Dear Colleagues,

Welcome to Portland and AAC&U’s Network for Academic Renewal conference, *General Education and Assessment: Disruptions, Innovations, and Opportunities*. We are delighted to share this opportunity to explore how campuses are grappling with the multitude of opportunities and calls for change surrounding higher education and general education and assessment specifically. The innovations on our campuses bring together a renewed focus on students’ actual work, authentic assessment of learning, and the quality of the degrees we grant—including the Degree Qualifications Profile as a possible framework for connecting and integrating student learning across and among institutions. Our community is turning the disruptions being recommended for higher education into opportunities to innovate and to create richer, deeper learning options for all our students.

Throughout the next few days, you will have the opportunity to examine new approaches to general education that are developmentally nuanced, horizontally and vertically integrated, and feature high-impact practices to benefit students with diverse preparation, learning styles, and backgrounds. Sessions will provide opportunities to learn of and practice authentic measurements of student capacities and proficiencies that reflect essential learning outcomes across a range of courses and programs. These efforts to better understand and lead significant change in the quality of general education designs and practices provide the focus for this conference.

Thank you for joining with colleagues from across the country to discuss new meanings of quality in the undergraduate curriculum. We hope you leave both inspired and informed in ways that will prove useful in transforming general education and assessment to prepare all of our diverse students for work and life in an engaged and global 21st century.

*Terrel Rhodes, Vice President, Office of Quality, Curriculum, and Assessment—AAC&U*
AAC&U extends a special note of appreciation to the individuals and campuses listed below for their many contributions to the conference program.

Boston University
Natalie McKnight
*Interim Dean, College of General Studies*

Kent State University
Paul Gaston
*Trustees Professor of English*

LaGuardia Community College - City University of New York
J. Elizabeth Clark
*Associate Professor of English*

Lesley University
Lisa Ijiri
*Associate Provost*

North Shore Community College
Dawn Spangler
*Director, Center for Teaching, Learning, and Assessment*

Northern Kentucky University
D. Kent Johnson
*Associate Vice Provost, University Programs*

Salt Lake Community College
David Hubert
*Professor of Political Science, and ePortfolio Director*

San Francisco State University
Gail Evans
*(Retired) Dean of Undergraduate Studies*

Seattle University
Jeff Philpott
*Director of the University Core Curriculum*

Southern New Hampshire University
Karen Erickson
*Dean of the School of Arts and Sciences*

University of Michigan-Flint
Susan Gano-Phillips
*Professor and Chair of Psychology*

Wheaton College
Joel Relihan
*Professor of Classics, Associate Provost*

Vereene Parnell
*Associate Dean, Office of Service, Spirituality, and Social Responsibility*

Association of American Colleges and Universities
Jerry Gaff
*Senior Scholar*

Eugene Rice
*Senior Scholar*

**FEATURED SESSIONS**

Liberal Education and America’s Promise

Throughout the conference program, sessions noted with the *Liberal Education and America’s Promise* (LEAP) designation highlight the innovative work of colleges and universities that are members of AAC&U’s LEAP Campus Action Network. The LEAP Campus Action Network brings together campuses and organizations committed to liberal education; helps them to improve their efforts to ensure that all students achieve essential liberal education outcomes; and shines a spotlight on educational practices that work. Participants in these sessions will learn how members of the network are using the LEAP framework and resources to advance their educational improvement efforts. For information about LEAP visit www.aacu.org/LEAP.
AAC&U thanks the sponsors below for their generous contribution. Conference sponsors are colleges, universities, associations, nonprofit organizations, and businesses that participate in the program and/or provide financial or in-kind support. Through their contributions, sponsors enhance the conference experience for everyone.

**Contributing Sponsors**

**LiveText** provides web-based assessment solutions to support evidence-based learning. With e-Portfolios and course-based assessment capabilities, LiveText builds best-practice processes of assessment at your institution so that faculty can more easily communicate with students, students engage in deep reflective learning, and administrators collect data for program and institutional assessment in order to improve and ensure quality. Since 1997, LiveText has been remarkably successful at helping institutions improve learning and increase student engagement. In using LiveText’s suite of assessment tools, institutions document such advancement and fulfill accreditation standards.  
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**Tk20 CampusWide** is a comprehensive completely customizable assessment, planning, and reporting system for managing academic and non-academic data. The system offers full support for specifying outcomes and objectives for general education, departments and colleges, academic programs, faculty and staff development, financial planning and activity, and other units like libraries and physical plants. CampusWide even allows you to use terms specific to your organization, helping you maintain the common language used at your institution.  
[www.tk20.com](http://www.tk20.com)

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**FRIENDS**

**Chalk & Wire** is the world’s first platform for assessment in higher education. Uniquely, Chalk & Wire assembles assessment related data from the widest range of campus sources; and does it systematically, efficiently, transparently and sustainably. With the data in one place, we utilize unmatched tools, know-how and people to provide valuable insight into daily practices at universities and colleges - insight that fuels action for continuous improvement, based on sound evidence. Data from surveys, student information databases, service learning, faculty development and more - virtually anything that produces a trail of information about learning - all flow into Chalk & Wire to manage accreditation and strategic planning.  
[www.chalkandwire.com](http://www.chalkandwire.com)

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ACADEMIC PARTNER

Academic Partners are colleges, universities, associations, or non-profit organizations with missions and programs related to the conference theme. They contribute to the success of the conference in a variety of ways—developing the program, reviewing proposals, sharing information about the conference with their constituencies, presenting a session during the conference, and sharing materials about their organization at the conference.

The Association for General and Liberal Studies (AGLS) serves colleges and universities by fostering strong General Education programs. The members of AGLS comprise a community intent upon improving liberal learning by advocating the centrality of general education and supporting its continuous improvement. www.agls.org

FUTURE NETWORK FOR ACADEMIC RENEWAL CONFERENCES

March 27-29, 2014 • Chicago, Illinois
Diversity, Learning, and Student Success: Policy, Practice, Privilege

October 16-18, 2014 • Minneapolis, Minnesota
Global Learning in College

November 6-8, 2014 • Atlanta, Georgia
Transforming STEM Higher Education

February 19-21, 2015 • Kansas City, Missouri
General Education and Assessment

March 26-28, 2015 • San Diego, California
Diversity, Learning, and Student Success

For information about Network for Academic Renewal conferences, please see www.aacu.org/meetings/network or contact Karen Kalla or Siah Annand at 202.387.3760

OPPORTUNITIES TO CONNECT

In an effort to provide more networking opportunities for conference participants, we are offering a few ways for you to connect with colleagues both within and outside of conference sessions.

Along with your name badge, ribbons with a variety of interest areas will be available at conference registration. Please select the one that best represents your primary area of interest and reason for attending the conference. We hope that these ribbons will help you to reach out to those with mutual interests.

Sign-up sheets for lunch and dinner groups, organized by areas of interest will be available in the registration area.

There are also sign-up sheets for you to identify your own topical interest groups and to share contact information so that you can meet during the conference. These groups are invited to join together on Saturday morning in the Grand Ballroom to explore their areas of expertise and to share resources.

Please let us know how these networking opportunities worked for you and also let us know of other kinds of networking opportunities that we can provide when you complete the online conference evaluation form.

Join the conversation on Twitter at hashtag #GenEd14.
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<tr>
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<td>Conference Registration, Membership Information, Publication Sales</td>
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<td>2:00 – 5:00 p.m.</td>
<td>Pre-conference Workshops <em>(separate registration and fee required)</em></td>
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<tr>
<td>5:30 – 6:45 p.m.</td>
<td>Welcome Reception</td>
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<td>7:00 – 8:30 p.m.</td>
<td>Keynote Address <em>From Disruption to Design: A General Education for 2030?</em></td>
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<td><em>Randall Bass, Georgetown University and Sybril Bennett, Belmont University</em></td>
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**Friday, February 28, 2014**

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<tr>
<td>7:30 – 9:00 a.m.</td>
<td>Posters and Continental Breakfast</td>
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<td>9:15 – 10:15 a.m.</td>
<td>Plenary <em>Examining Leadership Paradoxes: New Students and Faculty on Campus</em></td>
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<td><em>Adrianna Kezar, University of Southern California and Robert T. Teranishi,</em></td>
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<td><em>University of California–Los Angeles</em></td>
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<td>10:45 a.m. – 11:45 p.m.</td>
<td>Concurrent Sessions</td>
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<tr>
<td>12:00 – 1:45 p.m.</td>
<td>Provosts’ Luncheon <em>(separate registration and fee required)</em></td>
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<td>Leading Innovation and Institutional Transformation</td>
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<td><em>Kimberly Eby, Associate Provost, Faculty Development and Director, Center</em></td>
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<td><em>for Teaching and Faculty Excellence, George Mason University and</em></td>
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<td><em>Anny Morrobel-Sosa, City University of New York Herbert H. Lehman College</em></td>
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<td>2:00 – 3:00 p.m.</td>
<td>Plenary <em>Evolving Identities of E-Portfolios</em></td>
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<td><em>Bret Eynon, La Guardia Community College/City University of New York</em></td>
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<td>3:15 – 5:30 p.m.</td>
<td>Concurrent Sessions and Workshops</td>
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<tr>
<td>5:30 – 7:00 p.m.</td>
<td>Community Forum <em>The Degree Qualifications Profile: Framing Learning</em></td>
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<td><em>Outcomes for General Education</em></td>
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<td><em>Amber Garrison Duncan, Lumina Foundation and Paul Gaston, Kent State</em></td>
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**Saturday, March 1, 2014**

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<td>7:30 – 8:00 a.m.</td>
<td>Continental Breakfast</td>
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<td>8:00 – 9:00 a.m.</td>
<td>Concurrent Sessions</td>
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<td>9:15 – 10:30 a.m.</td>
<td>Concurrent Sessions</td>
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<td>10:45 – 11:45 a.m.</td>
<td>Closing Plenary <em>Reflection for Innovation</em></td>
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<td><em>Terrel Rhodes and Ashley Finley, both of AAC&amp;U</em></td>
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### PROGRAM OF EVENTS

**THURSDAY, FEBRUARY 27, 2014**

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<tr>
<td>10:00 a.m. – 7:00 p.m.</td>
<td>Conference Registration, Membership Information, and Publication Sales</td>
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**PLAZA FOYER, PLAZA LEVEL**

Please stop by the conference registration desk for your program, badge, and membership information. AAC&U publications will be available for purchase.

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<th>Time</th>
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<tr>
<td>2:00 – 5:00 p.m.</td>
<td>Pre-Conference Workshops</td>
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*These workshops are ticketed events. All workshops are now full, so registration is closed.*

**PAVILION EAST, PLAZA LEVEL**

**Workshop 1: Building Campus Support for Change through Curricular “Mapping”**

Workshop leader Gail Evans will review the process for “mapping” student learning from course to institutional mission/strategic plan to LEAP Essential Learning Outcomes. Participants will examine how to use e-portfolio assessment to “map” from artifact to course level, program level, baccalaureate goals, strategic plan, and LEAP Essential Learning Outcomes. Participants will have the opportunity to strategize on using LEAP and/or their institutional goals to build campus support for curricular innovation, strategic planning, accreditation, and assessment.

*Gail Evans, (Retired) Dean of Undergraduate Studies—San Francisco State University*

**BROADWAY I/II, PLAZA LEVEL**

**Workshop 2: Designing Authentic, Multi-sourced Learning: Engaging Students and Faculty**

Traditional universities and community colleges are facing unprecedented competition from online and for-profit alternatives for general education. In this context, general education must be engaging, creative, accessible, and inspiring for students and faculty. Faculty can explore what learning experiences maximize the benefits of their being face-to-face with their students. Workshop facilitators and participants will share promising practices for using valuable class time with students to create authentic, multi-sourced learning experiences that help students integrate and transfer knowledge from life, work, and across the curriculum. Participants will consider the essential roles of assessment and reflection in providing feedback about the growth in students’ knowledge, abilities, and paths to success.

*Kimberly Eby, Associate Provost for Faculty Development and Director, Center for Teaching and Faculty Excellence—George Mason University; and Sarah Ulerick, Division Dean of Science—Lone Community College*

**PAVILION WEST, PLAZA LEVEL**

**Workshop 3: Strategic Planning for Academic Leaders**

Workshop facilitators will assist academic leaders involved in strategic planning, either institution-wide or sector-specific. Participants will examine planning scenarios from a variety of institutions and facilitators will discuss what actually transpired at these institutions. Facilitators will share best practices in strategic planning and provide resources for participants.

*Katie Conboy, Provost and Senior Vice President—Simmons College; Tuajuana Jordan, Dean, College of Arts and Sciences—Lewis and Clark College; and Marlene Moore, Vice President of Academic Affairs and Dean—Willamette University*

*Sponsored by the American Conference of Academic Deans*

**BROADWAY III/IV, PLAZA LEVEL**

**Workshop 4: Assessing Civic and Global Learning**

Campus educators will learn methodologies for fostering and assessing civic and global learning, in general education and in the majors. How are faculty transcending disciplines to provide opportunities for students to connect information from disparate fields of study and to think freshly about society’s pressing issues? By what processes do students understand their connections to local and global communities? How do educators assess students’ interdisciplinary civic and global learning within the context of academic programs? How can institutions develop rubrics and align learning activities for facilitating global and civic competence? Participants will share strategies and outline applicable next steps for their institutions.

*Christine Cress, Professor of Postsecondary Education and Service-Learning—Portland State University; and Seth Pollack, Professor of Service Learning and Director of the Service Learning Institute—California State University-Monterey Bay*
Workshop 5: Essential Practices for Effective Rubric Implementation
Campuses are increasingly integrating direct assessment into their assessment portfolios. Engaging faculty in discussions around dimensions of a particular learning outcome, application of rubric language to actual student work samples, and interpretation of results from the scoring process are essential to successful rubric implementation. Participants will work through a campus calibration session and use the critical thinking VALUE rubric to score a piece of student work. They will then discuss how stakeholders can collectively analyze and use data to improve student learning.

Ashley Finley, Senior Director of Assessment and Research—AAC&U; and Linda Siefert, Director of Assessment—University of North Carolina Wilmington

Workshop 6: Communicating Effectively about the Value(s) of General Education
This workshop will draw on research and campus communications developed as part of AAC&U’s Liberal Education and America’s Promise (LEAP) initiative. Debra Humphreys will examine implications of various reports including data from student focus groups and from employers’ views on the importance of key learning outcomes. Participants will learn how campuses have used LEAP and other public opinion research to craft effective communications plans to advance general education reform and increase student achievement. They will then strategize their own plans for communicating about the value of general education.

Debra Humphreys, Vice President for Policy and Public Engagement—AAC&U

5:30 – 6:45 p.m.  Reception

BALLROOM FOYER AND GALLERIA ROOM, BALLROOM LEVEL

7:00 – 8:30 p.m.  Welcome and Keynote Address

GRAND BALLROOM, BALLROOM LEVEL

Welcome: Terry Rhodes, Vice President, Office of Quality, Curriculum, and Assessment—AAC&U

Keynote: From Disruption to Design: A General Education for 2030?

Randall Bass, Vice Provost for Education—Georgetown University; and Sybril Bennett, Professor, Journalism—Belmont University

When revising general education, are we looking backward or forward? What will the world in which today’s students live and work look like—in 2020, 2030, and beyond? Who will the students be and what skills will they need to navigate that world? What will their learning environments comprise and what role will technology play? What purpose will our institutions serve in 2030? This keynote will explore how to turn the climate of disruption into one of design and consider principles of innovation for reimagining general education as part of a new ecology for learning.
FRIDAY, FEBRUARY 28, 2014

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<th>7:00 a.m. – 5:30 p.m.</th>
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<tr>
<td><strong>PLAZA FOYER, PLAZA LEVEL</strong></td>
<td>Publication sales will open at 9:00 a.m.</td>
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<th>Posters and Continental Breakfast</th>
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<tr>
<td><strong>BROADWAY I/II, PLAZA LEVEL</strong></td>
<td>Breakfast will be available on the Ballroom and Plaza Levels. Seating will be available in all of the rooms with posters. Please also see the AAC&amp;U Newcomers’ Welcome and Introduction to LEAP session, page 15.</td>
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**POSTER 1: Throwing Out the Cafeteria Approach: Creating an Intentional and Collaborative General Education Curriculum**

This poster will highlight the process used by the University of Missouri-Kansas City (UMKC) to create a novel and engaging general education program for its students. The backbone of the new program is a network of interdisciplinary courses (anchor courses) that are paired with courses that integrate the teaching of writing, speech, critical reading, and research skills (discourse courses). The anchor/discourse pairs are developmentally sequenced, and all undergraduate students are required to take an anchor/discourse pair that features students’ civic engagement. The general education courses now represent an outcomes-based curriculum, with assessment of university-level student learning outcomes. Presenters will outline the rationale for the redesigned general education curriculum, along with the assessment plan and lessons learned in the process.

Nathan K. Lindsay, Assistant Vice Provost for Assessment, and Lynda Plamann, Associate Dean of Academic Affairs, School of Biological Sciences—both of the University of Missouri-Kansas City

**POSTER 2: Promoting First-Year Student Success: Creative Collaborations between Academic Services and Academic Programs**

This poster will describe how faculty, staff, and administrators collaborate on first-year and pre-major programs at a small university in the Pacific Northwest. It will examine the context for a Discovery Core, a three-quarter sequence designed to help first-year students engage in interdisciplinary inquiry and critical and creative thinking. The curriculum integrates campus partners’ support for quantitative reasoning, writing, research, and technology at key moments, and culminates with students creating and displaying e-portfolios. Participants will be invited to discuss creative and constructive approaches to general education in three areas: (1) strategies for enhanced collaboration, (2) integrating first-year learning experiences with student support services, and (3) best practices for supporting contingent faculty.

Leslie Ashbaugh, Director, First Year and Pre-Major Program, Kristin Gustafson, Lecturer, School of Interdisciplinary Arts and Sciences, and Danielle Rowland, Research and Instruction Librarian/First Year Experience Coordinator—all of the University of Washington, Bothell

**POSTER 3: Documenting Pedagogy/Assessing Learning in STEM General Education: A Faculty Development Opportunity**

How can faculty ensure that high-impact practices actually foster student achievement of essential learning outcomes? How are campus leaders documenting this association and fostering implementation of effective, evidence-based teaching? Boise State is addressing this challenge via a National Science Foundation-funded project. In this project, investigators: (1) observe and record ways in which high-impact practices are implemented in general education STEM courses, (2) gather artifacts of students’ learning, (3) conduct semistructured interviews with faculty participants to gain perspective on teaching and learning, and (4) analyze data to inform faculty development to increase student learning. Initial analysis illuminates a disconnect between faculty implementation of effective teaching practice and faculty understanding of learning outcomes. Engaging faculty in dialogue about this disconnect appears to motivate them to implement high-impact practices and meet learning outcome goals. This poster will describe the observation protocol. Participants will review sample data and discuss faculty development strategies to address the disconnect.

Sharon Paterson McGuire, Vice Provost for Undergraduate Studies, Associate Professor of Sociology, and Vicki Stieha, Director, Foundational Studies, Assistant Professor of Curriculum and Instruction—both of Boise State University
**POSTER 4: Combining Service and Entrepreneurship in the Communication Classroom: Creating High-Impact Learning**

How can educators provide students with hands-on experiences and civic learning opportunities in a communication class? This poster will describe a course in which students apply entrepreneurial skills they learn in the class by working closely with a community partner on a project that meets a partner need. Classes like these are difficult to assess and pose risks for faculty due to the unpredictable issues and conflicts associated with student-community interactions. This poster will show a syllabus structure, describe course logistics, and chart both the challenges and benefits of such collaborations. The poster will also examine issues related to assessment and include students’ personal reflections on their experiences. This type of collaborative effort is of great value to students, the community, and the institution, but successful collaboration requires intentional institutional support and investment.

_Sarah Worley_, Assistant Professor of Communication, _Terry Anderson_, Assistant Professor of Entrepreneurship and Director of the Center for Entrepreneurial Leadership, and _Abbey Baird_, Community Service and Service-Learning Coordinator—all of Juniata College

**POSTER 5: Connecting Instruction and Assessment: Advancing Oral Communication Outcomes**

Many institutions embed oral communication requirements within general education. Taught by full-time and contingent faculty members alike, general education oral communication courses often suffer from inconsistent course delivery and little coordination among instructors and course administrators. Assessment scholarship in communication provides general guidelines for conducting oral communication assessment, but programmatic assessment models used at actual institutions are not readily available. This poster will present a framework for assessing general education oral communication at a programmatic level, using current best practices and professional standards for oral communication as a backdrop for evaluation. The poster will show participants how to use data from their own programmatic reviews to build consensus among oral communication faculty members about the use of shared instructional and assessment practices.

_Kate Simcox_, Associate Professor of Communication—Messiah College

**Pavilion West, Plaza Level**  
Theme 2: Aligning Assessment

**POSTER 6: Everything But the Kitchen Sink: Assessing General Education**

At the University of North Texas, faculty teaching general education courses may choose between developing their own assessment plans or opting in to a communal assessment plan. This poster will share several examples of assessment plans, from fully automated individual plans to a rubric-driven interdisciplinary communal process. The challenges and opportunities presented by the range of assessment methods illuminate the inherent struggle over ownership of general education. General education belongs to all and to none—so what is the purpose of assessment in general education? Is it to improve individual courses or to improve the overall program? Participants will have the opportunity to discuss questions that arise throughout the complicated process of assessing general education.

_Julie Glass_, Special Assistant for the Core Curriculum, Office of the Provost—University of North Texas

**POSTER 7: Assessment for Change: Using Evidence to Guide Curriculum Reform**

As part of AAC&U’s Shared Futures project, Michigan State University has been reviewing its integrative studies approach to general education, with a focus on course structure, content, and assessment. This poster will summarize the reform effort with emphasis on a multilevel curriculum assessment that incorporates interviews, surveys, and analysis of student work. The poster will focus on the process from administrators’ and researchers’ perspectives. Presenters will provide sample materials and share a model assessment development process that incorporates natural sciences, social sciences, and arts and humanities perspectives.

_Kirk Kidwell_, Director, Center for Integrative Studies in the Arts and Humanities, _Julie Libarkin_, Director for Educational Research, Center for Integrative Studies in General Science, _James Lucas_, Assistant Dean, Global Education and Curriculum—all of Michigan State University; and _Carmen M. McCallum_, Assistant Professor of Higher Education Administration—Buffalo State College

**POSTER 8: The Proof is in the Pudding: Authentic Assessment for Information Literacy**

In late 2011, the University of Nevada Las Vegas’s (UNLV’s) faculty senate approved a general education reform proposal. The plan included a set of university-wide undergraduate learning outcomes aligned with AAC&U’s Essential Learning Outcomes—including lifelong learning and critical thinking. In light of evolving regional accreditation standards and local initiatives, it is increasingly important for higher education institutions to demonstrate evidence of
their students’ information literacy skills. This poster will illustrate the process for developing an information literacy rubric that aligns with institutional outcomes, and for applying that rubric to a sample of students’ annotated bibliography projects from UNLV’s required English composition course. The presenter will share data gathered from the assessment, with special focus on student performance and measures taken to increase student learning and improve information literacy skills.

Erin E. Rinto, Undergraduate Learning Librarian—University of Nevada-Las Vegas

POSTER 9: Disruption as Opportunity: Creating and Implementing a New General Education Program
Bloomsburg University of Pennsylvania, one of fourteen universities in the Pennsylvania State System of Higher Education, recently created and implemented a new general education program called MyCore. This poster will describe the unique goal-based program, the challenges of implementing it, and how a process of reframing can help key people meet those challenges. It will examine how the new program created opportunities for innovative course design, recognition of the academic value of cocurricular learning, and positive change across campus. Participants will learn how the MyCore program uses the LEAP VALUE rubrics for assessment, and how it has spurred faculty to consider using the rubrics for assessment in their own programs.

Patricia J. Beyer, Acting Assistant Dean of College of Science and Technology, and Ted Roggenbuck, Assistant Professor of English and Director of Writing Center—both of Bloomsburg University of Pennsylvania

POSTER 10: Quantitative Reasoning Across the Disciplines: Examining College Students’ Competency
Quantitative reasoning requires well-educated citizens to apply quantitative concepts to daily contexts (Madison and Steen 2003). Such applications include understanding the power of compound interest or the uses and abuses of percentages; applying the principles of logic to real-world arguments; or using statistical and data analysis to make decisions, judgments, and predictions. To help students develop quantitative reasoning, some colleges and universities, including Stockton College, have implemented a quantitative reasoning graduation requirement for all students and identified specific quantitative learning outcomes. Postsecondary institutions have been encouraged to monitor programs focused on quantitative competency through regular assessment activities that provide feedback for improvement. This poster will examine both Stockton College students’ attitude towards mathematics and their quantitative competency.

Betsy J. McShea, Associate Professor of Developmental Mathematics, and Francis Nzuki, Associate Professor of Developmental Mathematics—both of Richard Stockton College

POSTER 11: Assessing the Speaking and Writing Component of an Interdisciplinary General Education Program
Illinois College recently implemented the Blueprint, a cross-curricular general education program. Two major components of the Blueprint are a speaking-extensive experience and a writing-extensive experience. Faculty in a variety of disciplines have developed a standard assessment of both the speaking and the writing experience for use across the college. Faculty will use this assessment in required introductory courses in communications and writing, in students’ capstone courses in the major, and in at least two additional courses in between. Participants will see how faculty members are integrating both the AAC&U VALUE rubrics and the Lumina Degree Qualifications Profile in their assessment practices. They will also learn how the Blueprint’s standard assessment shows whether students have progressed over their time at Illinois College and are ready to take their skills into their new endeavors. The poster will examine challenges like securing buy-in across campus and integrating qualitative and quantitative measures.

Andrew Nahlik, Instructor of Economics—Illinois College

POSTER 12: An Integrated Approach to Institutional Assessment for Student Success
This poster will demonstrate a creative and sustained institutional assessment model that includes program review, general education course review and competencies, and program assessment for student learning outcomes. The program assessment incorporates all academic areas, administrative units, and student services at a large (60,000 student) community college setting. All stakeholders at the institution participate in the process, using results to promote student success and completion. This poster will show how institutional and assessment data can be used to foster student learning at the institutional, program, and course levels.

Clevette M. Ridguard, Coordinator of College Area Review (Institutional Assessment)—Montgomery College
**POSTER 13: A Social Network Analysis of the Impact of Peer Advisors in a Learning Community**

This poster will introduce the role of Peer Advisors (PAs) in a first-year learning community, the LEAP (Learning, Engagement, Achievement, and Progress) Program at the University of Utah. Presenters will discuss the LEAP Program’s design; how LEAP PAs are selected, trained, and function in classrooms; and how educators are using social network analysis to assess PAs’ impact on student performance. In an effort to tease apart the effects of influence and those of social selection, educators have begun using longitudinal models of peer influence to analyze outcomes. The poster will present findings from a longitudinal study of PA influence conducted in fall 2013 and briefly describe the programmatic value of treating classroom community—operationalized through dense student networks—as an articulated aim and measured outcome.

**Jeff Webb,** Associate Director of LEAP and Associate Professor/Lecturer; **Carolyn Bliss,** Director of LEAP and Professor/Lecturer; and **Carolan Ownby,** Assistant Director of LEAP and Professor/Lecturer—all of The University of Utah

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**POSTER 14: Life-Health Sciences Internships: Connecting Classroom and Experiential Learning**

The Indiana University-Purdue University Indianapolis Life-Health Sciences Internship Program connects undergraduate students with on-campus experiential learning opportunities and with graduate and professional program faculty and staff. Over the course of the program, interns work ten hours per week, meet monthly for workshops and professional development, present at a poster session, and complete an electronic portfolio to reflect on the experience. This program was designed as a sophomore- and junior-level bridge between existing freshman and senior retention and graduation initiatives. It was intentionally designed to not only give students hands-on experience, but also to encourage them to reflect on that experience, make connections to classroom learning, and articulate how the experience fits into their overall career and academic goals. This poster will demonstrate how the program merges two high-impact practices (internships and undergraduate research) to help students connect their work with the rest of their academic experiences.

**Brandi Leigh Gilbert,** Director of the Life-Health Sciences Internship Program, and **John Fierst,** Intern Ambassador—both of Indiana University-Purdue University Indianapolis

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**POSTER 15: Supporting Academically At-Risk Students: The Impact of Early Exposure to Undergraduate Research**

Undergraduate research is one of the key practices supporting the development of engaged learning and psychosocial well-being that Kuh (2008) identifies as high impact. While many institutions have rich traditions of supporting undergraduate research, it is vital that they broaden and diversify participation in these programs to engage underrepresented and academically at-risk students. This is especially important in light of data from the National Survey of Student Engagement (NSSE) indicating that underserved students benefit even more than their advantaged peers from access to such practices. This poster will describe a course-embedded project aimed at increasing involvement in undergraduate research among underrepresented and academically at-risk students at the University of Wisconsin-Eau Claire. The poster will chart the design and implementation of the project, as well as findings related to the project’s impact on levels of engaged learning and psychosocial well-being.

**Leah Olson-McBride,** Assistant Professor of Social Work, and **Holly Hassemer,** Director of Collegiate Bridge—both of the University of Wisconsin-Eau Claire

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**POSTER 16: Using Social Homework to Teach Teamwork in STEM**

This poster will describe a flexible tool designed to train students to work effectively in groups through a web portal. Interacting through this tool dramatically improves the correlations between various assignments and final course grades. Participants will see how the tool is exceptionally flexible and can be used to teach teamwork in various STEM courses.

**Zvonko Housek,** Professor of Physics and Astronomy—California State University-Long Beach

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**POSTER 17: Intention, Integration, and Reflection across the Curriculum and Cocurriculum**

The new Archway Curriculum at Nebraska Wesleyan University maintains and improves the use of high-impact practices while connecting discrete disciplines, faculty and student life staff, general education and majors, and curricular and cocurricular learning. The new curriculum expanded the first-year Liberal Arts Seminar to include...
writing-, speaking-, discourse-, and diversity-instructive components, along with an experiential requirement. The heart of the Archway Curriculum is the Integrative Core, which consists of horizontally and vertically linked courses and experiences revolving around “big questions.” This poster will demonstrate the opportunities and challenges encountered by department chairs and other faculty, student life professionals, and students themselves as they work to implement the Archway Curriculum. Presenters will encourage dialogue among participants about ways to make integration a reality. Presenters will also share examples of excitement and creativity, and will address some of the related philosophical and logistical obstacles.

Jeff A. Isaacson, Associate Professor of Biology and Assistant Provost for Integrative and Experiential Learning, Peter J. Armstrong, Dean of Students, and Travis Jensen, Assistant Dean of Faculty and Curriculum for University College—all of Nebraska Wesleyan University

POSTER 18: Using Common Assignments as a Foundation for Assessing First-Year and Capstone Outcomes
In response to accreditation recommendations, Pacific Lutheran University embarked on a journey to create a positive culture of assessment across campus. The successful implementation of a common assignment in the first-year writing seminar has led to important connections between the seminar and two high-impact practices: first-year experience programs and capstone experiences. Participants will learn about the conceptual design of this assessment strategy, the implementation process, and how to use the scoring rubrics. The poster will show a three-year span of data and examine the implications for aligning common assignments with other required first-year courses and the capstone experience.

Jan Lewis, Associate Provost for Undergraduate Programs, and Callista Brown, Director, First Year Experience Program—both of Pacific Lutheran University

GALLERIA ROOM, BALLROOM LEVEL
Theme 4: Strategies for Engaging Change

POSTER 19: Redesigning General Education: Effective Strategies for Engaging Faculty
This poster will describe efforts at a southern HBCU to align general education course content with newly developed general education learning outcomes. Seven faculty committees were charged with developing rubrics for each of the general education outcomes. Results of a faculty survey revealed misunderstanding regarding how to implement and interpret rubrics for different assignments. The provost’s office used this evidence to focus resources on faculty development for authentic assessment. Recognizing the need to standardize and sustain reform, academic administrators and consultants worked with faculty to produce seven manuals outlining teaching strategies and sample assignments. The university’s writing center, teaching and learning center, and office of assessment and research collaboratively supported faculty workshops and offered individual and small-group consultations regarding course redesign and assessment. Presenters will share workshop outlines and portions of one of the manuals.

Tiffany Baffour, Director, Center for Excellence in Teaching and Learning and Associate Professor of Social Work, and Jamie Slater, Assistant Provost for Institutional Effectiveness, Assessment, and Sponsored Programs—both of Winston-Salem State University

POSTER 20: Going Massive: Innovative Technologies and Writing Assessment in General Education
Universities are increasingly facing pressures—political, educational, and cultural—to streamline general education writing requirements, create dual-credit programming, mechanize writing assessment, and reduce time to graduation. In response to these pressures, a team of staff and faculty across three distinct units—college technical support, distance education and eLearning, and the department of English—formed a consortium to create, design, and offer a MOOC. Faculty then introduced data-driven feedback, innovative technologies, and assessment tools from that experience to three pilot sections of the university’s second-level writing course. This poster will present the assessment effort and its embedded writing analytics engine: the academically innovative idea-networking platform at the center of the MOOC and of the second-level writing classes that followed.

Kay Halasek, Associate Professor and Director of Second-Year Writing, Robert Griffiths, Director of Digital Scholarship and Development, and Scott Lloyd DeWitt, Associate Professor and Vice Chair of Rhetoric, Composition, and Literacy Studies—all of The Ohio State University Main Campus

POSTER 21: Using Adaptive Learning and Assessment to Improve Retention Rates in Online Developmental Math
This poster will demonstrate how to create an online course for developmental mathematics. It will describe the use of adaptive programs (such as Aleks, MyMathLab, and others) as a way to improve retention rates. Participants will
have the opportunity to discuss how to modify an existing model (the Emporium Model) to develop a completely online course. They will consider how to simplify the process of data collection to help faculty identify students who would benefit from early intervention and support. The poster will also showcase research conducted at the University of Alaska Southeast-Sitka showing that completion rates in developmental mathematics courses have improved by 30 percent in two years. Finally, presenters will examine the effectiveness of MOOCs in developmental mathematics and what universities and colleges need to do to create successful online developmental math programs.

**Patricia M. Brower, Math Technology Support Specialist, and Jeff Johnston, Campus Director—both of the University of Alaska Southeast-Sitka**

**POSTER 22: Vertical Integration Matrices: Mapping LEAP Essential Learning Outcomes in the Core Curriculum**

Over time, courses in a liberal arts core curriculum, housed in different units of the university, can become isolated, with their once-clear connection to the institution’s mission eroded. This poster will examine one strategy to overcome these temporal and organizational disruptions: a collaborative use of curricular mapping to improve the vertical integration of essential learning outcomes (ELOs). Using the AAC&U VALUE rubrics as models, an interdisciplinary committee of general education course directors created matrices to provide faculty, administrators, parents, and students with a visual representation of how and where students develop key competencies throughout the general education core. These matrices serve as assessment tools that make connections and gaps visible to administrators engaged in curricular revision. This poster will describe an innovative method for using LEAP principles and the VALUE rubrics to achieve coherent delivery of ELOs throughout the core curriculum.

**Todd Onderdonk, Associate Professor of University Programs—St. Edward’s University**

**POSTER 23: Revision Redesigned: An Accelerated and Collaborative Approach to Curricular Design**

While a general education revision can take up to a decade, the faculty at Trinity University completed the process in less than two years. Beginning with imaginative brainstorming and proceeding through an iterative process of discrete and intensely creative proposal development that included reflective conversations, Trinity faculty generated and refined their best ideas into an actionable curricular plan. Over half of the full-time faculty participated directly in the revision process (funded by the Mellon Foundation), and all colleagues had a voice in the process through frequent roundtable discussions, open comment periods, and online polling. This poster will describe an inclusive approach to change that does not involve top-down decision making or assigning a task to a small committee. The poster will introduce colleagues to the centerpiece of the process—the Ideas Lab—and presenters will invite questions and conversations.

**Lisa Jasinski, Special Projects Coordinator, Academic Affairs, and Mark Brodl, Associate Vice President for Academic Affairs (Budget and Research)—both of Trinity University**

**POSTER 24: Teaching Inquiry through Argumentation: A University’s Response to the Common Core State Standard Initiative**

This poster will explore a process developed by three faculty members from different disciplines to integrate the Common Core literacy standards and AAC&U’s Liberal Education and America’s Promise goals—integration intended to improve first-year students’ inquiry skills and information literacy abilities using argumentation standards as a lens. Faculty used this process in the first-year seminar and introductory biology courses. They also partnered with an area elementary school to adapt the process for use by fifth-grade science teachers. The poster will emphasize curriculum design, assessment, and adaptability across general education.

**Lynn A. Murray-Chandler, Associate Professor of Education and Coordinator of First Year Inquiry—Franklin Pierce University**

**POSTER 25: Gathering Around the Table: Creating Campus-Wide Dialogue to Reform General Education**

Campus leaders who attempt to create or reform general education programs are subject to intense pressures from all sides. Administrators, students, alumni, and different factions of the faculty often have strong and divergent opinions about the shape that a new general education program should take. This poster will help participants explore how creating a series of campus-wide dialogues about general education reform can transform the pressures exerted by these divergent opinions from obstacles into energy, driving the process toward successful completion. Based on the recently completed process that created the first common undergraduate general education program at Creighton
University, this poster will provide a model for participants to reference when developing action plans for campus-wide dialogue about general education reform at their home institutions.

**Kevin Graham, Associate Professor of Philosophy, and Holly Ann Harris, Associate Dean of Arts and Sciences—both of Creighton University**

**POSTER 26: Faculty as Agents in Transitioning Between General Education Programs**

This poster will showcase University Explorations, the new general education model at Saint Leo University. Presenters will offer strategies to engage faculty as agents of change when transitioning to a new model across multiple learning environments and modalities. One of these strategies is the creation of a high-quality DVD containing video clips of faculty providing explanations and examples of how the new program will improve students’ educations and foster engagement with the liberal arts disciplines. Finally, the poster will demonstrate lessons learned through the model’s implementation and synthesize strategies that have proven effective across multiple stakeholders in the transition.

**Shawn Weatherford, Assistant Professor of Physics, Mary Spoto, Dean, School of Arts and Sciences, and Diane Johnson, Assistant Director of Faculty Services, Center for Online Learning—all of Saint Leo University**

**POSTER 27: Using Assessment to Foster Paradigm Shifts in Students’ Ways of Knowing**

The general education course Becoming Modern was developed to encourage students to experience for themselves the major shifts in ways of knowing about the natural world that have led to modern scientific perspectives. Becoming Modern explores the concept of modernity, particularly its association with the rise of empiricism and the growth of the natural and social sciences. The class focuses on paradigm changes through both examination of historical contexts and student-directed experimentation. Faculty from the natural sciences, the social sciences, and the humanities teach course sections, using numerous directed inquiries to explore the nature and processes of game-changing shifts in understanding. For three years, faculty have surveyed students before and after the course to assess gains in acceptance of evolution; and for two years, they have assessed gains in Nature of Science (NOS) understanding. The data analyzed so far show no significant change either in students’ average acceptance of evolution or in NOS understanding. However, students in course sections taught by faculty trained in the natural sciences showed greater gains in NOS scores over the course of the semester than students in other sections. This poster will show assessment results suggesting that improving student acceptance of evolution and NOS understanding will require strategic changes in the implementation of the course.

**W. Eric Grossman, Associate Professor of Education, and Christine M. Fleet, Associate Professor of Biology—both of Emory & Henry College**

**POSTER 28: Engaging in Transformative Practices: The Peer Review of Teaching Initiative**

This poster will present a three-year Peer Review of Teaching (PROt) initiative from its inception to current efforts. The initiative’s aim is to connect faculty, promote dialogue about teaching, and render teaching visible. This PROt program focuses on guiding departments, schools, and teams of faculty volunteers as they develop and implement PROt systems that are unique to their departments or to their schools’ culture. The poster will provide details of the PROt initiative, including lessons acquired in the process of helping faculty learn from one another and take risks together. It will chart the challenges ahead in efforts to sustain this work. The poster will describe key elements and events of the PROt initiative, present participant testimony about the process, and outline related opportunities, challenges, and outcomes. Participants will receive handouts describing several distinct versions of PROt systems.

**Patricia Calderwood, Director of the Center for Academic Excellence and Professor of Educational Studies and Teacher Preparation, and Suzanna Klap, Associate Director of the Center for Academic Excellence—both of Fairfield University**

**POSTER 29: The General Education Trilogy: Uniting Mission, Transferability, and Assessment**

A current challenge for many universities is forging a unique general education imprint that aligns with institutional mission while battling long-standing histories of stalled general education reform, looming accreditation demands, and increased competition for students. In addition, common concerns related to transferability and the integration of experiential learning activities can slow reform efforts. Best practices suggest, though, that purposeful general education reform can occur through deliberate, systemized approaches that build ownership among stakeholders. This poster will describe one university’s approach to unifying mission, transferability, and assessment in general education reform via crowdsourcing, surveys, and town-hall meetings. Presenters will share data and findings related to the approach as well as integral steps in the university’s five-year timeline for reform. Participants will reflect on
common challenges in general education reform and assessment and discuss approaches that fit the needs of their campuses.

*Susan Brooks*, Chair, Assessment Committee and Assistant Professor of Education, *Christine Denecker*, Chair, Institutional Assessment and Associate Professor of English, and *Chris Ward*, Chair of Business Administration Programs and Associate Professor of Business—all of The University of Findlay

**POSTER 30: Pacific Northwest Learning Consortium (PNLC): Regional Collaboration to Enhance Student Learning**

Accreditation and learning outcomes assessment are often seen as regulatory requirements; not opportunities to enhance institutional mission and student learning. In an era of accountability, the PNLC is a regional consortium of institutions in Idaho, Oregon and Washington that coordinate activities for inter-institutional faculty collaboration around student learning. Through agreed upon priorities, PNLC seeks to enhance institutional mission, knowledge of student learning, and to identify strategies that improve both. Faculty collaborate with colleagues on the challenges of understanding student learning (beyond grades) with recognition that they all have similar stories to tell, the sharing of which generates a willingness to develop ideas to improve their work. The poster will describe the purpose of the PNLC and the strategy employed to create learning opportunities targeted towards the needs of faculty at the participating institutions from departmental learning outcomes and general education assessment to methods for meeting accreditation.

*Dave Veazey*, Director, University Assessment, Accreditation and Research—Pacific Lutheran University

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**8:00 – 9:00 a.m.**

**AAC&U Newcomers’ Welcome and Introduction to LEAP**

**PAVILION EAST, PLAZA LEVEL**

Participants will learn the who, what, why, and where of AAC&U, the Liberal Education and America’s Promise (LEAP) initiative, and the Degree Qualifications Profile (DQP), exploring how the LEAP vision for learning serves as a useful overarching framework for undergraduate learning.

As the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education, AAC&U works closely with its member institutions to extend the advantages of a liberal education to all students, regardless of academic specialization or intended career. In this session, participants will learn how AAC&U’s four broad goals for student learning (1) LEAP: Liberal Education as a Global Necessity; (2) Quality: 21st-Century Markers for the Quality of US Degrees; (3) Equity: Innovation, Inclusive Excellence, and Student Success; and (4) Social Responsibility: Integrative Liberal Learning and the Global Commons and its LEAP initiative provide both context and framework for the undergraduate experience.

*Susan Albertine*, Vice President, Office of Diversity, Equity, and Student Success—Association of American Colleges and Universities

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**9:15 – 10:15 a.m.**

**Plenary**

**GRAND BALLROOM, BALLROOM LEVEL**

**Examining Leadership Paradoxes: New Students and Faculty on Campus**

*Adrianna Kezar*, Professor of Higher Education, Rossier School of Education—University of Southern California; and *Robert T. Teranishi*, Professor of Education, Morgan and Helen Chu Chair in Asian American Studies—University of California-Los Angeles

Today’s students are first-generation, diverse, and technology-savvy. Most attend part-time at multiple institutions. Many are military veterans, and the majority face challenging economic prospects. These students often need greater support from faculty than ever before, and these interactions often determine their success. Today’s faculty have also changed—over 70 percent are on contingent appointments, and new faculty models are emerging. The faculty is increasingly diverse, but some faculty members face abysmal employment conditions: low wages, no benefits, and little job security. This plenary will examine the trend toward greater reliance on contingent faculty and how it may unintentionally work against institutional goals and student success. It will address new approaches to faculty roles and careers that overcome this emerging paradox and place both student and faculty success at the heart of the academic endeavor.
**10:15 – 10:45 a.m.**  
Coffee Break

Coffee will be available on the Ballroom and Plaza Levels.

**10:45 – 11:45 a.m.**  
Concurrent Sessions

**GALLERIA I, BALLROOM LEVEL | THEME 1: COLLABORATING FOR QUALITY**

**CS 1: High-Impact Practices that Foster Greater Engagement among Commuter Students**

Participants will learn strategies for engaging nontraditional students in and beyond the classroom.

When students are pulled in a dozen different directions by their daily obligations, how can faculty and student success services professionals help them identify as college students? Building on AAC&U’s high-impact practices and student retention practices, presenters will discuss and model student engagement tools developed for a first-year seminar series, a pilot interdisciplinary math course, and a writing learning lab. Presenters will also share a multidisciplinary adjunct faculty learning community built around the development of hybrid courses. Adjunct faculty will present disruptive educational practices designed for a community of post-traditional-age women commuter students. The presenters will also address how to transfer information between chairs and advisers, as well as the role of a student advisory board in creating a welcoming environment beyond individual classes.

*Michele Tyson, Associate Director for Enrollment Management, Anne Allen, Adjunct Faculty, Gender and Women’s Studies, and Brooke Dorsey Hollman, Adjunct Faculty, Psychology—all of Colorado Women’s College at the University of Denver*

**GALLERIA III, BALLROOM LEVEL | THEME 1: COLLABORATING FOR QUALITY**

**CS 2: General Education Transformation Focused on Science Literacy and Science Communication**

Participants will explore how to create courses focused on science literacy for non-science students and how to develop communication and teaching skills among STEM students and faculty.

This session will examine the interdisciplinary University of Oregon Science Literacy Program as a model for reforming general education science curricula. The program focuses on (1) improving science literacy for non-science students, (2) training future STEM faculty in best teaching practices, and (3) providing professional development in teaching for current STEM faculty. The presenters have developed a model for creating assessments that evaluate both student competency with a course’s science content and science literacy behaviors that are transferrable across disciplines. Participants will have an opportunity to develop their own activities and rubrics to measure students’ competence with content and their science literacy. At the workshop’s conclusion, participants will be able to align active learning techniques with specific science literacy behaviors and learning outcomes and will be prepared to bring current and future faculty into the teaching process.

*Eleanor V.H. Vandegrift, Associate Director of the Science Literacy Program, Alexandra Rempel, Research Assistant in Environmental Studies, and Alan Rempel, Associate Professor of Geological Sciences—all of the University of Oregon*

**SALON BALLROOM, EXECUTIVE TOWER | THEME 1: COLLABORATING FOR QUALITY**

*Please note that this session is located in the Hilton Executive Tower, across the street.*

**CS 3: Assessment Administrators Anonymous: Twelve Steps for Involving Faculty in Assessment**

Participants will learn strategies for enhancing faculty engagement in assessment on their campuses, including approaches to overcoming barriers to faculty involvement and meaningful incentives for faculty engagement.

Realizing the promise of assessment depends on growing and deepening faculty involvement. The need is particularly acute in the assessment of general education—the area of undergraduate education that can lack faculty ownership. This session will explore the dynamics of faculty involvement in assessment and identify twelve steps for increasing faculty engagement. Using effective approaches revealed in National Institute for Learning Outcomes Assessment (NILOA) case studies and practiced at institutions that have increased faculty involvement, presenters will spark audience discussion and encourage participants to consider approaches to apply on their own campuses.

*Jillian Kinzie, Associate Director, Center for Postsecondary Research—Indiana University Bloomington; and Nathan Lindsay, Assistant Vice Provost for Assessment—University of Missouri-Kansas City*
CS 4: Aligning Assessment and Intentional Learning via Syllabus Design and Evidence-Based Reflection

Participants will construct and connect course goals to specific assignments, develop rubrics for both formative and summative assessment, and create draft assessment instruments with which to measure the attainment of course goals.

This session will model the ways in which matching course assessment to the goals and assignments articulated in the syllabus can promote intentional learning. Example approaches will include implementing a variety of high-impact practices, such as collaborative group work; engaging students in analyzing and synthesizing multiple source materials; encouraging ongoing evidence-based reflection; and requiring intensive practice in oral and written communication. Together, these components produce students who are active participants in their own learning and who internalize awareness of their control over course materials through interactive communication with the faculty member and other students. Following a brief presentation of the model and a discussion of how to integrate goals and assignments using a personalized assessment tool, workshop participants will draft a course design that fits aspects of the model to their own institutions.

Barbara G. Hornum, Director, Drexel Center for Academic Excellence and Associate Professor, Anthropology, and
Stephen DiPietro, Associate Vice Provost, University Assessment Operations—both of Drexel University

CS 5: Supporting General Education Assessment through Student Learning Outcomes Assessment

Participants will consider key questions in preparing to develop an outcomes-based assessment plan for general education.

This session is designed for participants reviewing their current general education offerings and beginning to develop a comprehensive and systematic general education assessment plan. Discussion will center on issues of collaboration across campus divisions, institutions, schools, and communities, as well as aligning assessment through connecting assessment efforts across the institution to focus and scale improvement efforts.

Robert Budnik, Co-Founder—LiveText and Cara Meade, Director of Assessment—Georgia College

Sponsored by LiveText

CS 6: Calming 21st Century Disruptions in Higher Education: Aligning General Education and Program Goals

Participants will become aware of the importance of establishing measurable learning outcomes and will learn to close the assessment loop by developing an assessment plan using actual learning outcomes measured against goal outcomes.

This session will highlight three current National Communication Association (NCA) projects, all of which are designed to strengthen general education, to integrate student learning objectives throughout the curriculum, and to foster demonstration of disciplinary knowledge and skills in senior capstones. About 1.3 million American students take a basic course in communication annually, and teaching these is often the only teaching apprenticeship that young professors have. Establishing learning outcomes and measures for general education courses can and should be a way of facilitating course development and assessment throughout the curriculum, culminating in measurable capstone outcomes. Participants will review and discuss models for developing general education learning objectives, exchange ideas about ways of linking these to upper-level courses, and review outcomes of an NCA-funded research project aimed at identifying best practices in communication capstones. Several NCA initiatives and related grants that are potentially useful to other disciplines will be described.

Brad Mello, Associate Director for Academic and Professional Affairs—National Communication Association; and Leslie Reynard, Associate Professor of Communication—Washburn University
CS 7: What Does General Education Look Like in a Competency-Based Education Model?

Participants will learn about a faculty-driven process for creating and assessing a competency-based general education program and how to apply the process at their home institutions.

Competency-based education (CBE) is fast emerging as an alternative to the credit-hour structure, with CBE pilot programs established at Southern New Hampshire University, Northern Arizona University, and elsewhere. CBE programs disrupt the traditional focus on seat time and credit hours in favor of direct assessment of students’ knowledge and mastery of skills. Brandman University tackled this disruption in its development of a competency-based bachelor of business administration program. This session will address the conversion of the general education curriculum embedded in the program. Brandman’s traditional general education program adapts elements from AAC&U’s VALUE Rubrics and Essential Learning Outcomes and from Lumina Foundation’s Degree Qualifications Profile. Participants will learn how Brandman’s faculty recreated these elements in a CBE model. They will have the opportunity to see exemplars, pose questions, make suggestions, evaluate challenges, and consider how to apply similar innovations at their own institutions.

Jeremy Korr, Dean of Arts and Sciences, Kathleen Ringenbach, Associate Professor of Psychology, and Ellen Baker Derwin, Associate Dean and Assistant Professor of Communications—all of Brandman University

CS 8: Managing Distrust: Using Intentional Disruption to Engage Faculty in Assessment

Participants will examine strategies for engaging faculty in assessment and program evaluation.

Faculty members excel in critical thinking, having been selected and rewarded for the ability to deconstruct arguments and analyze evidence. In a collaborative project undertaken by three research universities and supported by the Spencer Foundation, faculty members attending workshops on using assessment data actively articulated their distrust of the evidence and argued that those data were inadequate for the purpose of redesigning instruction. When asked what kind of evidence would merit their attention, the same faculty members engaged in serious examination of the quality of the assessment process. Their observations have helped guide the next wave of data collection. Participants will discuss the challenge of leveraging disruption as a source of development and preventing it from becoming an excuse for inaction.

Daniel Bernstein, Director of the Center for Teaching Excellence, Ying Xiong, Documenting Learning Specialist—both of the University of Kansas; and Nancy Mitchell, Director of Undergraduate Education Programs—University of Nebraska—Lincoln

CS 9: Assessing General Education Outcomes through Curriculum Mapping

Participants will be introduced to a step-by-step guide for developing a curriculum map to assess general education programs and student learning outcomes.

With the current national focus on general education assessment, institutions are constantly requiring departments to develop and align student learning outcomes. Curriculum mapping can be a powerful tool for assessing student learning outcomes. Participants will learn how curriculum mapping creates a cross-disciplinary approach to identifying gaps in the curriculum and how mapping may serve as a guide and catalyst for innovation and synergy within the general education program, as well as for institutional change. Participants will learn how departmental faculty at two institutions have used curriculum mapping and will examine the effects of this assessment technique on curriculum design. The session will provide an opportunity for participants to develop a curriculum map and discuss collaboration strategies that they can take back to their respective institutions to begin cross-disciplinary discussions on general education assessment.

La Toya Hart, Director of Institutional Effectiveness and Assessment—Alcorn State University; and LaTonya Robinson-Kanonu, Coordinator of Assessment of Undergraduate Studies—Jackson State University
Theme 3: Intentional Learning

Beyond the General Education Checklist: Engaging First-Generation Community College Students
At most community colleges, general education plans are clearly articulated for faculty and staff—but to what extent do our students understand how their general education checklists express the goals of a liberal education? Helping first-generation community college students understand what a general education curriculum is and why it is important are the first steps toward engaging them in that education and providing an opportunity for deep and intentional learning within the curriculum. This session will demonstrate how a high-impact general education transfer course (in this case, college composition) can be a vehicle for engaging students in (1) defining a liberal education, (2) weighing the value of a liberal education both historically and in today’s world, (3) identifying outcomes associated with being a liberally educated person, and (4) evaluating their own progress through meaningful assessment.

Ellen Riek, Professor of English—Arizona Western College

Theme 4: Strategies for Engaging Change

The Very Secret Diaries of a General Education Reform Team
When reformers at the University of Wisconsin-Oshkosh proudly describe the details of their new University Studies Program, they are frequently interrupted by questions about the general education reform process. “Say what?” an audience member will ask when hearing about student success and high-impact practices at this regional, comprehensive university. “How did you get your faculty senate to agree to these radical changes?” Other listeners will wait until after the presentation, and then quietly inquire, “Didn’t you have departments that ... you know, resisted?” Although LEAP principles and strong administrative support provided a solid foundation for reform over several years, the final, rollicking semesters were facilitated by an untested, multidisciplinary faculty team that discovered a path to campus transformation by applying disciplinary knowledge and the Essential Learning Outcomes, which now unify the campus curriculum. In this talk, a representative of that team will reveal the team’s surprising strategies for collaborative curricular transformation.

Lori J. Carrell, Professor of Communication and Director, University Studies Program—University of Wisconsin-Oshkosh

Theme 4: Strategies for Engaging Change

What’s General About General Education?
Can the Essential Learning Outcomes of AAC&U’s LEAP initiative be interpreted as axioms for all disciplines? If we distill the disciplines down to their most basic building blocks, will we see that the skills, knowledge, and assumptions at their foundations are, in essence, the same? If this is the case, how did we end up with universities built around traditionally siloed and often-competing disciplinary departments? What would a university look like if it rejected the notion of “my majors” and “your majors” and truly embraced the notion of “our learners”—all of whom must begin with the same set of axioms in order to be successful? Such a university would, by its very nature, include a set of intentionally aligned pathways—a winding, beautifully tangled braid of interlocking and overlapping routes toward discovery—from the first year through capstone and major.

Julie Glass, Associate Dean—University of North Texas

12:00 – 1:45 p.m. Lunch on Your Own

For those not attending the ticketed luncheon (next page), please enjoy the many wonderful restaurants and food carts that are a signature of Portland.
12:00 – 1:45 p.m.  Provosts’ Luncheon and Roundtable Discussions

PAVILION EAST, PLAZA LEVEL
Separate registration and fee required ($50). If you are not registered and would like to attend, tickets may be available at conference registration.

Leading Innovation and Institutional Transformation

Anny Morrobel-Sosa, Provost and Senior Vice President for Academic Affairs—City University of New York Herbert H. Lehman College; and Kimberly Eby, Associate Provost, Faculty Development and Director, Center for Teaching and Faculty Excellence—George Mason University

Current and future provosts are invited to discuss strategic planning, leadership, and institutional transformation in a climate of disruptions. How does AAC&U’s LEAP vision provide a framework for advancing integrative general education from first-year seminar to capstone experience, and how can provosts provide leadership for these kinds of institutional change?

2:00 – 3:00 p.m.  Plenary

GRAND BALLROOM, BALLROOM LEVEL

Evolving Identities of E-Portfolios

Bret Eynon, Assistant Dean for Teaching and Learning—La Guardia Community College/City University of New York

What is an e-portfolio? Is it a tool for supporting authentic outcomes assessment? Is it a reflective space for students and faculty? Might it be used as an advisement tool, as a career and transfer showcase? Or are e-portfolios all of the above? As the use of e-portfolios in higher education becomes increasingly common, new research documents e-portfolios’ potential for encouraging deep learning and catalyzing institutional change for student success. This presentation will spotlight classroom pedagogies, support structures, and institutional strategies needed to build successful integrative e-portfolio initiatives on your campus.

3:00 – 3:15 a.m.  Coffee Break

Coffee and sodas will be available on the Ballroom and Plaza Levels.

3:15 – 4:15 p.m.  Concurrent Sessions

SKYLINE II, 23rd FLOOR | THEME 1: COLLABORATING FOR QUALITY

CS 11: Developing Student-Faculty Partnerships to Support Quality Learning

Participants will learn about the theoretical underpinnings of student-faculty partnerships in higher education and take away insights regarding student-faculty partnership work.

Student-faculty partnerships have the potential to enhance, even transform, both general education and undergraduate assessment. In this session, presenters will share premises, guiding principles, and practical strategies derived from their experiences as creators of such programs and from a study of thirty-six student-faculty partnership projects in the United States and the United Kingdom. Drawing on research literature, case studies, and findings presented in their forthcoming book, Engaging Students as Partners in Teaching and Learning: A Guide for Faculty (Jossey-Bass 2014), presenters will provide a brief overview of effective approaches to promoting deep dialogue among students and faculty regarding general education learning outcomes and quality. Participants will analyze and critique best practices and principles related to student-faculty partnerships. The session will conclude with an opportunity for participants to consider and plan how they might develop similar initiatives in their own contexts. Alison Cook-Sather, Mary Katharine Woodworth Professor of Education and Coordinator of The Andrew W. Mellon Teaching and Learning Institute—Bryn Mawr College; and Peter Felten, Assistant Provost, Director of the Center for Engaged Learning, and Associate Professor of History—Elon University
CS 12: Re-imagining General Education Assessment with Student Affairs Partners

Participants will explore ways academic and student affairs can collaborate to assess student learning outcomes in the cocurriculum.

In this session, presenters will examine how learning outcomes can be developed, assessed, and recorded within cocurricular student programming. Presenters will share and compare two distinct models of cocurricular learning outcomes assessment, one at Stetson University (a small private university in central Florida) and one at the University of Texas at El Paso (a large public university). Participants will discuss the opportunities and challenges associated with implementing similar models at their own institutions.

John Pearson, Assistant Vice President for General Education—Stetson University; and Cheryl Torsney, Senior Vice Provost—University of Texas at El Paso

CS 13: Norming: A Process to Engage Collectively in Evidence-Based Discussions about Student Learning

Participants will participate in a rubric norming activity that they can replicate on their own campuses.

Norming refers to a calibration process that helps a group of individuals using the same rubric come to a common understanding of multiple criteria. Specifically, norming facilitates consensus regarding appropriate criteria and levels of acceptable performance. This interactive session will allow participants to go through a model norming exercise and present strategies for grounding discussions in student performance data. The presenters will supply norming guidelines, and participants will create rubrics and follow a norming process. Participants will discuss statistical processes that they can use to demonstrate interrater reliability, as well as ways to report on normed assessment results.

Neil Pagano, Associate Dean, School of Liberal Arts and Sciences, Jonathan Keiser, Executive Director of Academic Development, and Royal Dawson, Assistant Vice-President of Institutional Research—all of Columbia College Chicago

CS 14: Taking On the Sophomore Slump: Intentional Learning through Campus Collaboration

Participants will learn how a sophomore experience program can reinforce student success and retention as well as improve students’ satisfaction with their college experiences.

In this session, participants will learn about issues of specific relevance to sophomores and will explore why a sophomore experience may be beneficial on their campuses (to both students and institutions). Presenters will share Westminster University’s Sophomore Experience program briefly before engaging participants in brainstorming about how to develop such programs at their universities. Discussion will focus on how to create a coherent program by leveraging existing structures and practices rather than building from the ground up. Participants will discuss obstacles and strategies for overcoming them.

Annette Sisson, Professor of English, and Alison Moore, Director of General Education—both of Belmont University

CS 15: E-Portfolios as Formative and Summative Student Learning Assessments

Participants will examine a potentially transformative approach to using e-portfolios to assess student learning at the course, program, and institutional levels.

In 2011, Westminster College began requiring students to submit e-portfolios during their sophomore year and again prior to graduation. The e-portfolios serve as tools for both a formative and summative assessment of student learning. The e-portfolio approach is developmental, with students reflecting on and documenting their learning in a variety of contexts. Students upload evidence of their mastery of each of Westminster’s college-wide learning goals as well as reflections about their learning. Teams of faculty and staff evaluate these artifacts and provide feedback. These data play a role in assessing the general education curriculum. E-portfolios are also used to evaluate program and course effectiveness and to document faculty achievement for promotion and tenure review. Participants in this session will use a Westminster learning goals rubric to assess a student e-portfolio reflection. Participants will also
discuss the use of e-portfolios to assess general education outcomes, exploring anticipated roadblocks to such assessment and potential forms of institutional support.

Paul K. Presson, Associate Provost for Academic Support, Barbara Smith, Professor of Psychology, and Kerri Shaffer-Carter, Director, E-Portfolio Program—all of Westminster College

GALLERIA II, PLAZA LEVEL | THEME 3: INTENTIONAL LEARNING

CS 16: Transformative Learning: From Foundation to Capstone

Participants will practice scoring student work using an integrated technology that facilitates documentation of student learning.

Through a collaborative process, administrators and faculty at the University of Central Oklahoma have developed the Transformative Learning (TL) Transcript, a system of documenting students’ achievement of essential learning outcomes. Beginning with a first-year seminar, students will earn credit toward badges at three levels—exposure, integration, and transformation—within six learning outcomes. Beginning with a pilot project this spring, faculty and staff will use the TL Transcript to document students’ scores on designated work in general education courses, on student life activities, and on student worker performance reviews. Each student will also have an e-portfolio that houses both artifacts (papers, performance reports, projects, job reviews, etc.) and related assessments. Together, the TL Transcript and the e-portfolio not only will provide valuable evidence for potential employers and graduate schools, but also will function as the organizing structure for students as they integrate their own learning and development. Cia Verschelden, Executive Director of Institutional Assessment, Sunshine Cowan, Assistant Professor of Kinesiology and Health Studies, and Chair, Core Curriculum Committee, and Tori Christiansen, Assistant Director, First-Year Experience Programs—all of the University of Central Oklahoma

BROADWAY III/IV, PLAZA LEVEL | THEME 4: STRATEGIES FOR ENGAGING CHANGE

CS 17: The Strength of the Dotted Line: Partnerships that Enable Organizational and Curricular Change

Participants will gain a clear understanding of an alternative type of organizational approach to collaboration across units, as well as an understanding of how backward design can inform projects, programs, and future planning.

As universities are called upon to innovate, transform, and even reinvent themselves to meet 21st-century educational challenges, how does an institution contemplate and initiate change that emphasizes the integration of technology into teaching and learning as well as cross-disciplinary problem solving? How does it engage faculty and administrators in change? Three case studies from Santa Clara University illustrate how the principles of backward design and dotted-line relationships enabled more inclusive dialogue among faculty, staff, students, and administrators—and, consequently, more curricular and programmatic innovation. Each case (technology-enhanced teaching and learning, active classroom design, and integrated learning in the core curriculum) involved intentional partnerships driving pilot projects across units, sustained dialogues across campus constituencies, and the strategic collection of data for decision making. By framing three projects with broader, more generalizable outcomes in mind, the educators in each of these cases achieved small but significant successes within one year. These short-term successes provided momentum and support for continued change and innovation.

Christine Bachen, Director of Assessment and Associate Professor of Communication, Diane Jonte-Pace, Vice Provost for Academic Affairs, Andrea Brewster, Curriculum Manager, Experiential Learning for Social Justice, Undergraduate Studies, Phyllis Brown, Associate Provost for Undergraduate Studies and Professor of English, Eileen Elrod, Associate Vice Provost for Faculty Development and Professor of English, and Nancy Cutler, Director of Media Services—all of Santa Clara University

SKYLINE I, 23rd FLOOR | THEME 4: STRATEGIES FOR ENGAGING CHANGE

CS 18: Engaging Students in Assessment of General Education Goals: From Guided Inquiry and Analysis to Improvement

Participants will learn about a successful approach to framing inquiry into general education goals using integrated student and faculty assessment data.

This presentation will review a collaborative project between the Cooperative Institutional Research Program (CIRP) and Hartwick College to deepen the college’s understanding and alignment around faculty engagement in and perceptions of high-impact practices to further the college’s mission. The project provided students with quantitative
student and faculty data to frame inquiry into the applied and experiential component of Hartwick’s general education curriculum. Working in faculty-led consulting teams, students engaged in qualitative analysis to deepen understanding of faculty engagement, motivations, and perceptions, which can encourage or discourage students’ active, applied, and experiential learning. Presenters will discuss their strategy for engaging students as researchers, their qualitative processes, what they learned through the analysis, and how they have used results to clarify alignment between the college’s mission and its general education goals and outcomes. Participants will consider how actively involving students can enhance the assessment of general education goals.

Lori Collins-Hall, Professor of Sociology—Hartwick College; and Laura Palucki Blake, Assistant Director, Cooperative Institutional Research Program—University of California-Los Angeles

GALLERIA III, BALLROOM LEVEL

CS 19: HEDS Up: Interventions for Student Success
This session will include two presentations followed by time for questions and discussion.
Moderator: Barbara Hornum, Director, Center for Academic Excellence—Drexel University

THEME 3: INTENTIONAL LEARNING

Open Campus: Opening the Book on Open-Sourcing Developmental Education
Learn how one college has designed and implemented a series of six free, easily accessible, video-lecture-based, online refresher courses. Bossier Parish Community College's Open Campus targets high school students preparing for placement testing, students enrolled in credit-bearing courses, and students who are homebound or work-restricted. With Open Campus, anyone, anywhere can access quality, online developmental instruction. Open Campus courses reflect the same pedagogies as their for-credit counterparts, with two exceptions: all are non-credit and self-contained. In addition to sharing snapshots from active courses, design templates, timelines, and expenses, presenters will offer data analysis and answer questions about design plans, hardware and software requirements, and initiative pitfalls.

Allison Martin, Director of Institutional Effectiveness Initiatives, and Russell Johnson, Support Technician, Educational Technology—both of Bossier Parish Community College

THEME 4: STRATEGIES FOR ENGAGING CHANGE

Good-bye, Tiresome Retention Efforts; Hello, Game-Changing Learner Engagement
This session will provide an overview of up2U, a two-year college’s program to leverage instruction, improve learning, and measure competency while supporting institutional objectives for persistence, completion, and transfer. The program’s title connotes dual significance: first, it signifies the transition from college to university; second, it conveys to students that their success is “up to them.” At the core of up2U is a competency-based transfer tuition reduction based on a student’s cumulative GPA upon completion and demonstration of proficiency on a summative performance task assessment. In addition to reviewing the program’s guiding rationale and intended outcomes, presenters will discuss strategies for deploying institutional support services for successful implementation, from recruitment and orientation to formative assessments and tutorial support.

Paul Carney, up2U Program Director, and Carrie Brimhall, Associate Vice President of Academic and Student Affairs—both of Minnesota State Community and Technical College

GRAND BALLROOM, BALLROOM LEVEL

CS 20: HEDS Up: National Trends in Data and Assessment
This session will include three presentations followed by time for questions and discussion.
Moderator: Julie Matuga, Director of Academic Assessment—Bowling Green State University

THEME 2: ALIGNING ASSESSMENT

Using the AAC&U VALUE Rubrics to Connect Campus Assessment Efforts with External Reporting Needs
This session will explore the dual use of the VALUE rubrics to (1) support internal campus efforts to improve student success and (2) report to external audiences through the Voluntary System of Accountability (VSA) College Portrait. Presenters will share examples, recommendations, and lessons learned from the campus perspective, as well as implementation requirements for reporting within the VSA. The discussion will also cover strategies planned by the VSA for more effectively communicating student learning outcomes results to consumers and external stakeholders.

Kathi Ketcheson, Director and Research Professor—Portland State University; and Teri Lyn Hinds, Director of Research and Policy Analysis—Association of Public and Land-Grant Universities
THEME 4: STRATEGIES FOR ENGAGING CHANGE

Fixing the Mismatch: Why Faculty Goals and Industry Needs are Misaligned—and What to Do About It

The purpose of education has been debated for centuries. Is it to prepare students for careers in the working world, or is it to create an educated populace that can lead us into the future? There is a mismatch between what students, parents, the American public, and college faculty think is the purpose of postsecondary education. The presenter will demonstrate this mismatch with data from multiple sources. In a time of great disruption in higher education, this mismatch has the power to topple institutions. And yet, there are pockets of success. The presenter will give examples of programs that tackle the issue head on and have promise for replication. These programs point toward the future of higher education in the 21st century.

John H. Pryor, Director, Cooperative Institutional Research Program, Higher Education Research Institute—University of California, Los Angeles

THEME 4: STRATEGIES FOR ENGAGING CHANGE

General Education Outcomes and NILOA’s Transparency Framework

Communicating the intended outcomes and results of general education course offerings or competencies can be daunting, especially when no single department may own general education or be responsible for advising students on course selection. As institutions struggle to help students move from a “checking off requirements” mentality to one of actively engaging in dialogue and intentionally selecting general education requirements, the need to be transparent in communication around general education outcomes and assessment takes on additional meaning. In 2011, the National Institute for Learning Outcomes Assessment (NILOA) created a Transparency Framework as a guide for communicating accessible and meaningful information about student learning. The Transparency Framework can help institutions determine how, where, and how often to report their assessment data in a way that is both meaningful and coherent.

Natasha Jankowski, Assistant Director, and Carrie Allen, Research Analyst—both of the National Institute for Learning Outcomes Assessment

4:30 – 5:30 p.m. Concurrent Sessions

PAVILION EAST, PLAZA LEVEL | THEME 2: ALIGNING ASSESSMENT

CS 21: Signature Assignments: Assessment, Faculty Development, and Institutional Reform

Participants will discuss the benefits of the signature assignment approach to learning outcomes assessment and develop signature assignment guidelines, sample assignments, and rubrics based on specific learning outcomes.

This session is designed for faculty and administrators who are in the process of creating assessment plans for their general education programs and are interested in using signature assignments. A signature assignment is a set of guidelines for tasks, problems, essays, or projects assigned across different courses to measure a shared outcome. Participants are invited to bring learning outcomes and current materials from their institutions for this interactive workshop, which will facilitate the development of (1) rubrics appropriate to specific curricular goals, (2) signature assignment guidelines (and individual assignments) for specific core learning objectives, and (3) formal and informal programs for assessment-based faculty professional development. Faculty assessment leaders from Cabrini College will discuss their own progress toward curricular goals, share example guidelines and assignments, and discuss the long-term political, logistical, and fiscal challenges that both faculty and administrators face in an era of rising accountability and general education reform. They will demonstrate how using signature assignments can encourage faculty ownership of assessment in their courses by providing streamlined, nonthreatening opportunities for instructors to make assessment-informed pedagogical adjustments.

Michelle Filling-Brown, Assistant Professor of English, Seth Frechie, Professor and Chair of the Department of English, and Laura Groves, Associate Professor and Chair of the Department of Social Work—all of Cabrini College

BROADWAY III/IV, PLAZA LEVEL | THEME 2: ALIGNING ASSESSMENT

CS 22: Using e-Portfolios for General Education Assessment at Linfield College

Participants will learn one institution is using Taskstream to manage the collection and rubric-based evaluation of student work by multiple evaluators.

In 2010, Linfield College revised its general education curriculum and developed an assessment plan. The plan includes the collection of student exemplars to determine how well student learning outcomes are being achieved.
According to the plan, students submit artifacts from aligned courses to demonstrate accomplishment of the learning outcomes, accompanied by reflections regarding how the selected artifacts demonstrate their achievements. After an unsuccessful attempt at using their existing learning management system, Linfield implemented a portfolio-based approach. The presenter will share examples of rubrics, reflection prompts, performance reports by learning outcome, and curricular changes they have made based on the data gathered over the last three years.

**Martha VanCleave, Interim Director of Division of Continuing Education and Professor of Mathematics—Linfield College**

Sponsored by Taskstream

**GALLERIA II, BALLROOM LEVEL | THEME 2: ALIGNING ASSESSMENT**

**CS 23: Is Your Rubric Getting in the Way? Strategies for Developing and Analyzing Rubrics**

Participants will learn how some rubric formats can lead to less useful data and inadvertently hinder efforts to “close the loop” or improve student learning.

As many assessment efforts move away from an audit model and toward a cycle of continuous improvement of student learning, many rubric formats appear to be lagging behind. In this session, presenters will share techniques and strategies for maximizing the usefulness of data gained from rubrics. Many traditional rubric formats inadvertently lead to data that are difficult to use to “close the loop” or improve student learning. By creating rubrics that collect more specific and disaggregated information, it is possible to improve assessment data. Additionally, by changing the way the data are analyzed, it is possible to create a more accurate profile of both strengths and weaknesses, which can lead to targeted improvement efforts.

**Eric Haas, Professor of Psychology—Scottsdale Community College**

**SKYLINE II, 23RD FLOOR | THEME 2: ALIGNING ASSESSMENT**

**CS 24: Using Student Work for Core Curriculum Assessment: An E-Portfolio-Based Approach**

Participants will leave the session with a clear sense of what questions are important to answer in developing learning outcomes assessments, an understanding of the benefits and challenges of using student work in assessment, and a process that they can adapt for use on their campuses.

In fall 2012, Goshen College launched a new core curriculum program to more intentionally create platforms for integrative learning. Using the LEAP Essential Learning Outcomes as inspiration, faculty and administrators created a set of outcomes that they used to build the program and its e-portfolio-based assessment plan. In this workshop, presenters will walk through the process they used to generate information that supports ongoing conversations about improving teaching and learning in the core curriculum. Presenters will explain and show examples of how they extract samples of student work from e-portfolios to represent student learning outcomes, how they use the AAC&U VALUE rubrics to score the work, and how they report findings to faculty and administrators. Then, using actual examples of student work, participants will create a report that they can use to communicate recommendations to faculty and administrators.

**Ross Peterson-Veatch, Associate Vice President for Academic Affairs, Scott Barge, Director of Assessment and Institutional Research, and Beverly Lapp, Director of the Core Curriculum and Professor of Music—all of Goshen College**

**BROADWAY I/II, PLAZA LEVEL | THEME 2: ALIGNING ASSESSMENT**

**CS 25: Assessing Pluralism: Using Direct Evidence to Document and Deepen a General Education Goal**

Participants will discuss why religious pluralism is an important component of liberal education and learn about a rubric for its assessment.

AAC&U’s focus on “making excellence inclusive” encourages campuses to foster inclusiveness across all cultural groups, but sometimes missing from these conversations is attention to the religious diversity of our students—from nonreligious and atheist students to those committed to a multitude of faiths and traditions. Too often, religion is a taboo subject within the academy and even within general education programs, restricting the development of the knowledge, skills, and attitudes that students need to contribute to positive change in our global society. This gap is particularly significant because conflicts within the United States and across the world frequently are exacerbated by religious intolerance, suspicion of other worldviews, or ignorance of diverse traditions. In this session, presenters will share a new Pluralism and Worldview Engagement Rubric, modeled after the AAC&U VALUE rubrics and funded by a
grant from the Teagle Foundation. Session participants will consider the design and possible applications of the rubric, and will discuss ways to use results from this assessment tool to shape general education programs and other efforts to cultivate pluralism on our campuses and beyond.

Alana Kinarsky, Campus Engagement Associate—Interfaith Youth Core; Peter Felten, Assistant Provost and Director of the Center for Engaged Learning—Elon University; Ron Robinson, Perkins-Prothro Chaplain and Professor of Religion—Wofford College; and Zandra Wagoner, University Chaplain—University of La Verne

Pavilion West, Plaza Level | Theme 2: Aligning Assessment

CS 26: Assessing General Education Outcomes within Course Certification: Creating Conversations about Learning

Participants will learn about a model for engaging members of the general education oversight committee and faculty teaching general education courses in recurrent, improvement-oriented dialogue.

Embedding assessment in general education course certification processes provides several benefits: it reminds faculty teaching general education courses of the need to focus on general education outcomes; it provides opportunities for cross-department discussion of such outcomes; it helps those conducting program oversight collect regular and updated information about outcome achievement; and it makes systematic course-to-program check-ins a standard part of general education. In this session, participants will function as members of a general education oversight committee, reviewing, discussing, and responding to typical materials submitted as part of a recertification process. Following the simulation exercise, presenters will explain the current method and process and describe how the information gained through this approach contributes to overall program assessment. Finally, participants will discuss the process and brainstorm about variations that might apply to different contexts, programs, and purposes. Joan Hawthorne, Director of Assessment and Accreditation, Anne Kelsch, Director of the Office of Instructional Development, and Thomas Steen, Director of Essential Studies—all of the University of North Dakota

Galleria I, Ballroom Level | Theme 3: Intentional Learning

CS 27: Positioning Learning on the Spectrum of Student Need: Course Design to Reach Students Where They Are Now

Participants will discuss course design for intentional learning, with a focus on using high-impact practices to support general education learning outcomes.

The presenters will share how faculty and administrators at a southern HBCU implemented authentic assessment and instructional design to meet the diverse learning needs of students in a revised approach to general education. The presenters will demonstrate how a new general education model integrates high-impact experiences into course design to address learning outcomes with an underserved student population. Examples of course design from conceptualization to full implementation, authentic assessment approaches, and practical tips on meeting the needs of learners will be discussed. JoAnn Coco-Ripp, Associate Professor and Therapeutic Recreation Program Coordinator, Andrea Patterson, Assistant Professor of Speech, and Jamie Slater, Assistant Provost for Institutional Effectiveness, Assessment, and Sponsored Research—all of Winston-Salem State University

Galleria III, Ballroom Level | Theme 4: Strategies for Engaging Change

CS 28: Inoculations, Iterations, and Integrations: A Heuristic for Faculty-Driven Reinvention of a Core Curriculum and Its Assessment

Participants will engage in heuristic discussion and reflection on the precise locations and types of interventions based in assessment and curriculum development that are likely to be efficient and effective in their specific situations.

Driven by the need to develop a functional assessment process centered on core competencies and the student learning outcomes these imply, the University of Nevada, Reno has been revising its vertically integrated core curriculum and shifting from course-based to competency-based requirements. In this presentation and discussion session, faculty will report on their efforts to develop their curriculum and assessment practices related to three key emphases of the core. Panelists will introduce and lead audience members through a heuristic for modeling three ways that a student learning outcome might be expressed, practically implemented, and assessed within a general education curriculum. Session participants will practice articulating student learning outcomes for their own
institutions and conceptualizing the expression of those outcomes through their general education curricula. Participants will also discuss applying or adapting the VALUE rubrics to assess students’ progress toward graduation. **Jane Detwiler**, Associate Dean, College of Liberal Arts, **William Macauley**, Director of the University Writing Center, **Jen Hill**, Director, Gender, Race, and Identity Program, and **Greta De Jong**, Director, Core Humanities Program—all of the University of Nevada, Reno

**SKYLINE I, 23RD FLOOR**

**CS 29: HEDs Up: Innovations for Learning**
This session will include two presentations followed by time for questions and discussion.
Moderator: **Nancy Mitchell**, Director for Undergraduate Education—University of Nebraska-Lincoln

**THEME 3: INTENTIONAL LEARNING**

**Science Is a Foreign Language: Flipping the Content Delivery Model to Stimulate Fluency**
The pedagogy of flipped learning is increasingly being implemented in classrooms around the globe. In the flipped classroom, students receive content outside of class time so they can spend their time with the professor doing activities that help them engage with the material. In very technical STEM disciplines, information often feels like a foreign language to students. Flipping allows students to obtain their basic “vocabulary” and learn to operate at the lower levels of Bloom’s taxonomy on their own time, so they can work at higher Bloom’s levels and practice their skills with a “fluent speaker” (the professor) in class. This talk will (1) cover what flipping has to offer across a wide swath of disciplines and subdisciplines, (2) provide some basic guidelines for flipping, and (3) summarize results of flipped pedagogy in an organic chemistry course taught by the speaker.

**Bridget G. Trogeden**, Associate Professor of Chemistry and Director of First-Year Integrative Studies—Mercer University

**THEME 4: STRATEGIES FOR ENGAGING CHANGE**

**Using Technology to Improve Teaching Efficiency**
Tension exists at colleges and universities between the goal of excellence in education and the financial incentives for offering larger and larger classes. This talk will explore the use of mobile devices to increase student engagement and attentiveness in large survey courses. Results show that (1) students participate when provided new opportunities to do so; (2) when given the option of asking questions anonymously, quiet students participate at or above the levels of other students; and (3) when given the option to participate synchronously but remotely, students obtain learning outcomes at equivalent levels whether or not they physically come to class. These results suggest both that technology can improve larger face-to-face courses and that these courses can be offered to a hybrid mix of face-to-face and remote learners without decreasing outcomes.

**Perry Samson**, Arthur Thurnau Professor of Atmospheric Sciences—University of Michigan

**5:30 – 7:00 p.m.  Forum**

**GRAND BALLROOM I, BALLROOM LEVEL**

**The Degree Qualifications Profile: Framing Learning Outcomes for General Education**

**Amber Garrison Duncan**, Evaluation and Planning Officer—Lumina Foundation; and **Paul Gaston**, Trustees Professor of English—Kent State University

Effective general education rests on shared understanding of clear baccalaureate learning outcomes. An expression of developing consensus within higher education, Lumina Foundation’s Degree Qualifications Profile sets forth proficiencies expected of college graduates. Following a brief overview of the DQP, participants will consider questions concerning how agreement on standards can promote and support academic renewal while serving as an effective defense against intrusive “standardization.” In an informal and convivial atmosphere, participants will discuss the standards in place at their institutions, the ways in which such standards develop and are affirmed, how faculty members and students use standards to enhance learning, and how a reliable and accessible expression of a broader consensus might be helpful.
### Saturday, March 1, 2014

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<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 – 10:45 a.m.</td>
<td>Conference Registration and Membership Information</td>
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<tr>
<td>Plaza Foyer, Plaza Level</td>
<td>Publication sales will open at 9:00 a.m.</td>
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<td>7:30 – 8:00 a.m.</td>
<td>Breakfast</td>
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<td>Breakfast will be available on the Ballroom and Plaza Levels. You are welcome to take your breakfast into any of the 8:00 a.m. current session rooms.</td>
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<td>In addition to the concurrent sessions, there will be informal networking roundtable discussions in the Grand Ballroom. If there is a special topic you would like to request, please let us know at the registration desk by 5:00 p.m. on Friday.</td>
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<td>8:00 – 9:00 a.m.</td>
<td>Concurrent Sessions</td>
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<td>Parlor BC, Ballroom Level</td>
<td>Theme 1: Collaborating for Quality</td>
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<td>CS 30: Unanticipated Consequences: Assessment Practices Leading to Dialogue Across Disciplines and Schools</td>
<td>Participants will evaluate assessment findings from several different general education outcome areas and generate potential action plans to respond to such findings. In this session, participants will discuss how collaborative assessment has resulted in dialogue across schools and disciplines, triggering sometimes-unexpected changes in curriculum and pedagogy, faculty development, and assessment practice. The presenters' goal is to place assessment firmly at the center of the educational process, emphasizing the actions one should take in response to what one learns through assessment. The session will begin with an outline of presenters’ different assessment processes and findings in three broad outcome areas: writing, speaking, and quantitative reasoning. Most importantly, presenters will discuss how they used those findings to “close the loop.” Participants will evaluate several proposed action plans, generate new action plans, and consider which might be the best match for their own campuses. Toni L. Blum, Assistant Provost for Accreditation and Assessment—University of Texas at El Paso; John Pearson, Assistant Vice President for General Education, and Megan B. O’Neill, Director of the Writing Program—both of Stetson University</td>
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<td>Broadway I/II, Plaza Level</td>
<td>Theme 2: Aligning Assessment</td>
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<td>CS 31: Integrated Assessment Management, Planning, and Reporting: A Path to Continuous Improvement</td>
<td>Participants will learn how Tk20 is empowering institutions to develop more sustainable and integrated processes in assessing student learning outcomes. Integrating assessment management, planning, and reporting with Tk20 streamlines data collection across academic units and programs, establishes a consistent framework for collecting and analyzing evidence of student learning on an ongoing basis, and provides educators with real-time reports so they can spend time analyzing data and making improvements rather than waiting for it to be collected. Integration with LTI certified Learning Management System platforms (including Blackboard, Canvas, Desire2Learn, Moodle, and Sakai) simplifies assessment for students and faculty, helping ensure better compliance. Streamlining and managing multiple accreditation needs in one centralized system that has extensive reporting capabilities provides a solid foundation for collaboration and real-time monitoring throughout the institution. The session will include discussion and demonstration of the Tk20 CampusWide™ system. Anthony Cyplik, Regional Vice President, Tk20 Sponsored by Tk20 CampusWide™</td>
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<td>Galleria I, Ballroom Level</td>
<td>Theme 2: Aligning Assessment</td>
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<td>CS 32: Demonstrating Learning: Designing and Field Testing a Nested E-Portfolio System to Facilitate Transfer</td>
<td>Participants will become familiar with the Compass Consumnes-Sacramento State Project to facilitate student transfer, including its design, implementation, and preliminary findings regarding viability and scalability. This presentation describes a three-year collaboration between Sacramento State and Consumnes River College applying LEAP and Degree Qualifications Profile frameworks to develop a nested portfolio system for students,</td>
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instructors, and institutions. The portfolio system is designed to provide evidence that students are developing proficiencies laid out in Sacramento State’s Baccalaureate Learning Outcomes. Preliminary research shows that the system is robust and that portfolio assessment is a viable and educationally sound replacement for the “snapshot” assessment currently used to evaluate transfer students for junior-level placement.

Janet Hech, Professor of Education, Faculty Senate Chair—California State University-Sacramento; and Robert Snowden, Professor of Broadcast Communications, Faculty Senate Chair—Cosumnes River College

Pavilion West, Plaza Level | Theme 3: Intentional Learning

CS 33: Students as Scholars: Intentional Learning through Undergraduate Research and Creative Activities

Participants will consider how, by reconceptualizing undergraduate education, they can integrate high-impact practices like undergraduate research across the curriculum.

Undergraduate research has been identified as a high-impact educational practice that improves student success, learning, and retention. George Mason University’s Students as Scholars initiative is transforming curricula across the disciplines and throughout general education to build a culture of inquiry and authentic scholarship. Students as Scholars engages in extensive faculty and curricular development to create courses that meet learning outcomes at three developmental levels: discovery, scholarly inquiry, and creation of scholarship. In this session, presenters will share how this process is changing undergraduate education for all students at GMU, and how it is transforming general education to better support students’ transition into their majors. Presenters will share elements of their integrated program assessment strategy, including a program-level master rubric, course portfolios, student work samples, and a longitudinal student survey. Particular focus will be on the master rubric that faculty use to guide curricular development and assessment.

Stephanie Hazel, Associate Director, Office of Institutional Assessment, and Janette Muir, Associate Provost for Undergraduate Education—both of George Mason University

Pavilion East, Plaza Level | Theme 3: Intentional Learning

CS 34: High-Impact Practices for All: LEAP as the Catalyst for Intentionality and Action

Participants will practice applying practical principles and strategies for facilitating intentional systemic change on their campuses, particularly through high-impact practices.

The University of Wisconsin-Oshkosh’s recently implemented University Studies Program (USP) relies on intentionality about student success as its central decision-making principle, leading to a curriculum in which all students systematically engage in high-impact educational practices and document their progress toward Essential Learning Outcomes (ELOs) in an electronic portfolio. At this regional, comprehensive university, the ELOs provide cohesiveness among general education courses and a foundation for further learning in the majors. High-impact practices include an embedded first-year experience, learning communities (served by a peer mentor), a unique capstone course, and community-based learning (with an alumni mentor). In this interactive session, participants will construct action plans in response to revealing case-study challenges experienced by reformers at UW Oshkosh.

Lori J. Carrell, USP Director, and Michael Lueder, USP Community Experience Coordinator—both of University of Wisconsin-Oshkosh

LEAP Featured Session

Galleria III, Ballroom Level | Theme 3: Intentional Learning

CS 35: Three Assignments That Use Easily Available Technology to Promote Intentional Learning and Big Questions Inquiry

Participants will discuss and practice creative, collaborative strategies for intentional learning and explore how they might implement related assignments in their own schools and programs.

Supported by an Enduring Questions grant from the National Endowment for the Humanities, a philosophy professor and film professor codesigned the course, “How Do We Best Educate Citizens?” This interdisciplinary course is structured dialectically as a conversation between canonical and contemporary authors regarding educating citizens. Students enter the conversation by critiquing their own education through class discussions, essays, and three technology-based assignments: online reading responses, e-journals, and collaboratively created documentaries centered on short interviews. These assignments, which would work well in any course focused on “big questions,” promote intentional learning and enhance the depth and complexity of learning for students of various preparation
levels and English language abilities. After discussing assignment prompts, related challenges and successes, and assessment tools, participants will rotate between work stations as they (1) design their own online questions based on a short provided reading, (2) explore e-journal assignments for their respective courses, and (3) brainstorm about possible interview-based film projects for their classes or programs.

**Julie Sexeny**, Assistant Professor of Film, and **Christine Sorrell Dinkins**, Chair, Department of Philosophy—both of Wofford College

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**BROADWAY III/IV, PLAZA LEVEL | THEME 4: STRATEGIES FOR ENGAGING CHANGE**

**CS 36: Administrative Strategies for General Education Administrators**

Participants will learn about national trends in general education administration and discuss what works or does not work on their own campuses.

Representatives of the Council for the Administration of General and Liberal Studies (CAGLS) will describe various governance or administrative structures within general education programs and discuss the strengths and weaknesses of these structures relative to achieving expected outcomes. They will invite participants to discuss the elements that lead to effective administration of general education programs. They will also suggest resolutions to specific administrative problems that might concern those attending the session, including strategies to achieve ends central to curriculum reform and program coordination. CAGLS is a standing committee of the Association for General and Liberal Studies. Its purpose is to provide strategies, discussion, and promising practices for administrators in general and liberal studies.

**Larry Richard Peterson**, Director of Accreditation, Assessment, and Academic Advising—North Dakota State University Main Campus

*Sponsored by the Association for General and Liberal Studies (AGLS)*

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**GALLERIA II, BALLROOM LEVEL**

**CS 37: HEDs Up: Legislative Mandates**

This session will include two presentations followed by time for questions and discussion.

Moderator: **Judith Ramaley**, President Emerita—Winona State University and Senior Scholar—AAC&U

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**THEME 2: ALIGNING ASSESSMENT**

**Revising the General Education Curriculum and Its Assessment in Response to Indiana Legislation**

In 2012, the Indiana General Assembly passed legislation that created a common general education curriculum. Termed the Statewide Transfer General Education Core, this thirty-credit-hour, outcomes-based curriculum was negotiated by faculty representatives from the state’s public institutions of higher education. Clearly informed by the LEAP guidelines, the final curriculum specifications became available in late 2012, with the state’s public institutions required to adopt them by May 15, 2013. With this very tight five-month timeline for implementation, Indiana University East began revising its General Education Framework to align with the competency-based curriculum. The institution used this opportunity to concurrently revise its campus learning outcomes and assessment processes. The state deadline was instrumental in generating a rapid response from the faculty governance system, resulting in a streamlined general education curriculum.

**Markus Pomper**, Chair, Department of Mathematics, **Mary Blakefield**, Associate Vice Chancellor for Academic Support Programs, and **Katherine Frank**, Dean of Humanities and Social Sciences—all of Indiana University East

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**THEME 4: STRATEGIES FOR ENGAGING CHANGE**

**Change from Above: Transforming Curricular Change from Top-Down to Collectively Owned**

In this session, presenters will share how they collaboratively engaged their campus—a public, mid-sized university—during a time of unexpected and uncertain transition in the General Education Program (GEP). Legislatively mandated changes to general education in Florida translated into fairly dramatic modifications in the curriculum, leaving many faculty dismayed and anxious. To meet new legislative mandates and encourage additional innovation, administrators and faculty responsible for the GEP used AAC&U literature to ground all stages of revision and to adhere to principles of shared governance. Despite goals that seemed to be at cross purposes, the facilitators garnered campus-wide ownership through intentional collaboration and a focus on student learning.

**Kris De Welde**, Director of General Education and Associate Professor of Sociology, **Eric Otto**, Chair of the General Education Council and Associate Professor of Environmental Humanities, **Carolyne Gischel**, Member of General Education Council and Assistant Professor of Special Education, and **A. James Wohlpart**, Dean of Undergraduate Studies and Professor of Environmental Literature—all of Florida Gulf Coast University
9:15 – 10:30 a.m.  Concurrent Sessions

**BROADWAY III/IV, PLAZA LEVEL | THEME 1: COLLABORATING FOR QUALITY**

**CS 38: Pathways to Transforming Online General Education Learning and Teaching**

Participants will learn of a set of approaches for promoting coherent and transformative practices in online general education.

To advance online general education and assessment initiatives, teaching and learning centers need to support and sustain collaborative, interdisciplinary partnerships. Participants in this interactive session will explore how faculty, administrators, student affairs professionals, and librarians created the Pathways Project, a set of online general education pathways that support the expansion of online undergraduate degrees, provide coherence between general education and the majors, and maintain a commitment to general education goals and engaged pedagogies by providing experiential learning opportunities focused on career development and civic engagement. Teaching and learning center staff restructured services to situate their work as change partners with multiple university constituents in the context of faculty- and student-identified curricular interventions. Using a change framework, participants will collaborate to identify institutional facilitators and possible applications of similar collaborative change practices on their campuses.

*Janelle D. Voegle, Interim Director of Teaching, Learning, and Assessment, Rowanna Carpenter, Assessment Coordinator, and Johannes DeGruyter, Interim Director of Pedagogy and Platform—all of Portland State University*

**PAVILION EAST, PLAZA LEVEL | THEME 2: ALIGNING ASSESSMENT**

**CS 39: The Degree Qualifications Profile: A Framework for Assessing General Education**

Participants will leave with an enhanced understanding of the DQP and its relationship to general education, as well as some examples and possible solutions to general education reform challenges that they can apply at their own institutions.

Some three hundred campuses have engaged with the Degree Qualifications Profile (DQP) since its release in 2011, using it to start important conversations about learning goals, map outcomes across the curriculum, and develop carefully aligned signature assignments and assessments. The National Institute for Learning Outcomes Assessment has been tracking these developments, and representatives will report on national trends in the scale, scope, and uses of the DQP as a framework for general education revision. Additionally, representatives from two campuses that have integrated the DQP into creative new designs for general education will share their experiences. Discussion will focus on lessons learned from these campuses and others represented in the room.

*Natasha Jankowski, Assistant Director, and Pat Hutchings, Senior Scholar—both of the National Institute for Learning Outcomes Assessment*

**GALLERIA III, BALLROOM LEVEL | THEME 2: ALIGNING ASSESSMENT**

**CS 40: Clear Vision in Murky Waters: Using Gap Analysis to Enhance an Institutional Culture of Assessment**

Participants will gain an understanding of the key concepts and methods essential to gap analysis and will learn how and when to apply gap analysis techniques in higher education environments.

Learn how to creatively apply gap analysis techniques when studying an institution’s culture of assessment. These techniques, widely used in business environments, are readily adaptable for effective use in higher education, providing an open, semistructured, collaborative approach for administrators and faculty from diverse subject area backgrounds and skill areas. See how Ithaca College used these methods to investigate faculty attitudes and perceptions, compare the actual culture of assessment with the desired ideal culture, and identify action steps to change and improve the institution’s overall approach to student learning outcomes assessment. Applicable in any college or university setting, gap analysis is particularly useful for supporting integration and alignment of general education assessment across traditional boundaries between disciplines and administrative structures.

*Carol G. Henderson, Associate Provost—Ithaca College*
Participants will gain an understanding of how to engage faculty in general education reform and implement place-based learning practices in an urban setting.

Engaging faculty in general education reform requires innovative measures to evolve existing structures and cultivate new ways for faculty to develop their teaching and learning practices. The City University of New York’s New York City College of Technology—a large, urban commuter college enrolling traditionally underserved students—has developed a robust series of programs to explore strategies for engaging students in general education. Conceiving of our Brooklyn waterfront location as a living laboratory, both full-time and adjunct faculty are using high-impact practices and interactive exercises to revitalize general education at the college. Facilitators will discuss initiatives to engage faculty across colleges, schools, and disciplines by building a greater sense of community while keeping the focus on students and learning. Participants in this session will be invited to discuss challenges related to general education at their campuses, and to consider strategies for addressing those challenges. 

Karen Goodlad, Assistant Professor of Hospitality Management, and Jonas Reitz, Associate Professor of Mathematics—both of the New York City College of Technology/City University of New York

Participants will crowdsourcing effective practices for assessing integrative learning at an institutional level.

The LEAP Essential Learning Outcomes call for integrative learning defined as “synthesis and advanced accomplishment across general and specialized studies demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.” How do institutions—especially large research institutions—assess integrative learning? This workshop will explore issues and tensions entailed in assessing integrative learning, offer innovative models from two large research universities, and help participants develop assessment plans for their campuses. One model the University of Wisconsin-Madison’s Rubric Project offers practical ways to engage and support faculty and other instructional professionals across disciplines in institutional assessments, and the other (the University of Nebraska-Lincoln’s Achievement Centered Education Impact Project) suggests effective practices for assessing integrative research projects within capstone seminars to provide an institutional perspective on students’ learning. Both involve team approaches to cocreating assessment practices designed to generate institutional conversations and shared expectations around student learning and assessment. Nancy Mitchell, Director of Undergraduate Education Programs, and Amy Goodburn, Associate Vice Chancellor, Academic Affairs—both of the University of Nebraska-Lincoln; and Mo Noonan Bischof, Assistant Vice Provost—University of Wisconsin-Madison

Participants will consider what it means for students to be “self-directed” within a discipline, and will reflect on practices that help students develop self-directed learning skills, whether they are novice or expert learners.

Professors often lament students’ inability to take responsibility for and control of their own learning. They want students to be engaged and self-directed, but they often encounter passive, dependent, and grade-driven students. This workshop will highlight the importance of self-directed learning skills in achieving student outcomes that are meaningful and long-lasting. Many faculty bemoan the fact that students are not self-directed, yet they fail to see the role of their own courses in helping students cultivate lifelong skills. Carefully constructed classroom experiences, assignments, and syllabi can help students step into new roles as learners, and to see themselves as stakeholders in their own learning experiences. Presenters will share models, engage participants in self-reflection, and provide opportunities for attendees to create activities and assignments designed to build skills for lifelong learning. Kathryn Nantz, Professor of Economics, and Suzanna Klafl, Associate Director, Center for Academic Excellence—both of Fairfield University
Participants will learn how to use a ground-up workshop approach to engage faculty in the key steps of assessing general education.

Universities must look at educational programs through a new lens when assessing student learning in general education. Longstanding commitments to a liberal arts tradition of introducing students to the core disciplines must be supplemented with defined learning objectives and methods for evaluating teaching and learning. When asked to assess student learning for the purposes of improving teaching and documenting student outcomes, faculty must take a new approach to evaluating student work. In this session, presenters will describe Tufts’ three-year pilot project designed to engage faculty in defining distribution-area learning objectives and assessing student learning through a series of facilitated conversations. This approach balances externally driven accountability requirements with embedded course assessment practices in order to promote a sustainable culture of assessment.

Laura Rogers, Senior Lecturer of Education, Harry Bernheim, Associate Professor of Biology and Chair of the Learning Outcomes and Assessment Committee, and Sarah J. Herchel, Special Assistant, Curriculum and Program Analysis—all of Tufts University

BROADWAY I/II, PLAZA LEVEL

CS 45: HEDS Up: Learning Communities

This session will include three presentations followed by time for questions and discussion.

Moderator: Gillies Malnarich, Co-director, Washington Center for Improving the Quality of Undergraduate Education—The Evergreen State College

THEME 1: COLLABORATING FOR QUALITY

The Hunger Games Learning Community: Sustainable Solutions (or Avoiding the Rebellion)
The University of North Texas has sustained and supported a multiyear Faculty Learning Community (FLC) focused on innovative instructional practice in general education. Participants in this FLC decided to develop a themed, integrative, two-semester student learning community (SLC), The Hunger Games. Milton Cox has suggested that there is a missed opportunity when campus FLC and SLC programs are not linked because the “similarities in outcomes of and intellectual development in” these communities should encourage their linkage (2009). The ongoing collaboration and cross-pollination between and among the FLC and SLC thus far bears out many of his assertions. Developing courses around the common theme of food allowed faculty to explore pedagogy and the curriculum with ownership and purpose, avoiding the malaise that can lead to resistance and rebellion. Administrative resistance was overcome via overlapping faculty development and student success objectives, while student resistance was overcome through cunning course selection and theme integration.

Shari M. Childers, Lecturer, English Department, and Julie S. Glass, Associate Dean—both of the University of North Texas

THEME 3: INTENTIONAL LEARNING

The FLEX Program: Easing the Transition into College for First-Generation and Underserved Freshmen

The first eight weeks of college are crucial to academic success, persistence, and timely graduation. This is particularly true for vulnerable populations, including first-generation students, those from underserved populations, and international students. In fall 2012, the University of La Verne introduced the La Verne Experience, a new initiative to address key elements for student success. FLEX (Freshman La Verne Experience) coenrolls students in learning communities taught by full-time faculty in small classes; promotes deep connections between students, faculty and the institution; acculturates students to college expectations; and bolsters confidence and skills to persist and navigate those expectations. In short, FLEX provides a supportive environment to better prepare students for college-level coursework through an intentional process that cultivates student confidence, interaction, persistence, and learning. FLEX represents a renewed focus on the student, and includes community engagement, field trips, coordinated courses with faculty partners, and a common theme set by the OneBook/OneUniversity selection.

Felicia Beardsley, Associate Dean, College of Arts and Sciences, Kathleen Weaver, Associate Professor of Biology, and Todd Lorenz, Assistant Professor of Chemistry—all of the University of La Verne

THEME 3: INTENTIONAL LEARNING

Using High-Impact Practices to Engage First-Year Students in General Education and Promote Essential Learning Outcomes

The student success literature has reported overwhelmingly positive results related to the use of learning communities
as a high-impact practice. Explicitly embedded with the LEAP Essential Learning Outcomes, Middlesex Community College’s First-Year Experience (FYE) seminar is a learning community that links a one-credit freshman seminar experience with a general education course, thereby giving relevance to skills that students do not initially see as valuable. The FYE can be bundled with up to two other one-credit seminars (on service, leadership, research, career exploration, or wellness), providing multiple pathways that students can use to customize and enhance their first-year general education experiences. The facilitator will describe the seminars and the rationale for designing them, and share promising data from the initial year of implementation.

Philip Sisson, Provost and Vice President of Academic and Student Affairs—Middlesex Community College

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<td>10:30 – 10:45 a.m.</td>
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Coffee will be available on the Ballroom Level.

Reflection for Innovation

Terrel Rhodes, Vice President for Quality, Curriculum, and Assessment, and Ashley Finley, Senior Director of Assessment and Research—both of AAC&U

Disruption will not yield opportunity in the absence of reflection and discussion. This plenary will provide an opportunity to reflect on the collective learning of participants. Participants will be invited to see what others have learned—the take-aways, the awakenings, the future plans—and share their own lessons learned.
Hilton Portland Floor Plans