedagogy of team-based learning (TBL) to include backward design, permanent teams, and readiness assurance tests. Participants will also evaluate the impact of TBL on student engagement, critical thinking and teamwork skills, and student learning as compared to a traditional lecture style mode of teaching. They will consider the feasibility of implementing TBL in their own general education courses.

Philip Carr, Professor, **Cecelia Martin**, Director of Assessment, and **Julie Estis**, Director of Quality of Enhancement Plan—all of the University of South Alabama

The First Year Experience at Arcadia – Extending Faculty Participation in Assessment

The breadth and scope of courses in a university's core curriculum can pose real challenges for effective assessment. This poster will feature a two-year assessment of a first year experience that illuminates some of the broader issues at stake, including the challenge of identifying measurable outcomes that are equally applicable to courses originating in different disciplines, as well as the importance of gaining faculty buy-in and participation from multiple departments across campus. Participants will learn strategies for including faculty and students in assessing university-wide programs at their own institutions, particularly in the context of general education courses that span different departments and include co-curricular elements.

Sandra Crenshaw, Associate Provost, **Nancy Rosoff**, Dean of Graduate and Undergraduate Studies, and **Rachel Collins**, Director of the First Year Experience—all of Arcadia University

Using e-Portfolios to Assess Writing and Speaking Proficiencies and a General Education Program

Almost every college and university expects students to demonstrate writing and speaking proficiencies. Most rely on traditional methods to determine student proficiency (e.g., college writing and speaking courses, writing proficiency essays, writing-intensive courses, portfolios). This poster will describe the Second-Year Written and Oral Communication (WOC) Portfolio at the University of Mount Union—a unique measure of student proficiency: it's an electronic portfolio; it's a "second year" proficiency; it's an integrated writing and speaking proficiency; and it's a collection of artifacts from across disciplinary courses (humanities, social sciences, natural sciences, and the fine arts). *Participants will* develop knowledge of research into best practices for portfolios and e-portfolios; learn from three years of data from student portfolio submissions; and use recommendations to develop similar programs and use these kinds of data in programmatic and department assessment as well as institutional assessment and accreditation efforts.

Rodney Dick, Professor of English and Director of General Education and **Amy Laubscher-Milnes**, Associate Director of General Education—both of the University of Mount Union

Aligning Multiple Surveys to Maximize Assessment: Cross-Sectional Analyses of Learning Outcomes

University of Nevada, Las Vegas, a large urban research university, introduced new University Undergraduate Learning Outcomes (UULOs) in 2012. Three surveys designed to capture student perceptions on outcome attainment are administered at different points in the student career. With implementation still in the beginning stages, cross-sectional data sets targeting freshmen, seniors, and alumni were used to measure these longitudinal outcomes. This poster will share the results of the data analysis, as well as lessons learned from the results and how the process of this assessment informed the alignment of longitudinal surveys. *Participants will* learn how to identify target populations to distribute student-centered surveys; develop outcome items that can be tracked longitudinally and analyze survey results; assess differences and similarities within and between groups.

Michelle Dominguez, Academic Assessment Analyst, **Lindsay Couzens**, Assistant Director of Academic Assessment, and **Laurel Pritchard**, Vice Provost for Undergraduate Education—all of the University of Nevada, Las Vegas

General Education Program Review: A Model for Effective Collaboration

This poster will describe how the efficacy and performance of Grand Canyon University's general education program are assessed and evaluated in a formal program review. In this process, faculty from all undergraduate colleges evaluate data gathered from multiple indicators appropriate to the general education program's mission and educational purposes, and concomitant with student success and external requirements. Ongoing assessment, analysis, and improvement actions occur during the cycle, all of which provide evidence for the formal review. This collaborative process encourages educators across the institutional continuum to consociate assessment results at all levels and better understand the interdependence of outcomes and performance. The ultimate goal of this effort is to improve student learning, students' overall university experience, and their future success. *Participants will* discuss strategies for aligning course-based assessment to overall campus assessment; determine key indicators from general education assessment that can be meaningful for campus-level assessment; and identify opportunities for cross-institutional collaboration on assessment.

Judith Eroe, Executive Director of Assessment—Grand Canyon University

Assessing Teamwork Using Student Self-Reflections: Evolution of a Locally Developed Instrument

Teamwork skills are widely recognized as being an important general education outcome; however, institutions often struggle to find ways to assess them. This poster will demonstrate how Sam Houston State University (SHSU) used the Teamwork VALUE Rubric as inspiration to develop the Teamwork Self-Reflection Instrument (TSRI) to assess students' self-perceived actions and behaviors in a team setting. Findings from a fall 2016 pilot have led to the evolution of the TSRI into its current form as an online survey. Findings from a second pilot in fall 2017 will be presented, in which it is expected that students with more teamwork experiences will demonstrate higher total scores, and that juniors and seniors will score higher than freshmen and sophomores. Not only will data from this assessment help to satisfy general education assessment requirements, but it also can provide valuable programmatic assessment data for the degrees and programs at SHSU. *Participants will* be able to assess teamwork in order to satisfy general education requirements and discover how a VALUE rubric can be transformed into an assessment instrument that meets the needs of their own institutions.

Brandi Jones, Assessment Coordinator and **Jeff Roberts**, Director of Assessment—both of Sam Houston State University

A Design for Formative Assessment of Writing in A Freshman Great Books Course

What happens in a freshman composition class when you get rid of due dates, assignment grades, and penalties for failure? This poster will present evidence of effectiveness of a course design that was implemented in a large public university as part of an Honors College, team-taught, writing-intensive, freshman “great books” course that meets state requirements for first-year composition. The traditional series of graded essays was replaced with a graduated series of mastery-based assignments, and students were allowed to submit work at their own pace, moving on to the next assignment only when they mastered the previous one. Semester grades were based on overall progress through the sequence, rather than an arithmetic average of attempts along the way. As a result, students became more open to intellectual risk-taking, and viewed formative assessment of their work as a learning opportunity rather than as something that threatened their transcript grade. *Participants will* consider a six-semester case study of a course design in which the formative assessment of freshman composition assignments has been decoupled from course-level grades in order to increase student openness to critical feedback and beneficial intellectual risk-taking. Based on evidence of effectiveness collected during the implementation of the design, participants will gain knowledge of the effectiveness of the design and of remaining shortcomings that need to be addressed in the future.

Jesse Rainbow, Assistant Professor, Instructional—University of Houston

Thinking Over the Threshold: Student Learning and Faculty Development in Gender, Sexuality, and Women’s Studies

This poster will outline the ongoing process of building a successful assessment program based on threshold concepts in gender, sexuality, and women’s studies (GSW). It will detail the development of the assessment program since its inception in 2008 and development from broad assessments to very disciplinary-specific assessments that focus on student learning of threshold concepts. By focusing on core concepts including patriarchy, the social construction of gender, feminist analysis, and intersectionality, the program aims to articulate learning goals that are at the heart of interdisciplinary learning in GSW. Ultimately, presenters argue for the importance of developing a disciplinarily-rigorous program using faculty development activities emerging from thoughtfully-conceived assessment work and that this assessment work is especially important for institutions of access. *Participants will* learn how to use new pedagogical research and methodologies to enhance assessment to increase student learning and faculty engagement.

Amy Reddinger, Associate Professor, English—University of Wisconsin-Marquette; and **Jessica Van Slooten**, Associate Professor, English—University of Wisconsin-Manitowoc

Faculty Centered Assessment of General Education

This poster will share how to develop an assessment strategy for newly launched learning outcomes. Through five years of development and testing with faculty, it was found that a criterion-based assessment approach using rubrics resonates well with faculty and students. Determining the best method for collecting the data and encouraging faculty to engage in assessment presented the greatest challenge. The presenters found that providing options in how to collect assessment data, along with encouragement, support, and recognition of faculty who engage in assessment are important in gaining faculty participation in meaningful assessment practices. *Participants will* learn how to use CANVAS speedgrader to collect assessment data; data input into CANVAS can be linked to institutional data for greater analysis capacity; how to communicate with faculty to motivate engagement in assessment and engage faculty in reflection of assessment to link general education program assessment to outcomes valuable to faculty.

Ann Smith, Assistant Dean and **Cynthia Stevens**, Associate Dean—both of the University of Maryland

IV. PRACTICES THAT BUILD FACULTY CAPACITY TO LEAD CHANGE

Do Hispanic Serving Institutions Need Culturally-Sensitive STEM Curricula?

In recent years Latino attendance has peaked, with 54% of Latinos nationwide attending Hispanic Serving Institutions (HSIs). Unfortunately, most HSIs lack formal spaces to discuss and inform inclusion and equity strategies due to the general perception that Latino students are “all the same”. Through the Project Kaleidoscope (PKAL) regional network in Puerto Rico, the university started building capacity for STEM faculty to share common culturally-sensitive strategies aiming to increase the inclusion and retention of Latino undergraduate students at these HSI’s. *Participants will* learn about these successful strategies following the TIDES (Teaching to Increase Diversity and Equity in STEM) model. These strategies include curricular changes such as revamping of core courses with discovery-based research projects, faculty development sessions interchanging interventions conducted by STEM and social scientists, and empowering programs to create a pipeline of Latinas into STEM using robotics and programming training sessions.

Lilliam Casillas-Martinez, Associate Dean of Research Affairs—University of Puerto Rico-Humacao

Online Learning Assessment System: An In-House Digital Platform to Support a Culture of Learning Assessment

This poster will describe the process of design, development, and implementation of an online platform for the assessment of student learning. The Online Learning Assessment System (OLAs) was developed at the University of Puerto Rico, Rio Piedras Campus to support faculty participation in the assessment process. This platform offers multiple resources for the assessment of 102 rubrics organized by learning outcomes and the capability to share rubrics between professors for the same course, program or department. *Participants will* become familiar with the process of design and development of an online platform for the assessment of learning; explore the functionalities of an Online Learning Assessment System; and recognize the benefits of using a digital platform to gather and analyze assessment data.

Chamary Fuentes, Director Office for the Assessment of Student Learning and Joel Lucena, Assessment Coordinator—both of the University of Puerto Rico Rio Piedras

Of the Faculty, By the Faculty, For the Students: Building Faculty Capacity to Lead General Education

This poster will engage participants in a discussion of how the presenters have helped their various faculty constituencies assume leadership in the conceptualization and evolution of a 3-year old general education program. The poster will highlight features of a comprehensive general education committee; professional development sessions designed to inform faculty and advance their leadership of general education; departmental-level creation of assessment plans for general education courses; faculty submission of their own assessment data; use of a continuous improvement assessment model; and faculty leadership in using assessment data to help the program evolve. *Participants will* learn strategies for the following: garnering faculty support of general education; helping faculty assume significant responsibility for leading the program; engaging faculty with general education assessment data and obtaining and using their feedback; and maintaining regular engagement and communication with all constituencies that teach general education courses.

Donna Nelson-Beene, Director, General Education/Provost Office Associate and Jessica Turos, Associate Director, Office of Academic Assessment—both of Bowling Green State University

Transformational Tuning: Building Competencies and Context into Assignments

At the heart of a successful general education program lies the ability to create interesting and engaging assignments that accurately measure a competency. Tuning is a class-level process that brings learning competencies explicitly into learning activities and assignments. The tuning process brings real-world

understanding to the purpose of general education, and can help students connect more with the curriculum in meaningful ways. Participants will explore a pilot process in which faculty worked collaboratively to tune a macroeconomics general education course to information literacy competencies. They will learn strategies for collaborative assignments that facilitate student learning. **Deatra Riley**, Assistant Professor, Bachelor of Applied Science Supervision And Management and **Lori Albrizio**, Librarian—both of Broward College

Engaging Faculty across Disciplines in Evidence-Based Assessment through Institutional-Level Rubric Design From General Education to the Major

Rubrics are becoming a highly used practice for assessment of student work across institutions of higher education (Kecskes, 2013; Reddy and Andrade, 2010). Cal Poly Pomona has engaged faculty from across campus in assessment and rubric development for general education and core competency learning outcomes. This poster will highlight the various techniques used for faculty engagement on rubric and the various deliverables received. Currently, the campus is actively engaged in piloting and collecting scored artifacts to evaluate various curricular and co-curricular student learning outcomes. The campus is developing an environment where faculty are working to drive the assessment of student learning and improving educational outcomes. *Participants will* see how to develop rubrics for general education, major courses and co-curricular activities and evaluate which method for analytical rubric development is ideal for their institution.

Seema Shah-Fairbank, Director of Assessment and Program Review and Associate Professor of Civil Engineering and **Larisa Preis-Houy**, Interim Associate Vice President for Academic Programs and Accreditation Liaison Officer (ALO)—both of California State Polytechnic University, Pomona

A Model for Continuous Faculty Involvement in General Education Program Design and Implementation

This poster will present the process of curricular design and revisions of University Explorations, the general education program at Saint Leo University. It will show how faculty were actively involved with program design, course development, faculty development, and the selection of student learning outcomes. It will describe the council that Saint Leo put in place to guide further developments, and how this continued faculty involvement has helped the program evolve over the years. *Participants will* learn strategies for continuous faculty involvement with the structure of a general education program; learn about ways to preserve curriculum integrity across modes of delivery; and see a model for continuous adaptation of an existing program.

Mary Spoto, Dean of Arts and Sciences and **Patricia Campion**, Associate Professor—both of Saint Leo University

FRIDAY, FEBRUARY 16, 2018

8:00 A.M. – 5:00 P.M. CONFERENCE REGISTRATION, MEMBERSHIP INFORMATION, PUBLICATION SALES

8:00 A.M. – 8:30 A.M. CONTINENTAL BREAKFAST

8:30 A.M. – 9:30 A.M. PLENARY II

Faculty Innovation and Leadership: Connecting Student Learning Outcomes across General Education and the Majors

Claire Howell Major, Department Head and Professor, Higher Education Administration—The University of Alabama

9:45 A.M. – 10:45 A.M. CONCURRENT SESSIONS

Facilitated Discussion | Intentional Approaches to Curricular and Cocurricular Integration

CS 9: Flexible by Design: Implementing a Large-Scale Curricular Reform in a Shifting Political Landscape

How does a university system create a common general education curriculum structure that enhances transfer students' progress toward degree completion? This was the question faced by administrators of the City University of New York (CUNY). While planning was underway for its university-wide common general education framework called Pathways, university leaders encountered challenges due to the realities of student needs, academic quality, academic freedom, shared governance, legislative mandates, and fiscal constraints. The intended audience for this facilitated discussion are faculty and administrators of university systems, as well as those of baccalaureate and associate's institutions, who are interested in designing and implementing general education reforms within or between systems/institutions. Participants will discuss what challenges to anticipate if they were to design/implement a similar framework, and will workshop strategies to overcome the challenges via a case study approach. They will also discuss how the effectiveness of such frameworks can be assessed. *Participants will* recognize the need for a transfer-friendly common general education structure, within or between university systems, and within states, by examining relevant documents and data regarding student transfer. They will identify potential challenges related to the processes of establishing the above-mentioned general education structure, including both internal and external political mandates and pressures; and create strategies to overcome such possible challenges, based on their own colleges' cultures, resources, and governance structures.

Lucinda Zoe, University Dean of Undergraduate Studies, *Mari Watanabe-Rose*, Director of Undergraduate Education Initiatives and Research, and *Erin Croke*, Director of Undergraduate Educational Policy—all of The City University of New York

CS 10: Integrating General Education into First Year Experiences: Communicating General Education's Value From Day One

This session will address the innovative changes Utah State University has made to its first year experience and orientation programs. Session facilitators will discuss how to overcome the challenge of students coming to college with a destructive narrative about general education - that general education courses are just boxes to check off before getting on to the major and a job. They will describe a program that integrates discussions about the value of general education throughout the student experience from day one to graduation. Students leave the orientation program understanding the value of the experiences the university requires and capable of articulating a deeper appreciation of general education and the value of the whole degree. Facilitators will share assessment data and help participants brainstorm ways of implementing this approach. *Participants will* see how Utah State University has developed an intentionally designed First Year Experience to focus on changing student attitudes and behavior with respect to general education. The program's primary learning outcome helps students shed destructive narratives about general education and articulate the value of general education and the whole degree. Participants will leave understanding how to scaffold discussions of the value of general education across the whole student experience and the change processes needed to implement general education curricular change.

Harrison Kleiner, Assistant Professor and *Heidi Kessler*, Director of Student Retention—both of Utah State University

Innovation/Ideation Session | Assignment Designs that Support Student Agency

CS 11: Project-Based Designs for Civic Engagement and Learning

This session includes two distinct presentations with time for questions and comments.

Civic-Minded Filmmaking in the Common Problem Classroom

Filmmaking is a unique and powerful way to bring civic-minded project-based learning into the general education classroom. In discovering cinematic solutions, students develop a sense of social responsibility through collaboration, dialogue, and embodied research. Session facilitators will discuss how and why they involved general education in a pilot program for Common Problem Pedagogy (CP2), and review the crucial scaffolding behind assignment design to maximize student agency. *Participants will* consider the challenges and benefits of such problem-centered approaches, compare and contrast projects in light of design principles, and identify the ways that such projects point to a truly democratic education. They will focus on the intentional design of cinematic, project-based learning; measure its challenges and benefits, evaluate examples, and compare them in light of design principles. Lastly, they will identify the ways that Common Problem pedagogy can work in the General Education classroom.

Michael Devine, Associate Professor and **Curt Gervich**, Associate Professor—both of SUNY Plattsburgh

Intentional Approaches to Curricular and Cocurricular Integration

Developing Engaged Citizens through the First-Year, Interdisciplinary Seminar

How can a first-semester common course achieve the simultaneous goals of introducing students to interdisciplinary thinking as well as civic engagement? Hendrix College's "The Engaged Citizen" (TEC), required first semester students to attempt to achieve these goals. Faculty members combined in pairs to approach a shared topic from different "ways of knowing." In addition, each offering of the course requires an engaged learning experience tied to the course's theme and reflection upon the experience's relationship to engaged citizenship. Thus, TEC simultaneously crosses disciplines and incorporates civic engagement. The session will describe the course, including background, learning goals, sample dyads, assessment, and impacts. Attention will be given to how such a course provides a foundation for experiential learning throughout an undergraduate education to connect theory to the practice of living as an engaged citizen, as well as the leadership necessary to connect campus sectors to enhance course learning goals. *Participants will* explore how intentional design of an interdisciplinary, common course can achieve multiple goals, including the ability to comprehend and appreciate a set of complex issues relevant to being engaged citizens, the ability to make connections between the evidence and methods from distinct disciplines in order to formulate arguments about engaged citizenship, and the ability to engage in and reflect on experiential learning connected to engaged citizenship. Further, participants will consider various ways to assess goal attainment. Most importantly, participants will learn from each other as they reflect upon their own, related experiences.

Peter Gess, Associate Provost for Engaged Learning, **Jay Barth**, Director of the Odyssey Program, and **Todd Tinsley**, The Engaged Citizen Working Group Convenor—all of Hendrix College

*LEAP Featured Session | Design Thinking to Assess Student Learning

CS 12: Lessons Learned from Using the VALUE Rubrics for Course-Embedded Departmental Assessment

In order to reduce faculty assessment workload at The College of Wooster, the Communication Studies faculty members have been testing the use of several VALUE rubrics for course-embedded assessment of departmental learning goals. Although the rubrics were used with a variety of topics, assignments, and courses, the faculty members shared several common experiences. In this session, the facilitators will discuss what they have learned from the project and provide the opportunity for participants to experience the testing/iteration portion of the design process by simulating the practical aspects of

using the VALUE rubrics. This session is particularly intended for faculty and assessment staff. *Participants will* be able to discuss several aspects of utilizing the VALUE rubrics for course-embedded assessment including aligning assignments with rubric dimensions, distinguishing between grading and assessing, and interpreting the data.

Melissa Schen, Director of Educational Assessment, **Denise Bostdorff**, Professor, **Michelle Johnson**, Associate Professor, and **Rohini Singh**, Assistant Professor—all of The College of Wooster

Innovation/Ideation Session | Design Thinking to Assess Student Learning

CS 13: Collecting and Using Data to Design General Education

This session will include two distinct sessions with time for questions and comments.

Exploring the Potential of a National General Education Curriculum Database

Session facilitators will introduce an innovative general education database and discuss its potential as a tool for designing, revising, and assessing general education curricula. Participants in the session will learn about the development, structure, and uses of the database being built at the Indiana University Center for Postsecondary Research and how the database could be used by institutions to inform general education work on their campuses. In addition, facilitators will present the results of an exploratory analysis of the general education curricula of four-year institutions' in three states. The results indicate considerable overlap in general education curricula while also showing many aspects of general education that are distinct for small groups of institutions. Facilitators and participants will end the session discussing how to add to the national database, ways to utilize the database, and next steps in the database building process. *Participants will* learn about the development, structure, and uses of a general education database and how the database could be used by institutions to inform general education assessment and revision on their campuses.

Thomas Nelson Laird, Associate Professor and Director, Center for Postsecondary Research and **Jihye Kwon**, Graduate Research Assistant—both of Indiana University Bloomington

Using Campus Institutional Research to Identify Appropriate Students as Data in General Education Assessment

Identifying which students should be assessed is a difficult task for most general education program assessors. This fact is especially true if there is more than one set of general education requirements. After a number of attempts to collect good data, a methodology was identified that used the institutional research office to identify the students who would be assessed. This session will describe and discuss this methodology for identifying, collecting, and evaluating student work products in general education assessment. Students completing their requirements for a specific Student Learning Outcome were identified, work product was submitted for only those students, and volunteer faculty were recruited to assess the work using AACU rubrics. The methodology, process of review, results, and lessons learned will be discussed. *Participants will* be able to identify campus resources for data identification; describe a process of blind review of student work products; evaluate appropriateness of the methodology presented for their campus; and analyze the results for the proposed methodology.

Mary Eicholtz, Assistant Professor, General Education Assessment Chair—Kutztown University of Pennsylvania

Facilitated Discussion | Practices that Build Faculty Capacity to Lead Change

CS 14: Representing Faculty Voices in Assessment; Teaching Students Newly Essential Skills of Democracy

Session facilitators will share the process by which they developed rubrics with a democratic foundation, highly inclusive of faculty voice, and readily available to disciplines across a university with a liberal arts

college and three professional schools. Participants will have the opportunity to engage in a series of reflective questions, brainstorming activities, and facilitated discussion toward new ideas for faculty representation, democratizing local assessment processes, and essential student learning outcomes in a changing democracy. *Participants will* learn how faculty voices were included in one Mid-West university's campus-wide rubric development and leave with new ideas for how to think about faculty representation and how to create opportunities for democratizing their own assessment processes. Participants will also see a longitudinal slice of student learning outcome assessment data and begin to reflect on what that data reveals for helping faculty prepare students for today's changing democracy. **Stephanie Roach**, Associate Professor and Director of Writing Programs, **Roy Barnes**, Associate Dean of the College of Arts and Sciences, and **Vickie Larsen**, Associate Professor—all of the University of Michigan-Flint

Facilitated Discussion | Practices that Build Faculty Capacity to Lead Change

CS 15: Make the Stone Stony: Cross-Disciplinary Faculty Development on Curriculum and Assessment

“New metaphors are capable of creating new understandings and, therefore, new realities.” -George Lakoff, *Metaphors We Live By*. This session will introduce metaphors and activities for facilitating conversations about extending general education vertically into the majors. In the process of developing a “skills in the major” requirement, several metaphors proved useful in implementing and assessing an intentional curriculum. For example, the metaphor—make the stone stony—captures one of the key principles of assessment, of making visible both the intended goals and the learning itself. This shift in perspective can help participants achieve a deeper understanding of assessment principles. *Participants will* engage in small groups to experience the different metaphors. Afterwards, facilitators will guide discussion about using these metaphors to facilitate conversations about disciplinary expectations and differences, principles for student learning, and ways to connect with other disciplines. Participants will also acquire a set of metaphors that can make curriculum design and assessment of general education and the major more transparent; and engage in activities that facilitate communication about curriculum and that illuminate both similarities and differences among disciplines.

Joanne Matson, Professor and **Belinda Blevins-Knabe**, Professor—both of the University of Arkansas at Little Rock

Facilitated Discussion | Practices that Build Faculty Capacity to Lead Change

CS 16: Does Class Size Matter in the University Setting?

Class size is a particularly important issue today given budgetary pressures inside higher education and has a significant influence on the quality of teaching and learning in the general education classroom. Facilitators will share findings that indicate that class size is NOT a statistically significant variable in predicting Temple University general education course grades and, in fact, the average course grade increases for all student racial groups as class size increases. These findings have profound implications in terms of curriculum and instruction, classroom dynamics, and macro level policy changes. This session will stimulate conversation among stakeholders about the role of class size by encouraging them to probe deeper into the complex relationship between class size and student achievement, ultimately raising questions about equity and justice for instructors, students, and administrators alike. *Participants will* first understand the relationship between class size and student achievement for undergraduate students enrolled in the general education program of a large, state-related northeastern university with emphasis on ten curricular domains and five student racial groups. Participants will also critically consider how a statistically non-significant result is influenced by pedagogy, assessment, and student-instructor interaction.

Ethan Ake, Research Assistant, General Education Program and **Dana Dawson**, Associate Director, General Education Program—both of Temple University

11:00 A.M. – 12:00 P.M. CONCURRENT SESSIONS

*LEAP Featured Session | Intentional Approaches to Curricular and Cocurricular Integration

CS 17: Technology-Assisted Student Engagement In/Outside the Classroom

Consistent and successful implementation of high-impact practices (HIPs) requires agile and customizable tools to track, incentivize, and assess students' engagement. This session will focus on the creation, implementation, and data analytics of new educational technologies developed by University of Pittsburgh (Pitt) students and staff support a competency-based approach to general education. Founded on cutting-edge theory on the future of career development, and inspired by the Global Learning VALUE Rubric and the LEAP initiative, Pitt's College of Business Administration, Division of Student Affairs, and University Center for International Studies will 1) describe how new technologies support three distinctive approaches to curricular and co-curricular integration, 2) provide data analytics on students' engagement in HIPs, and 3) share challenges and best practices as outcomes of using digital tools. *Participants will* explore how faculty and student affairs educators are collaborating to ensure seamless integration of student's curricular and co-curricular engagement across disciplines while using new technologies to incentivize and assess students' participation in high-impact educational practices. Participants will share their own experiences with new technologies while discussing the impact of a new model that utilizes innovative technologies to enhance and continually assess global competence of undergraduate students in three distinctive programs at Pitt. This comprehensive model combines a gamified digital platform for tracking and incentivizing student engagement in an integrated set of curricular, co-curricular, and extracurricular experiences, with an electronic portfolio system designed to curate students' self-reflection on their learning.

Belkys Torres, Associate Director for International Programs, **Audrey Murrell**, Associate Dean, and **Amy Lavallee**, Outside the Classroom Coordinator—University of Pittsburgh

Facilitated Discussion | Intentional Approaches to Curricular and Cocurricular Integration

CS 18: Co-Curriculum and Decolonizing Higher Education, A South African Perspective

What curriculum will emerge when students design learning? Are their voices at the margins able to lead knowledge transformation at the center? This discussion will explore the nature and potential contribution of co-curriculum to South African higher education transformation. Student protest action to decolonize curriculum reveals vibrant student agency that intentionally engages the formal curriculum, but a co-curriculum that largely still remain at the margins of teaching and learning. The discussion will reflect on the impact of the movement and other initiatives to develop co-curriculum as field of scholarship and practice in South Africa. It will explore the hidden co-curriculum and pedagogies authored by students at the margins of formal curriculum, and the potential contribution of the co-curriculum to knowledge transformation. In closing the discussion will consider a proposed conceptual framework to reflect on methodology to integrate the curriculum and co-curriculum in South African context. *Participants will* gain an international comparative perspective on the critical role of student agency to advance co-curriculum in higher education by exploring the impact of country-wide student movements to decolonize formal curriculum in South African higher education. They will discuss the role of co-curriculum in higher education transformation by exploring current challenges, practices, and conceptual approaches to integrate and scaffold curricular and co-curricular learning at South African colleges.

Rudi Buys, Dean of Humanities—Cornerstone Institute, South Africa; and **Fathima Haffajee**, Directors of Student Services—Durban University of Technology

Facilitated Discussion | Intentional Approaches to Curricular and Cocurricular Integration

CS 19: Old Dogs, New Pathways: The Curriculum Facilitation Team, Guided Pathways, and Equity by Design.

The Curriculum Facilitation Team (CFT) helps faculty and administrators develop courses, certificates, and programs that are represented in clear, cogent, and useful documents. The College has begun integrating student-centered learning by combining Student Affairs and Academic Affairs into the Academic and Student Success Division and is implementing Guided Pathways. *Participants will* review the history and purpose of the CFT at the Community College of Philadelphia, particularly regarding the creation of student learning outcomes and methods of assessment. They will examine 1) strategies for transforming the CFT's work within the larger framework of curricular coherence and purposeful pathways; 2) integrating practices that promote equity, student-centered learning, and transparency; and 3) aligning course, program, and institution-level general education outcomes and assessment.

Amy Birge, Coordinator of Curriculum Development and Associate Professor of English, **Francesca DiRosa**, Assistant Professor of Behavioral Health and Human Services, **Faye Allard**, Assistant Professor of Sociology, and **Cynthia Giddle**, Associate Professor of English—all of the Community College of Philadelphia

Innovation/Ideation Session

CS 20: Interactive Teaching and Learning across First Year Courses

This session includes two distinct presentations with time for questions and comments.

Assignment Designs that Support Student Agency

Interactive Teaching Strategies for a First-Year Class Focused on Race and Identity Formation

Session facilitators will introduce American University's new mandatory General Education course, the American University Experience II (AUx2), that creates a platform for small-group discussion and learning about race and social identity. The course was created by the university to respond to a demographically changing student body and to help entering students begin a discussion across social identity lines. AUx2 sections are taught by a faculty or staff instructor and supported by an upper class student peer leader. Teaching strategies that address the common touchstones of cross-cultural exploration and civil debate related to bias, privilege, structural discrimination, and allyship in past and present society will be introduced. *Participants will* engage in hands-on activities that illustrate how students are taught about historical and sociological events and concepts focused on race, gender, sexual expression, class, religion, disability, and other identities. They will identify new techniques for teaching first-year students about diversity, bias, and privilege and assess how these teaching activities and discussions can be reimaged for an alternative general education instructional model or cohort experience.

Andrea Brenner, Director, American University Experience (AUx) and Assistant Professor, Sociology and **Isadora Stern**, Program Coordinator, American University Experience (AUx)—both of American University

Practices that Build Faculty Capacity to Lead Change

Introduction to Psychology - The General Education Learning Outcomes Juggernaut

Juggernaut: a massive inexorable force. The Introduction to Psychology class is included in nearly every college degree program. The ubiquitous quality of this course presents the opportunity to engage students in high-impact learning practices early in their college career. Session facilitator will examine the diverse nature of the course content, how it addresses many areas of general education learning, and how the course can play a critical role in any program's efforts to ensure a quality general education for all students. Facilitator and participants will discuss diverse, high-impact examples of signature work, answer the question as to why everyone needs to take this class, and review how individual practices can transform Psychology classes into a General Education Learning Outcomes Juggernaut! *Participants will* recognize the ubiquitous nature of the Introduction to Psychology course, review the cross-

discipline nature of the course, appreciate the inherent interest that many students possess in studying human behavior, and recognize how the course sets the stage for high-impact and engaged practices early in students' college career.

Mark Kavanaugh, Department Chair—Kennebec Valley Community College

Facilitated Discussions | Design Thinking to Assess Student Learning

CS 21: Using SALG to Evaluate General Education Learning Outcomes

The General Education Office at the University of Hawaii at Manoa has been working with the co-creators of the Student Assessment of their Learning Gains (SALG) instrument to implement an indirect assessment plan that enhances the direct assessment efforts already in place. SALG focuses on learning outcomes and yields meaningful feedback that can be used to improve the quality of instruction and help instructors think more critically about best practices in the classroom. Session facilitator will provide information on the SALG instrument, outline the process taken and challenges involved in implementing a new assessment plan at UH Manoa, and identify important next steps in the process. *Participants will* learn what SALG is; how SALG can be used to assess course-, program-, and institutional-level learning. They will gain understanding of the importance of designing measurable student learning objectives; why SALG is an effective indirect assessment tool to evaluate general education effectiveness; and how the University of Hawaii at Manoa General Education Office is using SALG to further discussions about teaching and learning.

Wendi Vincent, General Education Assessment and Improvement Coordinator—University of Hawaii at Manoa

Facilitated Discussion | Practices that Build Faculty Capacity to Lead Change

CS 22: Practicing What We Teach: Learning from the Process of Developing an Outcomes-Based General Education Program

In a collaborative effort to develop a social-justice oriented, theme-based general education program that is innovative and culturally relevant, faculty, staff, and administration at Carroll have identified six categories of learning outcomes: 1) Communications, 2) Cognition, 3) Literacies, 4) Applied Cognition, 5) Intercultural Content Knowledge and Applied Competencies, and 6) Faith and Reason. Each of these categories includes 2-3 distinct competencies, including such common outcomes as written communications, critical thinking, and quantitative analysis. *Participants will* learn to identify shared outcomes that serve an institution's mission and its students' needs, both in terms of traditional content-heavy, liberal arts disciplines, and skills-oriented pre-professional programs. They will discuss how to develop strategies for introducing, assessing, and reinforcing these outcomes in traditional courses as well as in extra- and co-curricular high-impact practices.

Colin Irvine, Senior Vice President for Academic Affairs and Dean of the College, **Jeanette Fregulia**, Associate Professor, **John Ries**, Associate Professor, and **Jamie Dolan**, Associate Professor—all of Carroll College

Innovation/Ideation Session | Practices that Build Faculty Capacity to Lead Change

CS 23: Examining the Power of Data to Support Change and Student Learning

Combining Qualitative and Quantitative Assessment Data to Advance Student Learning: Closing the Loop

It is critical that general education assessment reports combine quantitative data generated from VALUE rubrics with qualitative information. The presenter will describe the benefits of using both types of information in helping faculty develop student proficiency for the student learning outcomes. A well-designed Course Assessment Report (CAR) has been shown to encourage faculty to reflect on assessment data to determine the strengths and areas for improvement for both teaching and assessing student learning. The presenter will describe how to refine the type, amount, and presentation of the

quantitative data as well as the reflective piece of the CAR. *Participants will* learn how faculty might revise their courses to more effectively achieve student proficiency of student learning outcomes. They will consider how to describe the value of combining quantitative data with qualitative information to obtain a more comprehensive understanding of student learning and to document past and future curricular change.

Carol Griffin, Director, General Education Program—Grand Valley State University

General Education Reform through a Data-Informed Design Thinking Approach

As the higher education landscape continues to change, and students, parents, institutional boards, and legislators increasingly question the value of a college degree, the benefits of the general education curriculum are also being challenged. The presenters will describe their recent general education reform process that was motivated by a commitment to ensure an effective and equitable undergraduate experience for all students. The results will be woven throughout the account of lessons learned and progress made through the use of data and the application of design principles to creatively overcome closely held beliefs, returning to focus on core values, the purposes of general education, and essential learning outcomes. *Participants will* examine student and institutional data to identify issues that may impede student success; and differentiate between stakeholder assumptions and facts and how each may affect a coherent and equitable undergraduate experience. They will apply principles of design thinking to focus reform efforts on the value and purposes of general education rather than faculty preferences and synthesize how the analysis of data and application of different process methodologies can result in outcomes that promote effective, authentic change.

Eva Lewis, Executive Director and **David Rausch**, Vice Provost—both of the University of Tennessee at Chattanooga

Facilitated Discussion | Practices that Build Faculty Capacity to Lead Change

CS 24: Checks and Balances: Structures that Impact Faculty Capacity to Lead Change in General Education Programs

Just as the founding fathers had to check and balance divergent viewpoints in creating the new government, faculty seeking to effect large-scale, programmatic change must reconcile competing internal and external interests. Session facilitators, using live polling software, will lead participants in small-group discussions to consider how four organizational/structural factors impact faculty capacity to lead change in general education programs. Facilitators, representing the Association for General and Liberal Studies (AGLS), will provide a national context and share the experience and expertise of AGLS member institutions in handling these four factors. This session will benefit participants from diverse institutional types as they will be grouped with like-sized institutions to discuss and develop concrete actions and proposals that can be applied on their home campuses. *Participants will* gain concrete knowledge and suggestions from AGLS member institutions for managing four broad factors that impact faculty capacity to effect large-scale programmatic change: 1) external structures, 2) internal structures, 3) program leadership structures, and 4) assessment support structures. Participants will also evaluate the strengths and weaknesses of different approaches and develop concrete actions and proposals that can be applied on their home campuses.

Meg Mulrooney, Associate Vice Provost—James Madison University; **Edward Klonoski**, Associate Vice Provost—Northern Illinois University; and **John Frederick**, Director of Academic Planning and Assessment—University of North Carolina Charlotte

2:15 – 3:15 P.M. PLENARY III

Hallmarks of Assessment Innovation: Flipping the Conversation about General Education and Assessment

José Moreno, Associate Professor of Latino Education and Policy Studies—California State University, Long Beach

3:30 P.M. – 4:45 P.M. CONCURRENT SESSIONS

Workshop – Theory to Practice | Intentional Approaches to Curricular and Cocurricular Integration

CS 25: Developing Structures and Processes to Integrate General Education, Majors, and the Co-Curriculum

Session facilitators will engage participants in considering how institutional structures and processes can be used to promote more intentional integration of general education, academic majors, and co-curricular elements. Using the United States Air Force Academy as a case study, the presenters will discuss elements of a model for integrating curricular and co-curricular learning experiences to better develop and assess institutional learning outcomes. *Participants will* be able to articulate the value of a more integrated conceptualization of “general education” working to achieve institutional learning outcomes; describe how institutional structures and processes can influence the success of curricular and co-curricular integration efforts; and identify specific structures and processes to effectively integrate general education, the academic major, and co-curricular experiences.

Robert Flaherty, Associate Dean for Educational Innovation, Steven Jones, Senior Associate Dean, Earl Brewster, Director of Curriculum for the Commandant of Cadets, and Matthew Horner, Deputy Department Head of Physical Education—all of the United States Air Force Academy

Workshop – Theory to Practice | Assignment Designs that Support Student Agency

CS 26: Using Dilemmas, Issues, and Questions to Frame Transformative Course-building

Flint, Michigan Water Crisis. Fake news. Does free will exist? Imagine a student on the second day of class where instead of presenting a lecture from the textbook, the instructor presents a news clip or article about one of these critical issues. These are examples of Dilemmas, Issues, or Questions (DIQs) that could be used to frame a course or a module within a course. DIQs don’t replace content, they enhance it and provide students with a reason to learn discipline-specific facts, models, concepts, and practices. Additionally, they provide a means for students to think deeply about important, complex, problems to help them achieve the Essential Learning Outcomes. *Participants will* be able to explain the benefits associated with using cross-disciplinary, complex questions to frame curriculum modules or entire courses and describe how the marketable knowledge and skills that students develop from this work can help them address issues that faculty, employers, and institutions desire. They will evaluate a DIQ for use in their own course and design an assignment framed around Essential Learning Outcomes.

Julia Metzker, Executive Director, Brown Center for Faculty Innovation and Excellence—Stetson University; Cynthia Alby, Professor of Education—Georgia College; and Carolyn Zehnder, Lecturer—University of Massachusetts, Amherst

Workshop – Theory to Practice | Assignment Designs that Support Student Agency

CS 27: Can I Have A Capstone with That? Developing Capstone Assignments at An Urban Community College

Workshop facilitators will share a successful example of professional development intended to create capstone assignments in community college liberal arts courses. Participants will be able to define capstone assignment for different course levels and uncover ways to create this type of high-impact practice in several disciplines. The session will also illuminate creative ways to align course revisions with

expectations derived from program learning outcomes. *Participants will* assess the meaning of general education competencies at different institutions; learn how to engage multidisciplinary faculty in a community of practice; learn how to design, implement, and assess capstone assignments and how to use high-impact practices to integrate student learning outcomes with general education.

Kate Wolfe, Assistant Professor, **Nelson Nunez Rodriguez**, Professor and Unit Coordinator, **Cynthia Jones**, Lecturer, and **Jorge Silva Puras**, Distinguished Lecturer—all of Hostos Community College

Workshop – Theory to Practice | Assignment Designs that Support Student Agency

CS 28: Developing An Inquiry Scholars Model on Your Campus: Step-by-Step

This workshop will provide a step-by-step explanation of developing an inquiry-based model where college students assess student learning on their own campus. Through a melding of high-impact practices of collaborative assignments and undergraduate research, students address authentic problems about student learning. Qualitative and quantitative data collected from this five-year project demonstrates improvement in inquiry and analysis, information literacy, and teamwork from the students who participate in this work. *Participants will* be able to develop their own model for students taking up an inquiry approach to answer questions about student learning on their own campus. They will be able to assess student learning outcomes utilizing rubrics informed by the AAC&U Value rubrics for teamwork, inquiry, and information literacy and evaluate the challenges and benefits of having an Inquiry Scholars program on their own campus.

Lynn Murray-Chandler, Director of the Center for Teaching and Learning; Associate Professor—Southern New Hampshire University; **Thomas Bennett**, Assistant Professor and **Zan Goncalves**, Professor—both of Franklin Pierce University

Workshop – Theory to Practice | Practices that Build Faculty Capacity to Lead Change

CS 29: Composing Contexts: Engaging Faculty Expertise for Iterative Assessment

Lack of meaningful faculty engagement in assessment efforts is a perennial issue for institutional assessment leaders across higher education. This session will highlight an iterative faculty engagement process for leading program assessment efforts with different faculty groups across the institution. Beyond simply getting assessment tasks done, the goal of this process is to intentionally tap into the wisdom and experience that faculty bring to assessment about teaching, about the disciplines, and about their students. Using examples from work with general education and writing programs, the facilitators will walk participants through this process. *Participants will* 1) identify faculty-centered engagement strategies focused on student learning in their own institutional assessment work, 2) share and test out strategies for faculty-centered assessment, and 3) adapt the process outlined in the session to plan a faculty-centered assessment event tailored to their own institutional context.

Fiona Glade, Assistant Provost for Undergraduate Studies, University of Baltimore; and **Nancy O'Neill**, Associate Director, William E. Kirwan Center for Academic Innovation—University System of Maryland

Workshop – Theory to Practice | Practices that Build Faculty Capacity to Lead Change

CS 30: Visual Literacy Rubrics as a Learning Process for Faculty

Using design thinking principles, this workshop will engage participants directly with visual artifacts as a prelude to developing rubrics for assessing students' visual communication with slideshows across the disciplines. Participants will both draft their own rubric in stages and hear from the presenters about the challenges encountered putting the rubric to use. Among the challenges was growing awareness that images' ideological content can be difficult and contested. The workshop will include exercises designed to navigate those difficulties, and also to prepare faculty for assessment as a learning practice.

Participants will learn how to design a rubric to assess students' visual communication; leverage the design process to increase faculty visual literacy; and build a stronger campus consensus around the need for visual literacy for all members of the campus community. They will learn to think in more

complex ways about visual communication, for example of social identities and implicit biases and establish criteria for the visual elements of slideshows across the disciplines.

Sarah Goodwin, Professor and Faculty Assessment Coordinator, **Katie Hauser**, Associate Professor, Director of Media and Film Studies, and **Jeffery Segrave**, David H. Porter Professor—Skidmore College

Workshop – Theory to Practice | Practices that Build Faculty Capacity to Lead Change

CS 31: Mimosas with Maria: Discerning Perceptions of General Education

This workshop is designed for institution-based teams to attend together. Session facilitators will engage participants in guided exercises to begin to discern faculty, student, and employer perceptions of general education, respective to their service region. Leveraging those perspectives, groups will also participate in scenarios that will aid in conceptualizing a framework for future planning. Institutional teams will be able to take this engagement method, as well as results they distill from their table discussions, back to their own campuses to assist in initiating general education design or reform. Session facilitators will briefly address how this exercise unfolded over three years to result in a new graduate profile. *Participants will* compare the general education desires and needs of students, faculty, and employers and will be able to develop/rewrite/revisit institution-specific general education student learning outcomes based on the perspectives of students, faculty, and employers.

Lynsey LeMay, Professor, **Justin Horton**, Assessment Coordinator, **David Kleinman**, and **Corey Buttram**, Librarian—all of Thomas Nelson Community College

Workshop – Theory to Practice | Practices that Build Faculty Capacity to Lead Change

CS 32: Integrating Critical Thinking to Produce Successful Student Civic Engagement Using the Critical-Thinking Assessment Test

Faculty and administrators recognize the importance of critical thinking skills, but there appears to be a disconnect between awareness and implementation of changes in pedagogical practices. This disconnect is apparent, as campuses struggle to define their roles in educating critical thinkers prepared to thoughtfully engage in the complexities of our society and democracy. This workshop will focus on a project which involved developing and deploying a series of civic engagement and critical thinking applications in the classroom. These applications are based on the Critical-Thinking Assessment Test (CAT), and its underlying framework, which allow for the assessment of course content and critical thinking. At the conclusion of the project, students showed growth in both civic engagement and critical thinking skills. *Participants will* understand the role of assessment of critical thinking and the importance of leveraging the intersection of wide-range civic engagement opportunities to foster change in teaching practices and enhance critical thinking. They will learn about a new pedagogical tool and associated skill set designed to integrate critical thinking skills through interdisciplinary civic engagement opportunities.

Kimberly Schmidl-Gagne, Program Manager for NEASC Accreditation—Keene State College; **Elizabeth Lisic**, Assistant Director, Center for Assessment and Improvement of Learning and **Kevin Harris**, Associate Director, Center for Assessment and Improvement of Learning—both of Tennessee Tech University

5:00 P.M. – 6:00 P.M. HAPPY HOUR: CONTINUING CONVERSATIONS AND NETWORKING

SATURDAY, FEBRUARY 17, 2018

8:00 A.M. – 8:30 A.M. CONTINENTAL BREAKFAST

8:30 A.M. – 9:45 A.M. CONCURRENT SESSIONS

Workshop – Theory to Practice | Intentional Approaches to Curricular and Cocurricular Integration

CS 33: One General Education Framework, Nineteen Colleges, Four Approaches: Strategies for Effective General Education

How can college faculty and staff improve general education while working within the confines of an established curricular structure? How can the ease of transferring credits be balanced with innovative curricular structures? In 2013, the City University of New York (CUNY) launched Pathways, a shared general education framework across the 19 undergraduate colleges within CUNY. Session facilitators will examine how that framework has been implemented at several different colleges within the university. Using outcomes assessment data, facilitators will explore some of the benefits as well as the limitations and challenges of a shared general education curricular framework from the perspective of various CUNY colleges. They will also explore the varying ways that each college has implemented, assessed, and improved the curriculum, shifting the general education discussion from theories of design to the practice of effective implementation. *Participants will* identify the benefits and limitations of a shared, centrally organized general education framework, for both transfer compatibility and student learning. They will explore multiple strategies for implementing an effective general education program within the constraints of a cross-institutional curricular framework and on their own campus.

Raymond Patton, Director of General Education and Educational Partnerships, John Jay College of Criminal Justice, **Jennifer Sparrow**, Assistant Dean of Academic Affairs, School of Professional Studies, and **Christopher Vickery**, Director of General Education and Professor, Queens College, and **Karen Goodlad**, Assistant Professor, City College of Technology—all of City University of New York

Workshop – Theory to Practice | Intentional Approaches to Curricular and Cocurricular Integration

CS 34: The Elephant In The Rubric

The session facilitator will propose a way to improve the validity of the Multi-State Collaborative (MSC) assessment of student skills while still promoting the desired outcomes of LEAP. The current MSC methodology has reasonable inter-rater reliability, but it does not effectively measure students' skill levels. This is because the course assignments to which students respond are inconsistently aligned to the VALUE Rubrics. One possible result is that the skills in evidence from student artifacts reveal what students were asked to do more than what they were capable of doing. The facilitator will share Rowan University's method for assessing its institutional outcomes from general education to upper-level courses as well as through co-curricular experiences. He will suggest ways to adapt the university's methodology to the MSC to better assess students' actual skill levels while actively promoting classroom instruction that supports the assessment of each dimension of the VALUE Rubrics. *Participants will* be able to explain how alignment between expectations and assessments affects assessment validity and instructor buy-in. They will be able to describe a process for aligning course and co-curricular assessments with institutional outcomes and/or the VALUE Rubrics in a way that allows for accurate tracking of student skills throughout their undergraduate education.

Jeffrey Bonfield, Director of Assessment—Rowan University

Workshop – Theory to Practice | Assignment Designs that Support Student Agency

CS 35: Assignment Design for Student Agency: Applying Student-Centered Learning Theories for General Education Purposes

Session facilitators will focus on how to design assignments that bridge student-centered learning theory (constructivism and connectivism) with practice (solving real world problems) to promote student agency and general education purposes. *Participants will* identify and discuss the concept of and need for a focus on student agency. They will review student-centered learning theories (constructivism,

social constructivism, and connectivism) and compare them to traditional instructivism (teacher agency oriented) relative to student agency and to meeting the outcomes of general education for democracy. Facilitators will identify pros and cons per student feedback and per instructor experience, and where the process could be improved. With facilitator support, the participants will be invited to identify how they can model and/or adapt these models of assignment design for their special circumstances (institutional type) or interests (discipline), and how LEAP rubrics can be used in the process.

Patricia Hogan, Professor, **Breann Carlson**, Educator and Adjunct Professor, and **Christopher Kirk**, Associate Professor—all of Northern Michigan University

Workshop – Theory to Practice | Assignment Designs that Support Student Agency

CS 36: Ikigai+: The Purpose-Based Advising and Mentorship Model for Humanity-Centered Social Innovation

Participants will interactively experience the Ikigai+ purpose-based model that enables and empowers students to curate their collegiate journey with agency for the common good. Additionally, faculty and staff will explore purpose-based work integration through transdisciplinary cohorts. This model received a Global Honorable Mention Award from OpenIDEO's Future of Higher Education Challenge and is now partnered with the U.S. Department of Education to disseminate its practice across all institutional types. *Participants will* be equipped with the framework as a vehicle for 1) purpose-based discernment for actionable social innovation, 2) academic intentionality, 3) creative and experiential exploration, and 4) institutional transferability. Now more than ever, our democratic society demands approaches that give faculty, staff, and students the tools that can disrupt silos to address real world problems in a collaborative manner.

Karlos Marshall, Academic Developer, Institute of Applied Creativity for Transformation (IACT) and **Adrienne Ausedenmoore**, Director, Institute of Applied Creativity for Transformation (IACT)—both of University of Dayton

Workshop – Theory to Practice | Design Thinking to Assess Student Learning

CS 37: Designing and Implementing a General Education Capstone to Assess Student Learning and Institutional Outcomes

Session facilitators will highlight the development and implementation of a General Education Capstone Course at Holy Family University and detail how data from that course is driving institutional assessment. *Participants will* discuss the connection of general education to institutional outcomes for learning and assessment and will utilize student work from various disciplines to assess universal skills related to general education.

Gina MacKenzie, Associate Dean, School of Arts and Sciences, **Jenai Grigg**, Associate Professor, and **Shelley Robbins**, Dean, School of Arts and Sciences—all of Holy Family University

Workshop – Theory to Practice | Practices that Build Faculty Capacity to Lead Change

CS 38: Fearing to Fail: How Common Assessment Practices Cause Stagnation

Many of the assessment reports that come in from academic and co-curricular programs indicate that “all outcomes are met” – as if that were a good thing. When programs can demonstrate that they are reaching all of their learning goals, there is no reason to change. Curriculum doesn't need to change, pedagogy can remain the same, student engagement seems to be fine, and there is no need to really talk about transformation. Much of this occurs because the education system focuses on NOT failing. Educators and students are taught to succeed; to avoid failure. But what if failing at something actually teaches more powerfully than any success can ever do? What if fear of showing failure is actually holding individuals back from improvement? *Participants will* explore the fear-of-failure that is part of higher education and develop action plans to overcome this to find opportunities to improve and transform. They will identify how “failing” can be a positive indication in assessment of learning

practices, acknowledge that change can only occur if there is a need to change (demonstrated “failure”), and discuss approaches to assessment that can engage faculty in actively seeking learning outcomes that could identify a need for change.

Catherine Wehlburg, Associate Provost—Texas Christian University

Workshop – Theory to Practice | Practices that Build Faculty Capacity to Lead Change

CS 39: Talk is Cheap: Conversation as a Model for Faculty-Engaged, Democratic Assessment

How can institutions move beyond authoritarian rhetoric and create democratic processes that engage faculty in authentic assessment? And how, in times of increasing financial austerity, can institutions afford to do faculty-intensive assessment? Session facilitators will describe a low-tech, low-budget model that emphasizes campus-wide collaboration and an integrative approach to curriculum. The guiding principle of this model is simple: there is nothing more foundational to assessment than opportunities for faculty to talk. *Participants will* examine a case study of an institution that implemented a conversation-intensive assessment model, consider how face-to-face interactions can offset budgetary and technological constraints, identify potential “conversation points” in their own assessment practices, and discuss ways to institutionalize structures that support faculty talk.

Janet Bean, Coordinator of General Education, **Michelle Byrne**, University Assessment Director, **Beate Gersch**, Coordinator of Instruction Services and Undergraduate Outreach Librarian, and **Jennifer Hebert**, Professor of Instruction—all of the University of Akron

Workshop – Theory to Practice | Practices that Build Faculty Capacity to Lead Change

CS 40: Crafting Learning Outcomes and Identifying Common Ground: Building Faculty Consensus

Following a shift from a traditional content-centered distribution model to a core curriculum that emphasizes metacognition and modes of inquiry, facilitators will describe how they used tools from design thinking to develop a transparent, inclusive process for developing student learning outcomes. In addition to creating new student learning outcomes, this process de-siloed the campus community and created stronger faculty buy-in to a new core curriculum. *Participants will* learn how to successfully use consensus-building workshops as a method of developing student learning outcomes that are inquiry based; practice this strategy in small groups and discuss ways they can adapt the steps of developing faculty-driven student learning outcomes to their specific institutions; and select productive prompts for use with their own faculty when developing inquiry-based learning outcomes.

Cynthia Bair Van Dam, Faculty Chair, American University Core Committee, **Jessica Waters**, Dean of Undergraduate Education, and **Brad Knight**, Program Manager, American University Core and Assessment—all of American University

10:00 A.M. – 11:00 A.M. CONCURRENT SESSIONS

Facilitated Discussion | Intentional Approaches to Curricular and Cocurricular Integration

CS 41: Critical Global Learning: Ensuring Curricular Pathways Following All Summer Internships

Session facilitators will share a model for working with diverse students and disciplines to prepare for and subsequently deepen domestic and international summer internship experiences related to peace, social justice, and global citizenship. The facilitators will describe a campus-wide initiative supporting such internships for roughly twenty percent of a liberal arts college student population. That model will be considered in light of insights gleaned from a multi-campus global learning assessment that included contrasts with diverse institutions and programs, offering insights for colleagues who may wish to support curricular and co-curricular global citizenship initiatives at other institutional types. *Participants will* understand the relationship between research and conceptualizations of global learning, education abroad programming, and civic engagement – in respect to the design of this particular co-curricular / curricular pathway. They will identify ways that institutional identity can instigate integration of

curricular and co-curricular programming on a campus; describe one, assessed model of integrating curricular and co-curricular programming to enhance student learning through summer internship experiences; and understand how participation in a multi-institutional global learning assessment initiative supports continuous quality improvement in relation to this curricular and co-curricular programming.

Eric Hartman, Executive Director, Center for Peace and Global Citizenship, **Carol Schilling**, Visiting Professor, and **Heather Curl**, Lecturer—all of Haverford College

Facilitated Discussion | Intentional Approaches to Curricular and Cocurricular Integration

CS 42: Curricular Integration: Connecting Literacies in General Education Science Courses

Session facilitators will examine the critical elements of a curricular design model and discuss their impacts to implementation and sustainability of the reform. Drawing from organizational change studies that emphasize the need to implement reform initiatives that focus on achieving widespread use by practitioners, they will discuss curricular reform results, lessons learned, and plans for improvement. They will also present and discuss results of systematic assessment of student-learning outcomes using indirect and direct measures. *Participants will* explore integrative education design strategies, principles, and challenges to advance curricular reforms that intentionally provide all students' [including non-scientists] the opportunity to access and make sense of science in ways that are relevant to their lives, and that reflect their responsibility in the decision-making process central to democratic societies.

Claudia Vergara, Director for Assessment and Program Evaluation and **Gabriel Ording**, Director Center for Integrated Studies in General Sciences—both of Michigan State University

Facilitated Discussion | Intentional Approaches to Curricular and Cocurricular Integration

CS 43: Expanding Global Awareness and Critical Thinking Through Study Abroad Experiences

Faculty should provide meaningful opportunities for students to develop cross-cultural and critical-thinking competencies in authentic global environments. Creating authentic environments provides future educators with a diverse set of experiences to initiate change in the classroom community. As the student population in the American education system becomes increasingly diverse, classroom teachers with global perspectives will better meet the needs of the students and their families. Discussion facilitators will address specific research questions, hypotheses, and procedures of a study titled: *A Mixed Method Investigation on Short Term Study Abroad Experiences and a Student's Cross-Cultural and Critical Thinking Competencies*. The facilitators will share first year study results, specifically on the following data: pre/post critical thinking skills survey and the Global Perspective Inventory (GPI), which measures a student's global perspective across three student domains: cognitive, interpersonal and intrapersonal. *Participants will* be able to clarify the development of critical thinking while building cultural awareness as students travel abroad. They will engage in an interdisciplinary critical thinking assessment and exchange ideas on study abroad as a high-impact strategy to increase student's global awareness and critical thinking skills.

Mary Ruettgers, Assistant Professor and **Lynda Leavitt**, Associate Professor—Lindenwood University

Facilitated Discussion | Assignment Designs that Support Student Agency

CS 44: News Truths: Knowing What to Know

Technological tools are available with which to receive, amass, and analyze data—"news"—from everywhere. Though those tools are typically wielded regularly and with facile ease, there seems to be very little critical thought--and even less design thinking--applied to the information that those tools retrieve. "Fake!" and "Real" labels are placed upon information fed to us from across the disciplinary spectrum and around the world. A two-pronged effort can address the problem. On the one hand, the notion of critical/design thinking in the digital age must be raised; and on the other hand, the concept of reliable "truth" in a world of things "fake" must be engaged. Once both of these have been set forth,

they can be deployed in the analysis of modern media by using five steps similar to those that define the Scientific Method, and that the New York Times Learning Network and the News Literacy Project have promulgated for cross-curricular, multi-disciplinary learning. *Participants will* learn and practice five Scientific Method-type techniques developed in the News Literacy Project and promulgated through The New York Times Knowledge Network for amassing data and then determining its reliability, or "truth value" in a world where the "news feed" is continuous and its reliability questionable.

Katherine Watson, Professor—Coastline Community College

Facilitated Discussion | Design Thinking to Assess Student Learning

CS 45: Academic Equity: A Societal Imperative

Although access to higher education has improved in recent decades, graduation rates for students from underserved populations consistently lag behind those of their peers. Unequal outcomes in lower-division general education classes can have far-reaching consequences. Session facilitators will utilize academic equity data to illustrate the centrality of general education in achieving equal outcomes for all students. In a small group format, session participants will learn to identify pockets of underachievement—equity gaps—among student subpopulations. They will explore the pivotal role general education classes play in creating access to degree programs, degree completion, and ultimately, to building an inclusive, equitable society. *Participants will* learn to identify academic equity gaps; explore the impact of general education classes on access to degree programs; examine the relationship between access to degree programs and under-representation in selected career fields; and consider and develop concrete strategies for applying session outcomes on their own campuses.

Ed Klonoski, Associate Vice Provost for Undergraduate Curriculum and **Gregory Barker**, Director, Testing Services—Northern Illinois University

Innovation/Ideation Session

CS 46: Approaches to Aligning Student Learning Outcomes Across Campus

This session includes two distinct presentations with time for questions and discussion.

Design Thinking to Assess Student Learning

Designing and Aligning: Synchronizing Goals and Assessment for a 3-D View of General Education

Defining broad goals for general education across campus and aligning those with the learning objectives of a core curriculum can produce opportunities for synchronized assessment processes that can efficiently generate a rich understanding of student learning. The assessment of these goals can also stimulate campus-wide faculty discussions about assessment results and continued, collaborative faculty and curriculum development. *Participants will* analyze the benefits of aligning the learning goals for general education at different levels of the curriculum, evaluate strategies for organizing and synchronizing cross-campus and core-specific learning goals for general education, and consider how to efficiently generate multidimensional perspectives on general education performance.

Tom Schrand, Associate Dean of General Education and **Valerie Hanson**, Program Director, Hallmarks Core Curriculum—both of Thomas Jefferson University

Practices that Build Faculty Capacity to Lead Change

Student Learning Outcomes Alignment Across the Campus

Common to many institutions' experience, student learning outcomes alignment became necessary when the institution identified and began implementation of its essential learning outcomes (ELOs). Essential learning outcomes grew out of campus-wide discussion to generate student outcomes that campus constituents involved in teaching agreed they already provided. Consequently, existing outcomes should connect to ELOs, even if the language of the existing outcomes did not exactly reproduce that of the ELOs. This logic underpinned the alignment project at Stockton. In part, the

alignment project aimed to demonstrate connection between ELOs and existing outcomes. However, the institutional also hoped alignment would result in replacing some of the existing outcomes with ELOs. *Participants will* learn about Stockton’s alignment project process; review Stockton’s documents; and practice aligning various types of outcomes, including essential learning outcomes, general education objectives, major program goals, accreditation standards, and student ratings of instruction objectives.

Carra Hood, *Associate Provost and Associate Professor of Writing—Stockton University*

Facilitated Discussion | Practices that Build Faculty Capacity to Lead Change

CS 47: Engaging Faculty to Lead: Adaptable Models for Organizational Change

Session facilitators will explore leadership practice that has resulted in sustained, transformative change in the general education curriculum and associate degree standards at the University of Wisconsin Colleges (the transfer/access arm of the University of Wisconsin System). Facilitators will share how organizational change theories and equity-minded practices were used to engage faculty to think about student learning across disciplines. The process and products of three specific areas of the project will be explored: mapping curriculum to shared learning goals, development of a degree-level assessment plan, and systematic incorporation of high-impact practices. These examples use nationally recognized tools and resources (DQP, Equity, VALUE Rubrics) and can be applied to any institution at any stage of general education reform. *Participants will* learn transferable strategies for building faculty capacity to lead organizational change using collaborative leadership, social networks, and team-based learning; and explore how to engage diverse stakeholders using LEAP resources to build a common vision for general education reform.

Caroline Geary, *Professor*, **Joseph Foy**, *Associate Vice Chancellor for Academic Affairs*, **Kristin Plessel**, *Institutional Assessment Coordinator and Associate Professor*, and **Kristi Wilkum**, *Institutional IRB Coordinator and Associate Professor—all of the University of Wisconsin Colleges*

Facilitated Discussion | Practices that Build Faculty Capacity to Lead Change

CS 48: A Toolkit for General Education Assessment: Best Practices from a Multi-Institutional Accreditation Project

Given that there are no “silver bullets” for perfect general education assessment, it is helpful to be able to choose from a broad “toolkit” of various methods that build faculty capacity to lead change. The Quality Assurance Demonstration Project from the Northwest Commission on Colleges and Universities has developed a toolkit of approaches that form a strong tapestry of possibilities that other institutions can adopt. This session will highlight numerous strategies for connecting general education assessment with mission fulfillment and accreditation requirements. The University of Puget Sound, Columbia Basin College, the University of Montana, and the University of Oregon have each developed theoretical models for mission fulfillment, as well as outlined many assessment methodologies and findings. Within a general education framework, strong examples of general education and programmatic assessments, direct and indirect assessments, and curricular and co-curricular assessments will be shown that are being used to demonstrate institutional effectiveness. *Participants will* explore various methods for connecting general education assessment with mission fulfillment and accreditation requirements; examine strategies for involving more campus constituents in discussions on general education assessment; and discuss “a toolkit” of numerous methods for general education assessment that are focused at an institutional level. They will explore strategies for “closing the loop” on assessment strategies and analyze how institutional mission and size impact general education assessment efforts.

Nathan Lindsay, *Associate Provost for Dynamic Learning—University of Montana*; and **Ron Bramhall**, *Associate Vice Provost for Academic Excellence—University of Oregon*

11:00 A.M. – 12:00 P.M. PLENARY IV

Reinventing Employer Engagement to Support Student Learning

Jason A. Tyszko, Executive Director, Center for Education and Workforce—U.S. Chamber of Commerce

This plenary will provide insights into how the business community is reinventing its approach to partnering with higher education to better support student learning, assessment, and outcomes. Tyszko will discuss the U.S. Chamber of Commerce Foundation's latest work in elevating employer leadership in communities across America, including in partnership with institutions of higher education. He will highlight efforts to transform the ways in which employers signal their talent development needs and how they can be effective partners in co-engineering career pathways that deliver results for students, programs, and employers.