Dear Colleagues,

Welcome to New Orleans and AAC&U’s Network for Academic Renewal conference, General Education and Assessment: From My Work to Our Work. The title of this year’s general education and assessment conference deliberately reflects the need for all of higher education to recast conversations about curriculum, assessment, and accountability from individual to collective responsibility for ensuring all students benefit from a quality undergraduate educational experience.

With focused attention on equity, the meeting will examine effective general education teaching and learning methods, campus cultures that value and support general education, integrative general education frameworks, and transparent approaches to assessment. In doing so, we hope to prompt you to ask – if not answer – the Big Questions: How does this change in perspective from my work to our work require us to collectively rethink the curriculum and the co-curriculum? What forms of inclusion and collaboration will best support the development and sustainability of vibrant, effective general education programs? How can and should we redesign general education programs to extend from cornerstone to capstone experiences? What do the learning sciences teach us about pedagogical approaches, including high-impact practices, and how best to scaffold them to meet students where they are, and empower them with the knowledge and skills required for their professional and personal lives in a pluralistic democracy? What does it actually look like when a campus truly makes excellence inclusive?

We are here to share and learn from the ways in which you are engaging to rethink and advance equity-minded and student-centered frameworks for general education and assessment. To that end, we are experimenting with a new program model and structure for 2016, one that we hope facilitates deeper dives into the pressing questions we all face. There will be four separate plenary sessions organized around our four conference themes: Integrative Conceptual Frameworks; Assessment and Transparency; Equity, Empowerment, and Agency; and Pedagogies and Practices.

Each plenary is organized as a moderated discussion that includes a series of campus examples appropriate for the specific theme. The campus models introduced during the plenary were selected to “ignite” your interest and will be further explored in two subsequent sessions – a separate concurrent in-depth workshop and then an affinity group discussion to further explore the example. Participants can select either one of these campus models to explore more deeply, or to attend one of the additional “stand-alone” concurrent sessions highlighting the excellent research and/or praxis transpiring on a diverse array of campuses.

We look forward to learning from you and with you as we engage in this modest experimentation with the traditional conference format. Thank you for participating in this conference and in our collective mission—a liberal education for all students.

Terrel Rhodes  
Vice President  
Quality, Curriculum, Assessment  

Kate Drezek McConnell  
Senior Director  
Research and Assessment  

Karen Ann Kalla  
Director  
Network for Academic Renewal
PLENARY SESSION

There are four plenary sessions, each organized around one of the conference’s four themes: (1) Integrative Conceptual Frameworks, (2) Assessment & Transparency, (3) Equity, Empowerment, and Agency, and (4) Pedagogies and Practices. Each Plenary Session will be hosted by a moderator, and showcase the work of four campuses/groups of campuses. Following the plenary, the showcased campuses will participate in Sequenced Sessions – both workshops and affinity group discussions – designed to allow interested individuals to “dive deeply” into the conversations stimulated by the Plenary Session. The sequenced sessions are complemented by stand-alone Concurrent Workshops and Affinity Group Discussion sessions highlighting the research and practices found at the diverse array of institutions represented at the meeting.

CONCURRENT WORKSHOP SESSIONS

SEQUENCED SESSIONS

1 3

2 4

STAND-ALONE SESSIONS

5 7 9

6 8 10

AFFINITY GROUP DISCUSSION SESSIONS

SEQUENCED SESSIONS

1 3

2 4

STAND-ALONE SESSIONS

5 7 9

6 8 10
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hosted by Southern Utah University, brings educators together to share best practices related to experiential and project based learning. Located this year at the historic Ruby’s Inn Resort adjacent to Bryce Canyon National Park, the ELLI provides professional development, networking, and active learning experiences. Participants will have a range of topics to explore through concurrent, roundtable, and active learning offerings. In partnership with the National Society for Experiential Education (NSEE), the institute additionally offers workshops that lead to certification through NSEE’s Experiential Education Academy. www.ellinstitute.org

partners with educational institutions to build the research, information literacy, and critical thinking skills students need for college and career success. As a trusted partner, Credo has assisted more than 2,500 institutions to support their reference and student research initiatives in a cost-effective manner that allows them to deliver on the promise of higher education. Since 2014, Credo’s Learning Outcomes Courseware has supported colleges and universities nationwide in the campus-wide delivery of high quality, scalable critical thinking and information literacy instruction and assessment. Partnering with Credo allows you to augment your current General Education program with tools that improve student learning outcomes, reduce your courseware development costs, and accelerate your accreditation readiness. http://corp.credoreference.com/critical-thinking-courseware

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serves colleges and universities by fostering strong General Education programs. In a climate that favors specialization and workforce-driven curricula, AGLS strives to help its members attest not only to the relevance of general and liberal studies to today’s global economy, but to the very necessity of liberal studies to the development of an educated citizenry and as the backbone of an effective workforce. We hope that as we evolve to meet the ever-changing education environment, the programs, workshops and resources we currently have, and are developing, will allow you to be informed and provide everything you need to keep abreast of the latest trends and dialogues in liberal education. www.agls.org

LEAP 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.
### Schedule at a Glance

**Wednesday, February 17, 2016**

- **5:00 – 7:00 P.M.**  Conference Registration and Membership Information

**Thursday, February 18, 2016**

- **8:00 A.M. – 5:30 P.M.**  Conference Registration and Membership Information
- **9:00 A.M. – 12:00 P.M.**  Pre-Conference Workshops *(separate registration required)*
- **12:00 – 7:00 P.M.**  Publication Sales
- **2:00 – 3:00 P.M.**  Welcome and Plenary I: Integrative Conceptual Frameworks
- **3:15 – 5:30 P.M.**  Concurrent Sessions
- **5:30 – 7:00 P.M.**  Poster Sessions and Reception

**Friday, February 19, 2016**

- **8:00 A.M. – 5:00 P.M.**  Conference Registration, Membership Information, Publication Sales
- **8:00 – 8:30 A.M.**  Continental Breakfast
- **8:30 – 9:15 A.M.**  Plenary II: Assessment and Transparency
- **9:30 – 11:45 A.M.**  Concurrent Sessions
- **11:45 A.M. – 1:45 P.M.**  Lunch on Your Own
- **1:45 – 2:30 P.M.**  Plenary III: Equity, Empowerment, and Agency
- **2:45 P.M. – 5:00 P.M.**  Concurrent Sessions

**Saturday, February 20, 2016**

- **7:30 – 8:00 A.M.**  Continental Breakfast
- **8:00 – 8:45 A.M.**  Plenary IV: Pedagogies and Practices
- **9:00 – 11:00 A.M.**  Concurrent Sessions
- **11:15 A.M. – 12:00 P.M.**  Plenary V: Moving Your Campus from My Work to Our Work

*Johnnella Butler—Spelman College*

### 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. Sign-up sheets for lunch and dinner groups, organized by areas of interest will be available in the registration area. You are also invited to join the conversation on Twitter at #aacugened16.
PROGRAM OF EVENTS

WEDNESDAY, FEBRUARY 17, 2016

PRESERVATION HALL, SECOND FLOOR
5:00 – 7:00 P.M.  CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION

THURSDAY, FEBRUARY 18, 2016

PRESERVATION HALL, SECOND FLOOR
8:00 A.M. – 5:30 P.M.  CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION

PRESERVATION HALL, SECOND FLOOR
12:00 P.M. – 7:00 P.M.  PUBLICATION SALES

9:00 A.M. - 12:00 P.M.  PRE-CONFERENCE WORKSHOPS
Separate registration and fee required ($100 members; $150 non-members); seating will be limited, so register early.

STUDIO 4, SECOND FLOOR
WK 1: Using Organizational Change to Guide Implementation of a General Education Program
A significant challenge of general education reform is the changing nature of faculty roles, both among those who teach general education courses and those who do not. Facilitators will offer a model of change that focuses on organizational characteristics that influence the persistence of faculty engagement with general education reform efforts. They will examine how organizational characteristics can influence faculty participation (past, current and future) in the implementation of general education designs. Participants will consider and discuss strategies to address the organizational characteristics in their own institutions that facilitate or hamper efforts to institutionalize change.
Danette Ifert Johnson, Vice Provost for Academic Programs and Michael Buck, Clinical Associate Professor of Physical Therapy—both of Ithaca College

STUDIO 8, SECOND FLOOR
WK 2: Managing Multiple Assessment, Accreditation, and Strategic Planning Responsibilities
At small colleges, it is common to find a single individual charged with managing multiple assessment, accreditation, strategic planning, and institutional research responsibilities. These challenges can be particularly acute at institutions lacking skilled graduate student support. This workshop—designed for those responsible for accreditation, assessment, institutional research, and/or strategic planning who are dealing with limited budgets and personnel—will provide case studies of practices at small liberal arts colleges. Participants will identify creative practices for conducting effective and meaningful assessment; compare challenges faced at other institutions in performing useful assessment in an efficient manner; and discuss principles for creating solutions to complete assessment activities that improve academic and administrative programs.
Timothy W. Merrill, Director of Institutional Research—Randolph-Macon College

STUDIO 7, SECOND FLOOR
WK 3: Designing Assessment to Influence Educational Practices
This workshop will address the design of general education assessment practices to improve student learning. Facilitators will describe the methods, findings, and insights acquired through a collaborative
research project supported by the Spencer Foundation that identified personal factors and institutional processes contributing to the actual use of assessment findings to improve general education. A major finding was that the prevailing notion of use was too narrow. Two models will be discussed. Each model expands the paradigm for assessment of learning outcomes from use to influence. Methods for engaging faculty and stakeholders in sense-making processes around assessment will be covered.

*Robert J. Thompson, Jr.*, Professor of Psychology—Duke University; *Jessica L. Jonson*, Research Associate Professor—University of Nebraska–Lincoln; and *Andrea Follmer Greenhoot*, Director, Center for Teaching Excellence—University of Kansas

**STUDIO 3, SECOND FLOOR**

**WK 4: Garnering Support through Meaningful Revision of Your Curricular Proposal**

Campus leaders and committees who attempt general education reform face myriad pressures from campus constituents. Workshop leaders will discuss redesigning general education at small, private colleges where faculty members play a central role in curricular development and governance. The workshop will address three crucial factors in general education reform: developing a timeline that provides room for feedback and adjustments; building and sustaining momentum; and maintaining an open dialogue that addresses campus-wide concerns and incorporates feedback into the final proposal.  

*Holly M. Sypniewski*, Director of the Core Curriculum, *S. Keith Dunn*, Senior Vice President for Academic Affairs, and *Jamie Harris*, Core Review Committee Chair—all of Millsaps College

**STUDIO 9, SECOND FLOOR**

**WK 5: Assessment for Free: Fully Integrating Learning and Assessment Practices**

Often we teach and then we assess, as if the two conditions were separate and distinct. As we think about designing courses where learning and assessment are fully embedded, learning and assessment can become one. How do we create such fully embedded courses? Workshop participants will design (for immediate use!) instructional experiences—both in-class strategies as well as assignments—that foster student learning, but that also yield assessable artifacts. We will extend this "assessment for free" approach to link course-embedded learning and assessment to program review and evaluation, ending with how this approach can be used across disciplines and campus domains to provide synergies to better understand and support students' academic achievements.  

*Peter Doolittle*, Assistant Provost for Teaching and Learning—Virginia Polytechnic Institute and State University

**STUDIO 6, SECOND FLOOR**

**WK 6: Turning the Consumer Student into the Engaged Student**

Acknowledging the growing tendency of students (and their parents/employers/policymakers) to see themselves as consumers of a commodity called education, this workshop will open with an overview of ways to turn what many see as a lamentable trend to genuine advantage. Participants will examine the symbiosis of two avenues to student engagement: subject matter (with a focus on the inherent worth of the foundational topics of a liberal arts general education) and student major (with an acknowledgement of how specific careers may view that worth differently). Participants will discuss how these distinct but related avenues to engagement present symbiotic opportunities to highlight integrative, inquiry-based, and scaffolded learning in ways that seek to turn today’s consumer students into enthusiastic learning partners.  

*Christopher Campbell*, Dean of Academic Affairs and Operations—South University–Richmond Campus; and *Mark Braun*, Provost and Dean of the College—Gustavus Adolphus College

Sponsored by the American Conference of Academic Deans
2:00 – 3:00 P.M.  WELCOME REMARKS AND PLENARY I: INTEGRATIVE CONCEPTUAL FRAMEWORKS

ACADIA/BISSONET, THIRD FLOOR

Welcome Remarks

Terrel Rhodes, Vice President, Office of Quality, Curriculum, and Assessment and Debra Humphreys, Vice President for Policy and Public Engagement—both of AAC&U

Welcoming remarks will describe the conference program and The LEAP Challenge, AAC&U’s Centennial initiative focused on preparing all students for integrative Signature Work. Participants will also hear an overview of trends in general education design and assessment based on findings from a new survey of AAC&U members.

Plenary I: Integrative Conceptual Frameworks

Four campuses—University of Charleston, Philadelphia University, Indiana University-Purdue University Fort Wayne University, and University of Massachusetts Amherst—will describe their distinct integrative conceptual frameworks for general education. Each of these models will be further explored in two subsequent sessions that will follow the plenary—a separate concurrent workshop and an affinity group discussion. Participants will be invited to select one of these campus models to explore more deeply or choose one of the alternative sessions offered in the following time band.

Moderator: Gail Evans, (Retired) Dean of Undergraduate Studies—San Francisco State University and Senior Fellow—AAC&U

3:00 – 3:15 P.M.  REFRESHMENT BREAK

3:15 – 4:15 P.M.  CONCURRENT WORKSHOPS: INTEGRATIVE CONCEPTUAL FRAMEWORKS

This time band includes nine sessions; a continuation of discussion on each of the four campus models presented in the plenary and five additional sessions representing different approaches. The sequenced sessions emanating from the plenary will provide an opportunity for the participants to explore in greater detail with colleagues, the theories, frameworks, practices, evidence and/or strategies for change that define the model. They will include time for participants to discuss and understand these elements of the model and begin to draft how they might adapt them to enhance their own work.

Sequenced Session Workshops

STUDIO 6, SECOND FLOOR

CS 1: Beyond General Education: Integrative Learning at University of Charleston

In the late 1990s the University of Charleston replaced its traditional general education program with a set of Liberal Learning Outcomes (LLOs) in six thematic areas: Citizenship, Communication, Creativity, Critical Thinking, Ethical Practice and Inquiry. Opportunities to demonstrate competency in these six areas at foundational, mid- and advanced levels are integrated throughout the curriculum, including an LLO Capstone course. General education thus became the work of the entire faculty, “our work,” instead of the sole responsibility of designated general education faculty. Presenters will describe the genesis and development of UC’s curricular model, its structures and its assessment. Participants will have the opportunity to explore how their own institution might use a similar process to re-conceptualize their approach to general education in the following concurrent session and affinity group discussion.

Barbara Wright, Dean of Arts and Sciences and Associate Dean for Curriculum, Donna Lewis, Assistant Dean for Assessment, and Letha Zook, Provost and Dean of the Faculty—all of University of Charleston
CS 2: Developing Consensus Outcomes to Extend General Education into Majors and Co-curricula
Inviting faculty and staff from the majors and co-curriculum to collaborate on learning goals that are meaningful to them can be an effective strategy for extending general education beyond the core curriculum, turning “your” outcomes into “our” outcomes. As part of its general education reform, Philadelphia University used a design thinking approach, “affinity clustering,” to review and group the accreditation requirements for its pre-professional majors, an exercise which helped identify key competencies with broad applications for citizenship and career success. Faculty teams then reorganized the general education core curriculum to address these new consensus learning goals and developed an e-portfolio process that requires students to show their progress towards each goal with samples of relevant work from their majors, from their co-curricular experiences and from the core. Participants will review this “consensus first” approach to outcomes and evaluate its potential for the specific context of their home institution.

Tom Schrand, Associate Dean of General Education, Valerie Hanson, Program Director, Hallmarks Core, and Katharine Jones, Associate Professor of Sociology—all of Philadelphia University

CS 3: Addressing Wicked Problems of Meaningful Undergraduate Education in the Completion Era
The overview will describe a conceptual model that emphasizes designing and delivering integrative learning experiences and inquiry to connect general education, study in the major and co-curricular experiences for students in public higher education institutions challenged by limits on general education credit hours and mandated state transfer agreements. The model emphasizes connecting learning in environments characterized by multiple student matriculation patterns. These matriculation patterns create challenges to students seeking to create meaning in undergraduate education, but are increasingly encouraged through statewide articulation agreements. Further, the model helps institutions frame intentional connections between general education and the major to promote student achievement of state mandated student learning outcomes for general education.

Participants will discuss how curricular innovations can be proposed in the context of the model and how the model can be developed as a communicative tool to help students bring meaning to their undergraduate education.

D. Kent Johnson, Director of Assessment—Indiana University-Purdue University Fort Wayne

CS 4: Building Shared Approaches to Integrative Thinking Across the Undergraduate Experience
The implementation of UMass-Amherst’s new “Integrative Experience” (IE) upper-division General Education requirement is serving as a catalyst for building shared approaches to fostering integrative thinking across the undergraduate experiences. Integrative thinking is becoming “our” work in many ways. IE courses are offered within students’ academic majors and departmental faculty design courses that help integrate general education goals with goals for the major. Assessment results provide evidence of the challenges associated with teaching for integrative thinking, and IE instructors from across departments come together to design and share assignments and course activities. In addition, IE instructors, IE students, the General Education Council, and administrators acknowledge the need to provide early opportunities for students to engage in integrative thinking. Participants will hear how academic departments as well as those involved with first year seminars/learning communities, residential hall programming, and academic and career advising are pursuing methods for scaffolding integrative thinking across the college experience.

Martha Stassen, Assistant Provost and Claire E. Hamilton, Associate Professor and Chair, Department of Teacher Education and Curriculum Studies—both of University of Massachusetts Amherst
Concurrent Workshops (These models are limited to this one time only)

STUDIO 8, SECOND FLOOR
CS 5: From Expertise to Conversation: Program Building and Assessment through Collaboration
Participants will learn about strategies for effectively designing and assessing writing and other “across the curriculum” efforts in ways that facilitate ownership and engagement by colleagues across campus.

Session facilitators will articulate the challenges that the leaders of “across the disciplines” programs face in defining their roles, engaging colleagues, and assessing student learning. They will describe strategies used at Georgetown to define their roles as collaborators as well as experts and to facilitate on-going conversations with colleagues across campus as they develop strategies for integrating writing into their programs. They will also describe and reflect on their use of institutional ethnography, an approach that builds on our collaborative and conversational approach, for assessment. Participants will discuss how these ideas might—or might not—work for their programs and institutions.

Sherry Linkon, Professor of English and Director of the Writing Program, Matthew Pavesich, Associate Teaching Professor of English and Associate Director of the Writing Program, and Maggie Debelius, Teaching Professor of English and Director of Faculty Initiatives, Center for New Designs in Learning and Scholarship—all of Georgetown University

GALERIE 5, SECOND FLOOR
CS 6: More Than a Menu: Creating Interdisciplinary Minors in General Education
Participants will discuss the process of interdisciplinary minor development and brainstorm a potential minor to develop at their own campus.

In alignment with the General Education Maps and Markers (GEMs) initiatives, Virginia Tech has reformed their general education curriculum to include integration in every course and the opportunity for students to fulfill much of their general education requirements through an interdisciplinary minor with a capstone component. This structure encourages faculty collaboration across disciplines, supported by both administrative initiatives and broader stakeholder engagement in a community-of-practice. During this session, following a brief overview of the general education minor development process and minor examples from Virginia Tech, participants will work in small groups to outline a potential general education minor on their own campus. Presenters will be on hand to ask probing questions and offer lessons learned to keep the development moving forward.

Lisa McNair, Associate Professor of Engineering Education, Jill Sible, Assistant Provost for Undergraduate Education and Professor of Biological Sciences, and Stephen Biscotte, Coordinator for General Education—all of Virginia Polytechnic Institute and State University

STUDIO 9, SECOND FLOOR
CS 7: Administrative Structures and Strategies That Help and/or Hinder General Education Administrators
Participants will share and explore structures and strategies that help or hinder quality administration of general education programs.

The challenges of managing a quality general education program are many, but the opportunities for getting advice and suggestions for dealing with those challenges are, unfortunately, few. Based on information attendees provide about their own general education programs (through on-the-spot smartphone polling and small group discussions), representatives of Association for General and Liberal Studies will lead a discussion about the issues that program administrators often face. Topics such as
general education governance, learning outcomes assessment challenges, common administrative structures, and the strengths and weaknesses of these structures relative to achieving expected outcomes will be addressed. Facilitators will also describe the leading strategies that general education administrators are using to ensure that general education is central to the undergraduate curriculum through efficient program coordination and ongoing review.

**Larry Peterson**, Director of Accreditation and Assessment—North Dakota State University Main Campus; **Thomas Steen**, Past Director of Essential Studies—University of North Dakota; **Vicki Stieha**, Director, Foundational Studies Program—Boise State University; and **Margaret M. Mulrooney**, Associate Vice Provost for University Programs—James Madison University

Sponsored by the Association for General and Liberal Studies

**STUDIO 2, SECOND FLOOR**

**CS 8: TAP Dancing: Moving from “my work to our work” in the Face of Systemic General Education Reform**

*Participants will* describe opportunities and obstacles involved in transferring and assessing general education competencies across systemic, institutional, departmental, and disciplinary boundaries, recommending best practices for bridging institutional and curricular divisions.

This session will explore the complexities involved in implementing competency based general education assessment throughout a state system of 17 colleges and universities. It will focus on strategies for using curriculum mapping, assessment, and data driven professional development to transform “my” general education into “our” general education, ensuring seamless transfer of general education competencies and learning outcomes from community colleges to universities. Participants will brainstorm ways to improve collaboration among faculty and administrators across institutions, departments, and disciplines in order to provide pathways for student success, particularly for those post traditional populations common to community colleges.

**Ron Picard**, Associate Dean of Academic Affairs, **Peter Angelastro**, Director of STEM Division, **Beth-Ann Scott**, Professor of English, and **Burton Tedesco**, Instructor of Theater—all of Naugatuck Valley Community College

**GALERIE 6, SECOND FLOOR**

**CS 9: Trends in General Education and Assessment Design**

*Participants will* explore implications of new data generated from a national survey of chief academic officers exploring trends in learning outcomes assessment, general education design, and implementation of high-impact educational practices.

This session will provide an overview of what AAC&U member chief academic officers report in terms of priorities, general education reform efforts, new assessment tools and approaches, data collection and equity. It will include opportunities for participants to share their own perspectives on why institutions are moving in the directions indicated in the survey and how they might use these findings to move a conceptual framework of “my work” to “our work” on their campuses.

**Debra Humphreys**, Senior Vice President for Academic Planning and Public Engagement—AAC&U

**4:30 – 5:30 P.M. **

**Affinity Group Discussions: Integrative Conceptual Frameworks**

This time band provides an opportunity for participants to further consider answers to questions and issues prompted in previous sequenced sessions on topics of mutual interest and to develop a few action ideas they can use when they return to campus. Participants might be grouped according to institution type, roles and responsibilities, and/or other strategic and shared interests to discuss how a particular general education framework or design process might be useful to one’s own work. You may
choose to continue to follow the sequenced session models offered in the plenary or join in a
conversation offered in one of the six alternative discussion sessions.

Sequenced Session Affinity Group Discussions (the final part of these sequenced sessions)

STUDIO 6, SECOND FLOOR

CS 10: Beyond General Education: Integrative Learning at University of Charleston
Participants will 1) identify the skills and knowledge addressed by their institution’s general education
program; 2) identify strategies for embedding these skills and this knowledge across the curriculum; and
3) identify necessary structural changes to implement integrative learning on their own campus.
Barbara Wright, Dean of Arts and Sciences and Associate Dean for Curriculum, Donna Lewis, Assistant
Dean for Assessment, and Letha Zook, Provost and Dean of the Faculty—all of University of Charleston

STUDIO 7, SECOND FLOOR

CS 11: Developing Consensus Outcomes to Extend General Education into Majors and Co-curricula
Participants will learn how to advance general education goals across their curricula by combining
consensus-based outcomes with e-portfolios and will complete an exercise to evaluate this approach for
their institutions.
Tom Schrand, Associate Dean of General Education, Valerie Hanson, Program Director, Hallmarks Core,
and Katharine Jones, Associate Professor of Sociology—all of Philadelphia University

GALERIE 4, SECOND FLOOR

CS 12: Addressing Wicked Problems of Meaningful Undergraduate Education in the Completion Era
Participants will 1) understand challenges to coherence and meaning faced by undergraduates; 2) apply
a conceptual model to evaluate coherence and meaning in their institution’s curriculum; and 3) discuss
how the model might be communicated to students to support coherence and meaning in general
education.
D. Kent Johnson, Director of Assessment—Indiana University-Purdue University Fort Wayne

STUDIO 4, SECOND FLOOR

CS 13: Building Shared Approaches to Integrative Thinking Across the Undergraduate Experience
Participants will 1) explore opportunities and challenges in integrating general education and the major;
2) identify potential partners in bridging curricular divides; and 3) develop methods for creating
collaborations.
Martha Stassen, Assistant Provost and Claire E. Hamilton, Associate Professor and Chair, Department of
Teacher Education and Curriculum Studies—both of University of Massachusetts Amherst

Affinity Group Discussions (These discussions are limited to this one time only)

STUDIO 9, SECOND FLOOR

CS 14: Building Consensus, Reclaiming Our Liberal Arts Mission
Participants will learn from one institution’s successes and missteps in building consensus in order to
make informed decisions about implementing change at their own institutions.

What should campuses consider when designing an action plan for institutional change and moving into
the early stages of implementation and consensus building? This discussion will begin with an overview
of how one institution designed an ambitious plan to build on their strengths and address weaknesses in
their general education program while promoting meaningful faculty engagement and heightening the
college’s distinctiveness. In this case study, Georgia College will explain how they created a skeletal plan and then attempted to bring together the entire institution – faculty, staff, administration, and students - to flesh out that plan and bring it to fruition. Participants will discuss what does it look like to attempt to move toward providing integrative and engaged learning experiences for all students while staying true to the university’s unique mission in the state.

*Amy Sumpter, Assistant Professor, Kimberly Cossey, Assistant Professor, Cynthia Alby, Professor, and Cara Meade-Smith, Director of Institutional Effectiveness—all of Georgia College*

**GALERIE 6, SECOND FLOOR**

**CS 15: General Education Themed Series: Interdisciplinary Problem-Based Learning**

*Participants will* 1) understand development of interdisciplinary general education; 2) envision links between general education and personal and professional skills; and 3) relate general education to community relations and institutional mission.

Participants will learn about the work of faculty, course design specialists, and administrators at Bellevue University who have developed a theme-based series of general education courses designed to integrate content knowledge of social and personal issues with skills in teambuilding, collaboration, information literacy, research, and creative problem solving. In addition to offering students a dynamic and socially relevant option for general education, this innovative model has enabled the institution to connect with community concerns and to use AAC&U rubrics to measure skill development that fits the needs of students. Using the Bellevue University model of theme-based series of general education courses, participants will discuss how this model would transfer to their institutions—discussions related to potential series themes (e.g. sustainability), disciplines for integration with those themes, and options that might lead to new ways of conceptualizing general education.

*Donna Hewlett, Program Director, Arts and Humanities, Nichole Davis, Manager, Course Designers and Instructional Designers, Alex Latty-Batta, Director, Training and Organizational Development, Renea Germant, Instructional Faculty in Communication and Lifespan Development, and Sue Buesing, Course Designer—all of Bellevue University*

**STUDIO 2, SECOND FLOOR | LEAP FEATURED SESSION**

**CS 16: They Said It Couldn’t Be Done: Redesigning General Education in One Academic Year**

*Participants will learn* 1) transferable strategies for engaging in an inclusive, transparent general education design process; and 2) opportunities, challenges, and potential roadblocks inherent in general education design processes.

When Carlow University’s team attended the AACU Institute on General Education in 2014, they went looking for a model they could bring back. However, they found there was no such thing as a perfect, one-size-fits-all model. Instead, what they learned was that they would need to engage their campus community in a truly integrative, inclusive process to develop a model that made sense within their explicit, local context. This session will offer a process that can be adapted to generate a model. Participants will learn about Carlow’s consensus building process and challenges/roadblocks that were overcome. They will discuss ways to educate campus constituencies about current general education trends; creative strategies for supporting unique institutional characteristics; methods for engaging and including a variety of constituencies in the process; and the importance of integrating LEAP, HIPs, and learning outcomes assessment with curriculum design processes.

*Deanne D’Emilio, Provost and Vice President for Academic Affairs, Lou Boyle, Director of Core Curriculum, Monique Hockman, Professor of Chemistry, Aimee Zellers, Atkins Endowed Chair of Ethics Across the Curriculum, and Augie Delbert, Director of Assessment—all of Carlow University*
Competency-based education (CBE) programs have gotten a lot of attention in recent years. Much of the conversation has centered on the disruption to the credit hour, but at the heart of CBE is a desire to place assessment of learning through students’ active demonstration of knowledge and skills at the center of educational programs. This makes CBE programs potentially a good fit for implementing the Liberal Education and America’s Promise (LEAP) Vision for Learning, including its articulation of a set of Essential Learning Outcomes (ELOs) important for all students’ success. Many general education programs strive to address the ELOs but struggle with their assessment and with designing integrative pathways to the outcomes. Facilitators will begin by sharing an example of a general education program delivered through CBE practices, highlighting how its alignment with Essential Learning Outcomes allows for assessment and improvement. Discussion will focus on both the promise and challenges of developing effective CBE general education programs as well as how CBE practices may be adopted and modified for use at other institutions. Participants’ interests and questions will drive the conversation.

Cori Gordon, Faculty Coordinator and Lead Faculty for Personalized Learning—Northern Arizona University; and Debra Humphreys, Vice President for Policy and Public Engagement—AAC&U

STUDIO 8, SECOND FLOOR

CS 18: Rejuvenating Drury’s Core: Transforming General Education into Distinctive, Essential Education

Participants will identify shortcomings of a generic distribution based general education curriculum and learn strategies for transforming such a curriculum into a powerful, distinctive learning environment.

How can an institution transform a generic, general education curriculum into a powerful educational tool and a distinctive feature of institutional culture? Knowledge of the theoretical benefits of integrative learning has outpaced its implementation. This session will focus on successfully implementing integrative learning in order to transform student learning—and institutional culture and identity. After presenting a working definition of integrative learning, the session will identify the shortcomings of a “traditional” general education curriculum, and explore a number of transformative revisions based on the principles of integrative learning including: 1) converting disciplinary menus into outcome-based competencies; 2) infusing the curriculum with high-impact learning experiences; 3) establishing links between majors and general education; 4) connecting and utilizing resources from across and beyond the university community; 5) creating an experience that is distinctive yet equitable to transfer students; and 6) helping students conceptualize the value of general education and transfer their learning beyond the classroom.

Raymond Patton, Director of the Core Curriculum—Drury University

STUDIO 10, SECOND FLOOR

CS 19: Bridging the Gap: Course Embedded Peer Mentoring and General Education

Participants will learn how to build a cross-divisional peer mentoring program within general education and leave the session with specific strategies and recommendations to take back to their own institutions.

Comprehensive student outreach requires that we meet students where they are—in the classrooms of our institutions. The University of Northern Iowa has developed a curricular peer-mentoring program that provides a unique opportunity for general education faculty and student affairs professionals to work alongside course embedded peer mentors to co-create supportive classroom communities for all
first-year students. Whereas these resources have long been available to students, now they can be accessed via the general education classroom and thus providing a systematic way of wrapping all university resources around each first-year student. While the overall retention rate at UNI for first to second year is 82.9%, the retention rate for our general education peer mentor supported courses is 92.1%. Data indicators suggest the success of these courses is directly related to a course-embedded peer mentoring program.

Deirdre Heistad, Director of Undergraduate Studies and Kristin Woods, Director of Student Success and Retention Initiatives—both of University of Northern Iowa

STUDIO FOYER, SECOND FLOOR
5:30 – 7:00 P.M.  RECEPTION AND POSTERS
Please join with colleagues to examine a range of general education designs, assessments, and high-impact practices. Light hors d’oeuvres will be available.

Integrative Conceptual Frameworks

POSTER 1: Creating Community Build-in for Holistic Assessment of Academic and Personal Development
Participants will examine ways in which campuses might coordinate related assessment efforts into a coherent and collaborative approach to assess student’s academic and extra-academic learning.

Building cross-institutional engagement in learning outcomes assessment is no easy task, and developing an approach that is collaborative and multi-dimensional is far superior to siloed work that often seems disconnected from the purpose of educating students. This poster will introduce one approach to a shared effort within the First Year Seminar that involves faculty, staff, and student mentors to effectively assess academic and personal development outcomes. The poster will explore effective ways in which campuses can encourage a climate of building-in, rather than buying-in, to maximize the collective efforts of stakeholders working together to support student learning. Utilizing a framework and template developed at Hamline University participants will share ideas and consider effective approaches to engaging campus stakeholders in efforts across the student experience.

Caroline Hilk, Director and Faculty Development Coordinator, Center for Teaching and Learning and Marcela Kostihova, Professor of English and Interim Dean of the College of Liberal Arts—both of Hamline University

POSTER 2: Adapting Discipline-Based Learning Outcomes to General Education
Participants will identify communication learning outcomes, examine the relevance and role of those outcomes for general education communication requirements, and develop ways to adapt and assess the outcomes for inclusion in general education courses.

This poster will address the process of considering learning outcomes established for a discipline and adapting them to practice through general education courses. This work identified relevant student learning outcomes in communication using the DQP and Tuning strategies, and ways to adapt these outcomes to general education courses. The importance of this project is not only discipline-based, but also a valuable component to properly assessing the value of general education courses. The focus of this project is to demonstrate that established discipline-specific learning outcomes can be developed and refined for use in general education courses. This venture illustrates the transition of theory into practice, and creates an opportunity for cross-discipline dialogue about how to implement learning outcomes into general education courses. The project offers administrators and faculty the evidence-
based reference points they require to argue for quality student learning outcomes that enhance curricular quality and general education.

**Megan Tucker**, Project Manager of Learning Outcomes Research and **Trevor Parry-Giles**, Director of Academic and Professional Affairs—both of National Communication Association

**POSTER 3: Developing a Placed-Based, Contextually Relevant Common Read Experience Across Campus**

*Participants will consider how to engage faculty in common learning; identify sources of evidence for program effectiveness; and collaborate to develop a placed-based, contextually relevant common read action plan.*

The program uses the idea of a common-read as a method of connecting educational experiences among classes, faculty, and students across campus. The idea is a high-impact practice for changing education from “my work” to an “our work” framework, since the common read allows faculty, students, and staff. A place-based learning experience across all types of general education and major courses. This poster will review the common reading experience using Charles Fishman’s book, The Big Thirst (2012), across a range of general education, upper-level, and major courses, and also across a range of colleges, departments, and disciplines. Participants may discuss how to develop plans for identifying their own locally relevant reads, while also identifying ways of engaging a diverse group of faculty and students.

**Frederick Nelson**, Assistant Professor of Science Education—California State University, Fresno

**POSTER 4: Structuring Integrative Learning in the General Education Capstone**

*Participants will learn how they might identify and schematize integrative learning to improve a student’s ability to produce an integrated project.*

Virginia Wesleyan College’s General Education Program ends with the capstone Senior Integrative Experience. This experience requires a student to bring together at least two of the seven fundamental approaches to knowledge they are exposed to early on in the program in order to investigate a course-specific integrative question of the student’s choosing. Students are challenged to produce and identify both integrative questions and integrative responses. Materials are assessed both in terms of a developmental model of integration, but also on a rubric that schematizes the types of integration a student performs. The poster will review the most common ways that students seem to work integratively and the steps the College has taken to help them to improve these difficult projects.

**Richard Bond**, Batten Associate Professor of History and Director of General Studies—Virginia Wesleyan College

**POSTER 5: Integrated Information Literacy and the New ACRL Framework**

*Participants will gain an understanding of how the new ACRL Framework for Information Literacy can be adopted and adapted to integrate information literacy into the campus curriculum.*

This poster will highlight the work that one college has done to integrate efforts across campus to adopt and adapt the new ACRL Framework for Information Literacy in Higher Education. Campus practitioners have worked together to create an institutional information literacy program, including threshold concepts, essential questions, student learning outcomes, benchmarks of student achievement, related readings and activities, and authentic assessment measures. The poster will describe this collaborative process and how to use this work to create an embedded information literacy program that teaches the
new skills, abilities, attitudes and understandings that students need in order to successfully navigate the new dynamic information landscape.

Adrienne Harmer, Instruction Coordinator and Assistant Head of Research Services and David Kerven, Associate Dean, School of Science and Technology—both of Georgia Gwinnett College

POSTER 6: Recognizing Excellence in Campus Assessment: The VSA EIA Designation Program

Participants will be able to articulate, learn best practices to develop, and evaluate a comprehensive, vertically-integrated assessment model that builds from the work of faculty in the classroom up through program and college level assessment to culminate in institution-level assessment.

The Voluntary System of Accountability (VSA) Excellence in Assessment (EIA) Designations are designed to recognize campuses that are successfully integrating assessment practices across campus to provide evidence of student learning outcomes that are representative of all students who attend their institution. As increased attention has been paid to campus-level assessment outcomes as an indicator for campus accountability, the pressure has increased on campuses to simply report one number to represent the learning outcomes for all students to meet external demands. In some cases, this pressure has led to decoupling campus-level assessment activities from those that support and give credence to the overall results. This poster will describe the purpose of the VSA EIA designation which is to recognize the work of those campuses that are engaging in the full breadth and depth of student learning outcomes assessment.

Teri Hinds, Project Manager—Voluntary System of Accountability

Assessment and Transparency

POSTER 7: A Researcher-Practitioner Partnership to Assess College Literacy Skills

Participants will learn how a team of practitioners and researchers identified which objectives to assess, the information each assessment yielded, and implications for their own work.

This poster will describe a researcher-practitioner partnership to assess the reading and writing skills of adult learners attending college developmental education courses, who were attempting to make a transition to postsecondary education but were at risk for failure because of low academic skills. The assessment included both standardized and authentic measures, as well as self-efficacy ratings, teacher judgments, and student interviews. The facilitator will describe the assessment instruments and research findings, and examples of how results could be used to inform curricular and pedagogical refinements. Hoori Kalamkarian, Research Associate—Community College Research Center

POSTER 8: Assessing Internships: Addressing General Education Outcomes and Beyond

Participants will identify and develop strategies for assessing and integrating general education outcomes achieved through experiential learning opportunities.

This poster will examine the process, results, and use of qualitative and quantitative data collected through a new approach to assessing general education outcomes. This collaborative project has engaged and informed the work of internship staff, site supervisors, department chairs, faculty, and an interdisciplinary assessment team, with changes occurring in internship seminar curriculum and instructional practice, among other areas. Future plans include exploring an e-portfolio tool, and broader and deeper engagement with the data by students, faculty, and academic leaders.

Linda Pursley, Director of Assessment and Institutional Research and Liv Cummins, Associate Professor of Drama and Creative Writing—both of Lesley University
POSTER 9: Outcomes-Based Assessment Integrating General Education, Major Studies, and Co-Curricular Activities

Participants will learn 1) ways to use assessment to integrate general education, major studies, and co-curricular activities; 2) benefits and challenges of longitudinal assessment; and 3) strategies for engaging faculty in comprehensive assessment.

This poster will describe an outcomes-based, longitudinal assessment approach that establishes a baseline of student achievement in foundational general education and first-year experience courses, then documents student achievement through their coursework in general education and the major studies, participation in high impact practices, and involvement in co-curricular activities. Presenters will discuss practical issues associated with assessing student learning across the baccalaureate experience, including: the development of common rubrics; the use of e-portfolios and representative sampling of student work; calibration of faculty and expert raters; alignment of baccalaureate SLOs with programmatic goals; and, documentation of student participation in co-curricular/high-impact activities. Assessment focused on a common set of student learning outcomes yields data that can be used by multiple campus constituencies for different purposes, thereby streamlining the assessment process.

Ed Klonoski, Acting Associate Vice Provost, Chris Parker, Associate Vice Provost for Academic Outcomes Assessment, and Anne Birberick, Vice Provost—all of Northern Illinois University

POSTER 10: Assessment-Based Improvement and Reform of General Education

Participants will learn how using quantitative and qualitative data gathered through a mixed methods approach can guide and build support for General Education reform.

This poster will describe how a mixed-methods approach to assessment was developed to integrate the strengths of each assessment method in order to improve programs and enhance the general education reform process. It will also describe how information is gathered from a full range of stakeholders and data is shared with the university community to achieve transparency in the reform process. These new methods result from the recognition that the traditional evaluation approach; a course-centered student survey of their impressions of achieving prescribed learning outcome, was inadequate to inform reform efforts. Two strategies, faculty-led focus groups and surveys tailored specifically to each stakeholder group, have provided unique information on the current general education program as well as valuable perspectives that will guide work on a revised curriculum.

Tom Fischer, Associate Professor of Psychology, Catherine Barrette, Associate Professor of Spanish, Stefanie Baier, Postdoctoral Fellow, and Monica Brockmeyer, Associate Provost for Student Success—all of Wayne State University

POSTER 11: Meaningful Accreditation: Analyzing Mission Fulfillment by Assessing General Education

Participants will 1) explore various approaches for connecting general education assessment with mission fulfillment and accreditation requirements; and 2) discuss direct and indirect methods for general education assessment that are focused at an institutional level.

In general education assessment initiatives, faculty and administrators sometimes struggle to show how specific assessment findings are related to the broader institutional mission, goals, and outcomes. To address this concern, the Northwest Commission on Colleges and Universities developed a Quality Assurance Demonstration Project with different types of institutions to showcase best practices for assessing mission fulfillment. This poster will highlight various approaches for connecting general education assessment with mission fulfillment and accreditation requirements. Theoretical frameworks
outlined as flow process models and assessment findings from the University of Puget Sound, University of Montana, University of Oregon, and Columbia Basin College will be featured as models. In the context of general education and mission fulfillment, the presenters will address the similarities and differences among research universities, smaller private universities, and community colleges.

Nathan Lindsay, Associate Provost for Dynamic Learning—University of Montana

POSTER 12: Moving Beyond Means: Using Writing Data to Improve Performance

Participants will learn how one Texas university has analyzed data gathered through a successful writing assessment in order to better understand, and ultimately improve, student performance.

This session will address an approach to assessing written communication as part of a State-mandated, general education assessment requirement. Information will demonstrate the steps that a university has taken to ensure the reliability and validity of its assessment processes. Additionally, results will be provided showing how that university has moved beyond college- or university-level averages or means, and has used statistical analysis techniques to produce data that present a fuller picture of what is potentially impacting student ability—data that are being used by institutional decision makers to improve student writing. Participants will be provided with a model of assessment and data analysis that is already producing useful results, which they can potentially adapt for their own use.

Jeff Roberts, Director of Assessment—Sam Houston State University

POSTER 13: Comparing the Effectiveness of a Time-compressed Course to its Regular Semester Counterpart

Participants will 1) identify the merits and challenges of the compressed format; 2) identify variables to be used in a similar study on their own campuses; and 3) understand the methodology of the study.

Radford University offers courses during the regular, 14-week semester and shortened, 5-week semesters held over the winter and summer breaks. Core 201, a sophomore-level critical thinking general education course, is offered in both lengths. The course is skills-based, with an emphasis on public speaking and argument analysis. While the learning outcomes and projects are identical between the full semester and the compressed semester, the amount of practice and repetition are necessarily decreased in the latter. The authors of this study questioned whether students who took Core 201 in the 5-week session learned as much as students who took it in the 14-week session. The effectiveness was measured by comparing the academic performance of students in the next course, Core 202. Both the compressed and full-semester courses were taught online by the same instructors. This poster will share the statistical analysis of the data.

Candice Benjes-Small, Professor and Head, Information Literacy and Outreach and Laurie Cubbison, Director, Core Curriculum—both of Radford University

POSTER 14: Facilitating Systematic Assessment and Reporting of Course-level General Education Outcomes

Participants will explore the processes used at Ferris State University to simplify and standardize the collection of individual- and course-level assessment data across a new general education program.

A unique set of tools and processes, developed to standardize and automate data collection and analysis for the general education program at Ferris State University, will be shared. This system enables meta-analysis of course-level learning gains across the program. In addition, student-level measures enable longitudinal analyses across time, courses, and programs. The raw data and analyses resulting from the first round of implementation will be made available. The faculty’s response to the perceived strengths
and weaknesses of this approach will also be discussed. Finally, a variety of templates will be provided to enable adoption of these procedures at other interested institutions.

Clifton Franklund, General Education Coordinator and Professor of Microbiology—Ferris State University

POSTER 15: Students’ “Proficient” and Faculty’s “Proficient”: Comparing Student and Faculty Rubric Ratings

Participants will gain an understanding of student and faculty use of a rubric, through the comparison of how each uses two common rubrics.

Increasingly, faculty use rubrics to help provide students feedback on their work, and to identify areas of strength and weakness in their work. Do faculty and students perceive these rubrics in the same way? The current study addressed this question, by examining faculty and student self-ratings of formal and informal oral communication. Paired samples t-tests revealed 8 areas (out of 11) in which students’ self-ratings were different from faculty ratings. In 7 of these 8 areas, students’ self-ratings were higher than faculty ratings. Additional multi-level model analyses revealed that, despite these differences in rating level, students and faculty agreed on which general areas were strengths and which were weaknesses. These results suggest that, while students and faculty may differ in terms of level of assessment (with students tended to see their work more positively than faculty), students and faculty do tend to agree on specific areas of strength and weakness.

Nancy Frye, Professor and Michele Dornisch, Professor—both of Long Island University, Post

POSTER 16: Assessment of General Education and Information Literacy Learning Outcomes

Participants will learn how general education faculty and the University of Idaho library successfully engage students in a first-year interdisciplinary seminar and assess learning outcomes in that class.

At the University of Idaho, faculty in general education and the library collaborate to improve the research and writing skills of first-year students. Through classroom instruction, students engage with reference works tailored to the class assignment. Preliminary assessment results demonstrate higher information literacy and essay-writing skills, two Essential Learning Outcomes of LEAP. This poster will show assessment already completed as well as plans for follow-up measures.

Kenton Bird, Director of General Education and Diane Prorak, Reference Librarian and Associate Professor—both of University of Idaho

Pedagogies and Practices

POSTER 17: Using Study Guides to Promote Critical Thinking in Technology-Based Courses

Participants will be able to apply brain-based learning strategies, and AACU Value Rubric and Reading strategies to create study guides which promote critical thinking in students and improve student success rates.

Study Guides which provide structure, stimulate higher order thinking, and give opportunities for reflection for students can improve student success. The presenter will provide samples of guides; give helpful tips on applying the AACU Value Rubrics, Reading Strategies and Learning Theory; and model the development of a study guide.

Tina Ragsdale, Developmental Math Coordinator—West Kentucky Community and Technical College
POSTER 18: Fostering Reflective Practice: Critical Self-Reflection as Assessment for Peer-Assisted Learning

Participants will discuss the benefits, risks, and implications of using critical self-reflection as an assessment measure for peer-assisted learning and consider options for implementing critical self-reflection as an assessment measure.

Peer-assisted learning is a well-regarded practice in which peer mentors lead other students toward an educational goal. However, due to the experiential nature of peer-assisted learning, it can be difficult to assess the impact of this practice on peer mentors. Reflective writing is a common way to evaluate experiential learning, but without careful considerations, students can fall into the habit of reflecting by rote. This poster will share a trajectory for developing a reflective assessment plan that implemented best-practices and theories to develop robust, authentic, critical self-reflection prompts that encouraged peer mentors to develop transferable skills for their academic, professional, and personal lives. At this poster, participants will discuss the benefits, risks, and implications of using critical self-reflection as an assessment measure.

John Watts, Undergraduate Learning Librarian, Rosan Mitola, Outreach Librarian, and Erin Rinto, Undergraduate Learning Librarian—all of University of Nevada, Las Vegas

POSTER 19: Effects of Peer Review on Improving Student Writing

Participants will learn about a new teaching module designed to help non-science major undergraduate students develop scientific writing skills in a laboratory course.

This poster will address a new teaching model to improve student writing in an introductory biology laboratory course. This new model was two-pronged in that it first exposed students to example papers so they could start with a baseline knowledge of “What makes a paper good (or not)?” The second step of this model then utilized a peer-review process, in which students read and critiqued each other’s papers. By requiring students to provide feedback on their classmates’ writing, this model encouraged students to develop an understanding of how to strengthen their own papers, as well as avoid common writing pitfalls. They then were given a chance to revise their own paper, allowing for assessment of student learning through improvement between first and second drafts.

Caitlin D.A. Ishibashi, Ph.D. Candidate, Department of Plant Biology—University of Georgia

POSTER 20: Improving Curriculum Instruction Through Reflecting on Students’ Learning Outcomes

Participants will learn how a Japanese university designed and implemented a system for improving curriculum instruction through reflecting on students’ learning outcomes.

At Soka University, students are expected to develop certain abilities and skills by the time of graduation. The abilities and skills related to contributing to humanity are difficult to assess by “conventional” means. As a result, the university recently implemented a system identifying certain classes which purposely measure these abilities. These assessments take place early first-year, during the second year, and between the third and fourth years. This poster will provide analysis of data from first- and second-year students’ self-assessment and share the faculty group reflection based on the analysis. This system gives faculty the opportunity to reflect on their own instruction and program based on student self-assessed learning outcomes.

Kazuhiko Sekita, Professor—Soka University
PRESERVATION HALL, SECOND FLOOR
8:00 A.M. – 5:00 P.M.  CONFERENCE REGISTRATION, MEMBERSHIP INFORMATION, AND PUBLICATION SALES

ACADIA/BISSONET FOYER, THIRD FLOOR
8:00 – 8:30 A.M.  BREAKFAST

ACADIA/BISSONET, THIRD FLOOR
8:30 – 9:15 A.M.  PLENARY II: ASSESSMENT AND TRANSPARENCY
This plenary will examine how campuses are designing quantitative and qualitative assessments to collect valuable information about learning outcomes and how they are sharing and using findings to advance transparency about outcomes. Participants will also explore faculty understanding of and commitment to general education and student achievement of Essential Learning Outcomes, including gaps across different student groups. It will feature campus examples from the University of Nebraska–Lincoln, Cabrini College, Pepperdine University, City University of New York LaGuardia Community College, and Guttman Community College.
Moderator: Kate McConnell, Senior Director, Research and Assessment—AAC&U

9:30 – 10:30 A.M.  CONCURRENT WORKSHOPS: ASSESSMENT AND TRANSPARENCY
This time band includes ten sessions; a continuation of discussion on each of the four campus models presented in the plenary and six additional sessions from different campuses. The sessions emanating from the plenary will provide an opportunity for the participants to explore in greater detail with colleagues, the theories, models/rubrics, practices, evidence and/or strategies for change that define the model. They will include time for participants to discuss and understand these elements of the work presented and begin to draft how they might adapt them to enhance their own efforts.

Sequenced Session Workshops

STUDIOS 4 & 5, SECOND FLOOR | LEAP FEATURED SESSION*
CS 20: An Institutional Perspective on Effective General Education and Assessment Reform
Do your faculty members question the value of the general education reform efforts on your campus? This discussion will explore how one institution assessed its efforts over the course of a year to answer this important question. Participants will learn about the framework used at the University of Nebraska-Lincoln and how it developed from LEAP principles and best practices identified in current literature and its own research about the assessment process on campus. The collaboration of administrators and faculty leaders and specific efforts to use assessment data will be described to show how UNL investigated whether gen ed reform is accomplishing its intended goal of preparing students and how that information will be used to improve the next iteration of assessment on campus. Participants will gain ideas and develop a plan to make assessment more meaningful and sustainable on their campus.
Nancy Mitchell, Director of Undergraduate Education Programs and Patricia Sollars, Associate Professor of Neuroscience—both of University of Nebraska-Lincoln

STUDIO 6, SECOND FLOOR
CS 21: Intrinsic Assessment—Extrinsic Gains: How Inclusive General Education Can Drive College-Wide Inclusive Excellence
This presentation will focus on developing new approaches to assessment to promote inclusive excellence and the development of social responsibility among increasingly diverse cohorts of
undergraduate students. Participants are invited to bring their institutional materials for hands-on discussions in the subsequent concurrent sessions of utilizing assessment data for campus-wide conversations about improvements in teaching and learning. The presentation and discussions will emphasize increasing transparency in the assessment process to 1) realistically address gaps in levels of student preparedness; 2) identify more clearly the real-world proficiencies appropriate for effective 21st-century general education programs; and 3) integrate assessment initiatives across academic and non-academic areas to create strategic goals and actions steps for institutional change. Faculty assessment leaders from Cabrini College will provide examples from their just completed Comprehensive Review Year, illustrating how sharing data has contributed to informed and intentional change (including the adoption of high-impact practices) to promote student success.

*Seth Frechie, Professor, Department of English, Michelle Filling-Brown, Chair, Department of English, Laura Groves, Chair, Department of Social Work, and Darryl Mace, Chair, Department of History and Political Science—all of Cabrini College*

**STUDIOS 1 & 2, SECOND FLOOR**

**CS 22: Making Assessment Authentic: Student Involvement at Every Level**

“Involve students in your assessment practices.” What college or university has not received this mandate during the reaccreditation process? While it sounds simple enough, implementing this suggestion can be tricky. This sequenced session will address faculty fears about student involvement in the assessment process, and it will provide assessment directors, faculty program leaders, co-curricular coordinators, and others with practical steps that they can implement right away at their own institutions. Participants will model the assessment process from calibration to closing the loop with two student assessors in the room, and everyone will participate in a discussion of best practices for student involvement.

*Bradley Griffin, Associate Professor of Theatre, Kailee Rogers, Student Member of the Fine Arts General Education Assessment Committee, and Matthew Finley, Student Member of the Seaver College General Education Learning Innovators Committee—all of Pepperdine University*

**STUDIO 7, SECOND FLOOR**

**CS 23: Assessment: Campus-wide Engagement and Change**

Working in tandem, LaGuardia and Guttman Community Colleges have developed integrative assessment frameworks to build student, faculty and institutional learning. These frameworks shift faculty focus from “my work” to “our work,” connecting classroom practice with broader assessment processes. At Guttman, using NILOA’s “charrette” model, faculty design assignments connected to the integrative Guttman Learning Outcomes. Guided by the DQP and the VALUE Rubrics, Guttman faculty think across institutional layers, deepening learning for themselves, Guttman students, and the broader institution.

*Bret Eynon, Associate Dean for Academic Affairs—City University of New York LaGuardia Community College; and Laura Gambino, Associate Dean for Assessment and Technology—Guttman Community College*

**Concurrent Workshops (These models are limited to this one time only)**

**GALERIE 1, SECOND FLOOR**

**CS 24: Making Our Work Valued: Faculty Led and Student Centered General Studies Assessment**

*Participants will evaluate and merge existing rubrics to match student learning outcomes and apply a rubric to a range of artifacts from various disciplines to measure common outcomes.*
This session will focus on the rubric development, application, and results within a General Studies program at a large, urban institution that happened after a faculty team attended the 2012 AAC&U Institute on General Education and Assessment. Following a brief description of the MSU Denver General Studies program, including statewide transfer articulation issues and HLC accreditation issues, facilitators will guide participants through two related activities. These assessment activities are designed to assist participants in developing and implementing their own similar process at their home institutions. One activity focuses on developing an integrated rubric from previously existing materials, such as departmental rubrics with AAC&U VALUE rubrics. The other activity involves applying a rubric to a range of artifacts across several disciplines, including outside the participants area of “expertise,” measuring for common outcomes. Participants will be offered the opportunity to create a mini-action plan based on the activities.

Jane Vigil, Professor of English, Jessica Parker, Director of First Year Writing, and Nels Grevstad, Professor of Mathematics—all of Metropolitan State University of Denver

STUDIO 10, SECOND FLOOR

CS 25: Inclusive Assessment Strategies in the Arts and Humanities: Focus Groups and Q-sorts
Participants will discuss the benefits/limitations of focus groups for assessing student learning in the Arts and Humanities and employ Q-sorts as technique to develop a rubric.

This session will examine focus groups as a strategy for assessing student learning outcomes in the Arts and Humanities within low-stakes testing contexts. Focus groups offer a strategy that may overcome lack of student motivation in contexts with no consequences for poor student performance. Using an illustrative example wherein three focus groups were conducted with 36 randomly selected students who had finished their Arts and Humanities requirements, session participants will have the opportunity to explore how focus groups may be used to assess changes in student learning. Criteria for selecting a cultural work for student response will also be discussed. Central to this process is the creation of a scoring rubric. Participants will employ a Q-sorting procedure toward the development of a rubric. Q-sorts provide a method for exploring attributes of student responses that meet student learning outcomes along a continuum. Strengths and limitations of these procedures within general education assessment will be discussed.

Dennis Beck, General Education Arts and Humanities Coordinator and Professor and John Hathcoat, Assistant Assessment Specialist and Assistant Professor—both of James Madison University

STUDIO 3, SECOND FLOOR

CS 26: Direct Assessment of Student Work at a Large Research Institution
Participants will learn how to collaborate to develop content-specific rubrics for assessment of student artifacts and understand how to apply rubrics across the curriculum through faculty grading sessions.

Prompted by state imposed changes to the general education and assessment requirements, Texas A&M University faculty and staff came together to address the changing landscape of general education at the institution. Through a series of focus groups and working meetings, thirty one rubrics for course-embedded assessment were successfully applied to student artifacts. This process, while only completing its pilot year, is expected to yield quality data that can be leveraged for data-based improvements to the curriculum. Session facilitators will explain the steps taken by faculty and staff to organize this effort. Participants will discuss challenges, triumphs, and lessons learned.

Elizabeth Bledsoe, Program Coordinator, Office of Institutional Assessment—Texas A&M University
CS 27: In the Murky Middle: Assessing Critical Thinking and Integrative Learning across the General Education/Major Divide

Participants will 1) apply concepts of critical thinking to general education programs; 2) draft learning outcomes that fully articulate critical midpoints; and 3) develop an assessment model that aligns general education and degree program outcomes.

While critical thinking is more easily identified at the introductory level and in a senior-level or capstone course, in which integrative learning typically occurs within the major, the mid-curricular manifestation of this intellectual skill is difficult to pinpoint, much less assess. Critical thinking is vital to the integration of a general education program within undergraduate majors, which makes this transition when a student progresses from general education courses and outcomes to degree-programs an effective moment for assessment. Taking the Critical Thinking and Integrative Learning VALUE rubrics as a springboard, session facilitators will review the alignment of general education and program learning outcomes and assessments at the introductory, mid-curricular, and senior levels. Participants will draft a plan that can produce assessment data relevant to general education and degree program outcomes and help an institution conduct its own value-added analysis of student learning.

Russell Stone, Director of University Assessment and Accreditation and Jane Detweiler, Associate Dean, College of Liberal Arts—both of University of Nevada, Reno

CS 28: Building the General Education Program around University Student Learning Goals

Participants will learn how to design and assess a general education program based on university-wide learning goals that develop broad faculty involvement and integrates with major curricula.

Participants will learn how one university reframed its general education program around six of eight university learning goals aligned with LEAP competencies, designed an assessment structure with significant cross-disciplinary faculty participation, linked the general education program to disciplinary majors, and utilized student work for evidence-based outcomes. Facilitators will identify strategies for success as well as pitfalls encountered. Participants will review their own institutions and programs and design steps to improve their general education and/or assessment programs.

Christa Walck, Associate Provost and Jean Straw DeClerck, Instructional Design and Assessment Specialist—both of Michigan Technological University

CS 29: Overcoming the Faculty-Assessment Language Barrier

Participants will be able to 1) identify assessment-related communication gaps in their institutions; and 2) develop strategies for bridging these communication gaps to promote meaningful assessment.

To move from a compliance-oriented assessment culture to one of meaningful academic assessment faculty and faculty assessment coordinators need to communicate effectively. Session facilitators will share three strategies that can help bridge communication gaps: 1) developing a simple definition of academic assessment that connects it to what faculty already do as a normal part of their teaching; 2) developing a handout to help show faculty the difference between grading and academic assessment; and 3) distributing a simple, easy to read guide to academic assessment. Although these strategies are helpful, by themselves they are not sufficient for many faculty to understand what meaningful academic assessment is or how they can create an assessment process that is meaningful to them. Facilitators will discuss ways to overcome communication barriers and create a meaningful assessment process.
**Christopher Heavey**, Vice Provost for Undergraduate Education, **Lindsay Couzens**, Assistant Director of Academic Assessment, and **David Henry**, Professor and Chair, Department of Communication Studies—all of University of Nevada, Las Vegas

**STUDIO FOYER, SECOND FLOOR**

**10:30 – 10:45 A.M.**  **REFRESHMENT BREAK**

**10:45 – 11:45 A.M.**  **AFFINITY GROUP DISCUSSIONS: ASSESSMENT AND TRANSPARENCY**

This time band provides an opportunity for participants to further consider answers to questions and issues prompted in previous sequenced sessions on topics of mutual interest and to develop a few action ideas they can use when they return to campus. Participants might be grouped according to institution type, roles and responsibilities, and/or other strategic and shared interests to discuss how a particular assessment rubric, process, or strategy might be useful to one’s own work, including how to address tensions that might exist. You may choose to continue to follow the sequenced session models presented in the plenary or join in a conversation offered in one of the five alternative sessions.

**Sequenced Session Affinity Group Discussions (the final part of these sequenced sessions)**

**STUDIOS 4 & 5, SECOND FLOOR | LEAP FEATURED SESSION**

**CS 30: An Institutional Perspective on Effective General Education and Assessment Reform**

*Participants will* learn about a framework to assess general education from an institutional level, how the process was created, and the theories behind practices used to evaluate the entire enterprise. **Nancy Mitchell**, Director of Undergraduate Education Programs and **Patricia Sollars**, Associate Professor of Neuroscience—both of University of Nebraska-Lincoln

**STUDIO 6, SECOND FLOOR**

**CS 31: Intrinsic Assessment—Extrinsic Gains: How Inclusive General Education Can Drive College-Wide Inclusive Excellence**

*Participants will* gain strategies for developing transparent curricular and institution-wide assessment approaches to enhance student learning across a range of culturally diverse backgrounds and promote equity-minded instruction among faculty. **Seth Frechie**, Professor, Department of English, **Michelle Filling-Brown**, Chair, Department of English, **Laura Groves**, Chair, Department of Social Work, and **Darryl Mace**, Chair, Department of History and Political Science—all of Cabrini College

**STUDIOS 1 & 2, SECOND FLOOR**

**CS 32: Making Assessment Authentic: Student Involvement at Every Level**

*Participants will* be able to 1) respond to faculty who resist student involvement in assessment; 2) bolster faculty self-governance through student involvement; and 3) refine general education assessment based on student feedback. **Bradley Griffin**, Associate Professor of Theatre, **Kailee Rogers**, Student Member of the Fine Arts General Education Assessment Committee, and **Matthew Finley**, Student Member of the Seaver College General Education Learning Innovators Committee—all of Pepperdine University
CS 33: Assessment: Campus-wide Engagement and Change

Participants will 1) examine powerful conceptual frameworks for campus-wide integrative assessment, linking general education, program review, and co-curricular learning; and 2) identify strategies that effectively engage faculty and staff in assessment re-design.

Bret Eynon, Associate Dean for Academic Affairs—City University of New York LaGuardia Community College; and Laura Gambino, Associate Dean for Assessment and Technology—Guttman Community College

Affinity Group Discussions (These discussions are limited to this one time only)

Galerie 2, Second Floor

CS 34: Beyond Compliance: Assessment as a Tool for Improving General Education Learning Outcomes

Participants will 1) learn about new developments and trends in assessing general education; 2) explore promising approaches to assessing general education that go “beyond compliance”; and 3) identify useful resources for future work.

As the National Institute for Learning Outcomes Assessment (NILOA) has seen through our surveys, case studies, commissioned papers, and work with the Degree Qualifications Profile and Tuning, many campuses have made important progress on the assessment of general education. This affinity group is an opportunity to share and learn from promising developments in a wide range of institutional settings—including new tools and approaches, opportunities for professional development, leadership strategies, and organizational structures and policies. A final segment of the session will be dedicated to ideas for future work and the identification of resources that can help the field move forward.

Pat Hutchings, Senior Scholar, National Institute for Learning Outcomes Assessment (NILOA) and Natasha Jankowski, Associate Director, NILOA—both of University of Illinois at Urbana-Champaign; Jillian Kinzie, Senior Scholar, NILOA—Indiana University Bloomington, Indiana; Daniel McInerney, Professor of History—Utah State University; Trevor Parry-Giles, Professor, Department of Communication, University of Maryland Director of Academic and Professional Affairs—National Communication Association; Elise Martin, Dean of Assessment and Professional Development—Middlesex Community College; Sandra Bailey, Director of Assessment—Oregon Institute of Technology; and Nancy Quam-Wickham, Professor of History—California State University Long Beach

Studio 3, Second Floor

CS 35: Defining and Assessing Critical Thinking Skills in Creative Problem Solving

Participants will understand and connect components of the critical thinking VALUE rubric and define appropriate language and performance criteria suited for the rubrics use in individual content areas.

This discussion will examine the pedagogical development of a set of rubrics to assess and evaluate critical thinking in design and visual arts problem solving. Specifically, the adaptation of the VALUE critical thinking rubric for design and visual arts education will be the focus. The refined rubrics borrow from other rubrics in the areas of problem solving, creative thinking, information literacy, inquiry and analysis, and communication skills. Participants will discuss how the development of explicit performance descriptions for students can go from simply understanding new knowledge to applying and generating new knowledge as they move from benchmark to capstone performance criteria for specific domain areas.

Marlo Ransdell, Associate Professor, Department of Interior Design and Creative Director, Studio D Design and Fabrication Lab—Florida State University
CS 36: Redesigning "Our" General Education Assessment Plan

*Participants will* be able to collaborate with general education faculty to develop an effective and comprehensive assessment plan.

The redesign of general education has been pushed to the forefront causing many institutions to rethink and revise their general education assessment. Participants will learn how one university moved general education assessment to “our work” during the redesign of their general education assessment plan. Information will be presented on how to engage the general education faculty through the process of redesigning the assessment plan—starting with developing goals to curriculum mapping. Additionally, the facilitator will share some of the challenges faced while updating the assessment plan. Participants will have the opportunity to draft a plan that moves general education assessment to “our work.”

*La Toya Hart, Institutional Effectiveness and Assessment Director—Alcorn State University*

CS 37: How to Get The Most Out of Your Learning Outcome Data: Creating and Utilizing an All-In-One Assessment System

*Participants will* discuss strategies for and challenges to creating and using an all-in-one assessment infrastructure to align and evaluate general education and university student learning outcomes.

Universities and colleges are facing numerous challenges to develop assessment systems that are sustainable, foster faculty ownership, and easily provide learning outcome data to a wide range of constituents. One viable solution is to design all-in-one assessment systems to take advantage of faculty created, course embedded assessments to simultaneously evaluate student performance on course, general education, program, and university learning outcomes. This interactive session will highlight the creation and use of an all-in-one assessment system at a mid-sized, public research institution to illustrate how to get the most out of learning outcome data. Participants will discuss 1) ways to identify salient features of an all-in-one assessment system; 2) strategies to align and use course embedded assessments; 3) tactics to encourage faculty participation in co-constructing assessment activities; 4) methods for collecting and compiling assessment data; and 5) activities to encourage continuous improvement at various levels and constituencies within the institution.

*Julia Matuga, Director of Academic Assessment and Institutional Effectiveness and Donna Nelson-Beene, Director of General Education—both of Bowling Green State University*

CS 38: Technology to Advance Faculty-Driven Assessment of Student Work

As the technology partner for AAC&U’s VALUE initiative, including the Multi-State Collaborative (MSC) to Advance Learning Outcomes Assessment, Taskstream provides technical guidance and infrastructure to support faculty-driven assessment of student learning based on student work samples from two- and four-year institutions in 16 states that are scored using VALUE rubrics. Join in this session to hear feedback from participants in the MSC pilot study and see the user-friendly technology that enabled AAC&U and the MSC to execute its vision with few technological concerns. Learn how Taskstream has extended the capabilities of the system to support similar initiatives within and across institutions and how Wright State University and Central Connecticut University are using this technology to support general education assessment.

*Courtney Peagler, Vice President—Taskstream; Renee Aitken, Assistant Vice President, Education Effectiveness and Institutional Accreditation—Wright State University; and Yvonne Kirby, Director of Institutional Research and Assessment—Central Connecticut State University*  

*Sponsored by Taskstream*
11:45 – 1:45 P.M. LUNCH ON YOUR OWN

ACADIA/BISSONET, THIRD FLOOR

1:45 – 2:30 P.M. PLENARY III: EQUITY, EMPOWERMENT, AND AGENCY
This plenary will consider how campuses are identifying achievement gaps in college readiness and academic achievement of key learning outcomes in the undergraduate curriculum. Participants will also explore the implications of these gaps for general education and how to develop and implement a high quality and equity-focused framework for general education. It will include campus approaches from the University of South Florida, Morgan State University, Arizona Western College, and Virginia Polytechnic Institute and State University.
Moderator: Tia McNair, Vice President, Office of Diversity, Equity, and Student Success—AAC&U

2:45 – 3:45 P.M. CONCURRENT WORKSHOPS: EQUITY, EMPOWERMENT, AND AGENCY
This time band includes nine sessions; a continuation of discussion on each of the topics presented in the plenary and five additional sessions. The sessions emanating from the plenary will provide an opportunity for the participants to explore in greater detail with colleagues, the information, facts, and description of each of these frameworks. They will learn about the research and evidence supporting the benefits and outcomes of each framework. The other five sessions will showcase other models of equity, empowerment, and agency beyond these four campus models.

Sequenced Session Workshops

STUDIOS 1 & 2, SECOND FLOOR

CS 39: Global Citizenship as a High Quality and Equity-Focused Framework for General Education
Our increasingly diverse university communities call for innovative models and approaches to learning and development, particularly within general education, which serves all students. However, for many institutions, general education consists of a varied array of courses, the connections among which are often not apparent or even non-existent. How do we bring coherence and intentionality to general education in order to create effective and meaningful educational experiences for all students? In this interactive, sequenced session, participants will learn how the University of South Florida is using global citizenship as a high quality and equity-focused framework for redesigning general education to meet the needs of its diverse student body. Exploration of the conceptual framework, strategies for curricular change, and methods for institutional adaption will be highlighted.
Karla Davis-Salazar, Associate Dean of Undergraduate Studies and Director of the Global Citizens Project and Nicole West, Assistant Director of Global Citizens Project—both of University of South Florida

STUDIO 9, SECOND FLOOR

CS 40: "I Am Because We Are": Modeling Collaboration to Increase Academic Self-efficacy for Under-served and Underrepresented Students
Morgan’s academic departments have long included high-impact practices, with positive effects on students’ learning and development. While the need for enhancing academic self-efficacy has more recently been widely identified in the higher education literature, Morgan has always been in the forefront and has recently begun to more widely share its successes, models, and frameworks. Session facilitators will show how an African-centered pedagogy enhances student self-efficacy and development, and long-term academic success. Participants will discuss, and generate solutions for change towards more inclusive ways for educating the whole student.
Pamela Scott-Johnson, Interim Dean, College of Liberal Arts and Solomon Alao, Assistant Vice President, Assessment and Evaluation—both of Morgan State University
CS 41: "The Thronged and Common Road": First Generation College Students and Civic Engagement

Drawing on Jane Addams’ suggestion that social ethics are not attained individually, but by “mixing on the thronged and common road,” this sequenced session provides participants an overview of the benefits of civic engagement projects within the general education curriculum through several successful campus models; an opportunity to review research that supports the value of civic engagement projects for first generation college students; guidance in the essential stages of designing and assessing such projects, including an annotated bibliography of sources to further support civic engagement project design at all stages; and discussion that promotes critical questions to begin brainstorming projects that might be developed at participants' home institutions. Since research indicates that civic engagement projects particularly motivate first generation college students beyond the classroom and support their ongoing community involvement, this presentation is of particular interest to faculty and staff whose campuses seek innovative ways to retain and empower this population, ensure their success in the classroom, and create a dynamic and engaged community.

Ellen Riek, Professor of English and Chair, General Education Curriculum Committee—Arizona Western College

CS 42: Using the Learning Sciences to Enhance Student Agency through Inclusive Pedagogy

How do we build formal and informal instructional environments that proactively support all students in their learning? In this endeavor, it is important to keep in mind that students are simultaneously individual and social agents, striving to develop awareness and control of their own learning, lives, and selves. General education can have a critical role in this development through the implementation of inclusive pedagogies that emphasize engaged, embedded, and personally relevant deep and meaningful learning. This sequenced session will focus on the science of cognitive, social, behavioral, and affective learning as the basis of developing and implementing inclusive pedagogies for the purpose of promoting and cultivating student agency. Inclusive pedagogical practices that have been demonstrated as effective will be addressed, including programmatic implementations of inclusive pedagogies.

Peter Doolittle, Assistant Provost for Teaching and Learning—Virginia Polytechnic Institute and State University

Concurrent Workshops (These models are limited to this one time only)

CS 43: Teaching Liberal Arts Foundations to Students from Diverse Linguistic and Cultural Backgrounds: A Pedagogical Framework

Participants will gain a framework for articulating expectations to international and ELL students and gain tools for giving feedback and assessing ELL students without compromising academic rigor.

This session will provide a framework for approaching common hurdles when teaching international and English Language Learning (ELL) students in foundational academic settings. It will employ an appreciative cross-cultural approach to provide a set of strategies for 1) effectively articulating cultural assumptions underlying foundational U.S. academic norms to help ELL students understand expectations and 2) efficiently providing ELL students with feedback that addresses linguistic and cultural issues while also maintaining intellectual focus and rigor. Following a presentation of this framework, participants will work in small groups to apply what they have learned to their own experiences and to samples of student work, practicing new approaches and best practices for interacting with this growing population of students. The session will conclude with the creation of a
document that captures participants’ learning outcomes and insights on best practices to incorporate into their educational approach.

*Liz Knauer, Lecturer Intensive English, Visiting Assistant Professor—Pratt Institute*

**GALERIE 1, SECOND FLOOR**

**CS 44: A Summer Bridge Program with Disciplinary Crossover: History, Writing, and Math Integrated for Incoming Freshmen**

*Participants will* learn the successes and challenges of a summer bridge program that integrates three different disciplines and brainstorm possibilities of using this model on their own campuses.

Session Facilitators will outline the way a summer bridge program addresses challenges facing the recruitment and retention of at-risk students. This bridge program has a three-credit history course, a one-credit study skills class, and daily writing and math instruction. All of these pieces reinforce one another. For example, the history instructor and Writing Center Director have coordinated the different stages of the paper for the history course so that students work with their writing tutors to craft each stage of brainstorming, outlines, and multiple drafts. The math instructors and history instructor have worked together to create 4 crossover history/math assignments that reinforce history content while sharpening math skills. Participants will discuss how the program reinforces the three signature themes of the general education program: Civic Engagement, Intercultural Awareness, and Sustainability.

*Michelle Kuhl, Associate Professor, Crystal Mueller, Writing Center, and Michelle Campbell, Instructor—all of University of Wisconsin-Oshkosh*

**STUDIOS 4 & 5, SECOND FLOOR**

**CS 45: Measuring What Counts: Examining the Impact of Assessment Practices on Underrepresented Students**

*Participants will* gain an understanding of the role of culturally relevant assessment practices in enhancing institutional understanding of the increasingly diverse student populations entering college.

It is imperative that higher education makes the knowledge and skills needed to obtain degrees and credentials more accessible, while also maintaining a high bar for quality. Drawing from two forces that are impacting higher education: 1) the identity crisis of changing demographics brought about by an increased national and social understanding that all citizens need access to higher education; and 2) increased pressure to systematize assessment and accountability practices, the facilitators will argue that both of these national conversations are limited because higher education is not interrogating the ways in which assessment and demographics inform each other. They will argue that the relationships between the naming of excellence versus the modalities through which excellence can be demonstrated must be reimagined. In dialogue with participants, the facilitators will share some brief scenarios in which participants will examine the two competing conversations and share ideas for improved assessment practices that define student success.

*Catherine Bishop, Director for Student Success Initiatives in Academic Affairs and Margaret Finders, Chair, Department of Education—both of Augsburg College*

**STUDIO 8, SECOND FLOOR**

**CS 46: Intersessions – A Paradigm Shift: A Transcultural Course that Fits**

*Participants will* 1) identify culture and Diversity VALUE rubric elements relevant to a dual or combined undergraduate and graduate course on transcultural healthcare issues that is open to all majors; and 2) contrast goals of general education with lifelong learning as undergraduates and graduate students.
When students take courses between semesters, there is a limitation of learning communities that are typically available during the academic year. To address this issue, a course was developed for studying diversity that utilizes high-impact collaborative learning by combining both undergraduate and graduate students (a dual offering). Group activities involve researching a health issue for a particular group of people. Because this course is open to any major, the readings are based on materials that address culturally-sensitive healthcare from a holistic perspective. Collaboratively, students brainstorm possible solutions to healthcare issues for a specific cultural group. This course has campus-wide implications, since it is open to all majors and includes undergraduate and graduate students. It can be offered during a traditional semester, or during summer and winter sessions. The course is offered either online or on campus and uses information literacy to find pertinent information for group projects. Participants will discuss how intersession and summer courses can be structured to meet general education goals and recognize VALUE rubric elements of diversity as applied to healthcare issues specific to a cultural group.

Mindi Miller, Associate Professor, Nursing and Chair of General Education Council, Molly Marnella, Associate Professor, Teaching and Learning and Past Chair of General Education Council, Angela La Valley, Associate Professor, Communication Studies, and Carolyn LaMacchia, Assistant Professor, Information Technology Management—all of Bloomsburg University

STUDIO 10, SECOND FLOOR
CS 47: Upgrading and Transforming Your Assessment Practices
Integrating technology into existing assessment processes can often illuminate glaring gaps. In this session, Roosevelt University will walk through the opportunities and challenges that arose during implementation of an assessment process with Tk20. Participants will leave with concrete examples of potential opportunities and solutions to common pitfalls to examine within their own institution. This session will conclude with a brief overview of Tk20’s capabilities and Q&A with the presenters.

Ester Rogers, Assistant Provost for Institutional Research and Assessment—Roosevelt University; and Amy Levy, Regional Sales Consultant—Tk20

4:00 – 5:00 P.M. AFFINITY GROUP DISCUSSIONS: EQUITY, EMPOWERMENT, AND AGENCY
This time band provides an opportunity for participants to further examine issues prompted in previous sessions on issues of mutual interest. Participants might be grouped according to institution type, roles and responsibilities, and/or other strategic and shared interests. You may choose to continue to follow the models offered in the sequenced sessions or join in one of the four alternative conversations.

Sequenced Session Affinity Groups Discussions (the final part of these sequenced sessions)

STUDIES 1 & 2, SECOND FLOOR
CS 48: Global Citizenship as a High Quality and Equity-Focused Framework for General Education
Participants will evaluate global citizenship as a high quality and equity-focused model for general education and explore ways to leverage institution’s unique contexts to adapt the model presented.

Karla Davis-Salazar, Associate Dean of Undergraduate Studies and Nicole West, Assistant Director of Global Citizens Project—both of University of South Florida

STUDIO 9, SECOND FLOOR
CS 49: "I Am Because We Are": Modeling Collaboration to Increase Academic Self-efficacy for Under-served and Underrepresented Students
Participants will 1) examine the socio-cultural context and need of cooperative learning for under-served/under-represented students; 2) think of ways that faculty could support students’ experiences
from directed (teacher-centered) pedagogy to self-directed (student-centered) pedagogy; and 3) discuss
the role of relationships and language in educating multi-cultural and multi-linguistic, first generation,
and under-represented learners.

Pamela Scott-Johnson, Interim Dean, College of Liberal Arts, Solomon Alao, Assistant Vice President,
Assessment and Evaluation, and Lisa Brown, Associate Professor of Biology and Associate Chair—all of
Morgan State University

STUDIO 6, SECOND FLOOR

CS 50: "The Thronged and Common Road": First Generation College Students and Civic Engagement
Participants will 1) consider research on first generation college students and civic engagement; 2)
review successful civic engagement projects and essential stages of project design; and 3) brainstorm
projects appropriate to their courses and locales.

Ellen Riek, Professor of English and Chair, General Education Curriculum Committee—Arizona Western
College

GALERIE 2, SECOND FLOOR

CS 51: Using the Learning Sciences to Enhance Student Agency through Inclusive Pedagogy
Participants will examine foundational evidence of learning, inclusiveness, and agency, in order to
develop and apply inclusive pedagogical strategies that create opportunities for students to develop
their own agency. These expectations will be approached in a friendly climate of discussion and sharing.
Peter Doolittle, Assistant Provost for Teaching and Learning—Virginia Polytechnic Institute and State
University

Affinity Group Discussions (These discussions are limited to this one time only)

GALERIE 1, SECOND FLOOR

CS 52: Understanding and Creating Campus Climates for Equity, Empowerment, and Agency
Participants will explore the importance of assessing campus climate in both general (climate as a
whole) and specific (program and departmental level) ways.

Assessment of campus climate is increasingly recognized as an invaluable way to understand the
components of the campus culture which contribute to student learning and success. More precise
assessment of the effect of campus climate on different groups of students has become a significant
issue of equity. How can campuses acquire the data that will allow them to better serve all students?
This session will explore the importance of campus climate assessment, important factors in
constructing climate measures, and will review three climate measures: 1) The PSRI (Personal and Social
Responsibility Instrument which is helpful in examining dimensions of student maturation over time; 2)
Sedlacek’s Campus Climate Survey which focuses on racial and ethnic sensitivity; and 3) Bennett’s
intercultural development model which can be used to assess an organization’s openness to diversity.
Discussion will also focus on the importance of disaggregating the data to allow decision makers to see
how different groups are experiencing the campus climate.

L. Lee Knefelkamp, Professor Emerita—Teachers College, Columbia University; Senior Scholar—AAC&U
CS 53: Possibilities and Challenges of Faculty and Students Co-constructing Undergraduate Courses on Diversity

Participants will generate approaches to co-designing courses that 1) affirm the diversity of their students; 2) critically analyze how diversity issues affect all students in their contexts; and 3) provide forums for action to educate their particular campus communities.

This session takes as a premise that the experiences and perspectives of students of color have often been undervalued, and it creates an opportunity for participants to explore how students of color can be “holders and creators of knowledge” (Delgado-Bernal, 2002, p. 106) and of learning experiences through the co-construction with faculty of college courses. Drawing on critical race theory as it informs student-faculty co-creation of courses and using a course called “Advocating Diversity in Higher Education” as a jumping-off point, participants will analyze with the faculty member and undergraduate student of color who co-created the course the challenges and benefits of this approach, and other possible approaches. Drawing as well on the successes of the student-faculty partnership approach taken to pedagogical exploration and course design at their home institution, the facilitators will explore with participants how to implement a co-creation approach across institutional contexts.

Alison-Cook-Sather, Mary Katharine Woodworth Professor of Education—Bryn Mawr College

CS 54: Increase Underserved Students’ Success with Transparent, Problem-Centered Assignments

Participants will learn how a replicable teaching intervention can enhance the success of first-generation, low-income and underrepresented college students.

The Transparency and Problem-Centered Learning Project demonstrated that a simple, replicable teaching intervention enhanced the success of first-generation, low-income and underrepresented college students in multiple ways at statistically significant levels. The results offer implications for how faculty and educational developers can help their institutions to right the inequities in college students’ educational experiences by contributing to efforts to increase underserved students’ success, especially in their first year of college. The session facilitator will review these findings and participants will discuss and apply them to the design of their own class activities and course assignments. Participants will leave with a draft assignment or activity for one of their courses, and a concise set of strategies for designing transparent, problem-centered assignments that promote students’ learning equitably. Requested (not required): Please respond to this 2-question survey about students’ work in your courses. If possible, please bring one copy of a student assignment prompt you use in the first half of the term.

Mary-Ann Winkelmes—Senior Fellow—AAC&U and University of Nevada, Las Vegas

CS 55: Using Course-Embedded Activities to Assess General Education Outcomes

Participants will explore one university’s move towards using course-embedded materials to assess general education.

Standardized, nationally-normed assessments can only give you so much information about general education attainment. Results don’t always align with your University’s general education outcomes. Since the University defines its general education curriculum and its learning outcomes, assessing the work of its students should give meaningful results that can be tied easily back to a specific outcome. Also, by using student work turned in for course credit, the assumption can be made that the student’s level of effort should be their best. Using course-embedded assessment could lend some validity to
those standardized assessments. With an assessment system that can delineate data by student characteristics, the possibilities of making the general education assessment data more useful and meaningful are endless. The presenter will discuss lessons learned; how the process brought new meaning to the core curriculum; and a better understanding of assessment done through a time of leadership change at the University and as the University was preparing for a SACSCOC reaffirmation. 

Renee G. Hicks, Executive Director, Planning and Institutional Effectiveness—Nicholls State University

Sponsored by LiveText, Inc.

SATURDAY, FEBRUARY 20, 2016

7:30 – 11:30 A.M. REGISTRATION, MEMBERSHIP INFORMATION, AND PUBLICATION SALES

ACADIA/BISSONET FOYER, THIRD FLOOR
7:30 – 8:00 A.M. BREAKFAST

ACADIA/BISSONET, THIRD FLOOR
8:00 – 8:45 A.M. PLENARY IV: PEDAGOGIES AND PRACTICES
This plenary will examine research findings about high-impact educational practices and how campuses are placing real-world problem solving at the center of the undergraduate curriculum. It will consider how faculty confidently can explore new pedagogies and discuss the kinds of support they need for developing new models of teaching and learning that advance all students’ academic, professional, and personal goals. Research, innovations, and models from Shenandoah University, California State University, Chico, Indiana University Bloomington, University of Alabama, Virginia Commonwealth University, Capital University, and Lansing Community College will be featured. Moderator: Tom Nelson-Laird, Associate Professor and Director, Center for Postsecondary Research—Indiana University Bloomington

9:00 – 10:00 A.M. CONCURRENT WORKSHOPS: PEDAGOGIES AND PRACTICES
This time band includes nine sessions; a continuation of discussion on each of the campus plenary presentations and five additional sessions from different campuses. These sessions will provide an opportunity for the participants to explore in greater detail with colleagues, the research findings, theories, and practices for each of these examples. The sessions will include time for participants to discuss and understand these elements of the various pedagogies and practices and begin to draft how they might adapt them to enhance their own work.

Sequenced Session Workshops

STUDIOS 4 & 5, SECOND FLOOR
CS 56: It Takes a Village: Applying a Public Pedagogy Town Hall Format to General Education Reform
This sequenced session will examine a General Education Town Hall public pedagogy event modeled after California State University, Chico and adapted successfully by Shenandoah University to lead the way for campus-wide general education reform. The initial overview will describe the usefulness of the Town Hall model as an effective way to engage and empower campus stakeholders in the reform process. Moderator: Amy Sarch, Associate Vice President for Academic Affairs and Director of General Education and Eric Leonard, Professor of Political Science—both of Shenandoah University; and Thia Wolf, Director of First Year Experience Program and Director of English Studies—California State University, Chico
CS 57: Patterns of Effective Teaching Practice in General Education and Non-General Education Courses
With over a decade of data collection and hundreds of institutional participants in the Faculty Survey of Student Engagement (FSSE), much can be learned about engaging educational practices within general education courses at a variety of institution types and educational contexts. Facilitators will use FSSE data to compare the degree to which instructors of general education courses and non-general education courses emphasize various forms of student engagement.

Allison BrckaLorenz, FSSE Project Manager and Research Analyst, Center for Postsecondary Research and Tom Nelson-Laird, Associate Professor and Director, Center for Postsecondary Research — both of Indiana University Bloomington

CS 58: Integrating Evidence-based Instructional Methods and Assessment: Learning Assessment Techniques
This sequenced session will describe and examine existing research on four evidence-based pedagogies: active lectures, discussion, collaborative learning, and problem-based learning. The facilitator will highlight research that documents the efficacy of these approaches; illustrate how these approaches allow for the creation of assessable learning artifacts; and introduce a concept of Learning Assessment Techniques (LAT), which are structures that seamlessly integrate teaching and assessment. Participants will hear how the learning artifacts that result from LATS may be analyzed individually and in aggregate.

Claire Major, Professor — University of Alabama

CS 59: Digital Approaches to Access, Engagement, and Scholarship: Learning in Openly Networked Connected Spaces
Connected learning is an emerging, engaged pedagogy that is gaining popularity among higher education practitioners and instructional designers. This overview will describe how to design, implement and evaluate openly networked connected learning in the context of community college courses; community-based, undergraduate, and graduate-level university courses; multi-university networked faculty development initiatives; and individual faculty networked participatory scholarship.

Laura Gogia, Graduate Fellow, Academic Learning Transformation Lab — Virginia Commonwealth University; Autumnn Caines, Associate Director of Academic Technology—Capital University; and James Luke, Professor of Economics—Lansing Community College

Concurrent Workshops (These sessions are limited to one time only)

CS 60: Flipped Instruction in Introductory Science Courses
Participants will learn how the flipped model of instruction works, and how it can be used to increase student learning outcomes for their students.

Traditional approaches to instruction in general education science courses suffer from well documented shortcomings in terms of student learning outcomes and success. A growing amount of evidence demonstrates that a variety of research-validated pedagogical methods, such as “the flipped classroom” result in better student outcomes. In this session, the implementation of a flipped class in multiple general education courses will be discussed. Results demonstrating improved student
outcomes in these courses will be presented and participants will explore opportunities and obstacles for using similar methods at their own institutions.

**Scott Paulson, Associate Professor of Physics and Astronomy—James Madison University**

**STUDIO 8, SECOND FLOOR**

**CS 61: “One Book, Three Professors, Six Credits, and 75 Students: An Integrated Curriculum Experiment**

Participants will 1) analyze the structure and effectiveness of an NEH-sponsored curricular experiment that provided students at a Hispanic-Serving Institution with an immersive, interdisciplinary experience with a single, capacious literary text; 2) devise a hypothetical model for a similar course at their own institution; and 3) consider benefits and challenges of a unique, interdisciplinray teaching model.

The Integrated Curriculum Experiment at John Jay College of Criminal Justice/CUNY was designed to address multiple student needs at an urban, commuter, Hispanic-Serving institution. At John Jay College, students’ lives are often hectic and fragmented by the demands of school, work, and family responsibilities. Their learning is further fragmented when they take five (or more) separate courses that require switching attention back and forth to meet weekly requirements. In contrast, the Integrated Curriculum was delivered as a 6-credit, interdisciplinary, hybrid course that focused on a single, capacious text, the kind of long, complex, challenging work of literature that many students find intimidating. Based in the Interdisciplinary Studies Program, a four-decades old pedagogical experiment itself, the course was taught collaboratively by faculty from English, History, Philosophy, and Theatre and used a wide variety of active-learning techniques in and out of the classroom. This presentation will describe the underlying principles, learning outcomes and syllabi for the course and engage participants in some of the close reading, low-stakes writing, and active-learning methods used. Participants will also work in small groups to devise a hypothetical course adapted to their home institution context.

**Amy Green, Associate Professor of Interdisciplinary Studies, Susannah Crowder, Assistant Professor of Interdisciplinary Studies, and Richard Haw, Chair, Department of Interdisciplinary Studies—all of City University of New York John Jay College of Criminal Justice**

**STUDIO 10, SECOND FLOOR**

**CS 62: “A Table Set for All: Creating Reflective Writing Opportunities to Promote Students’ Meta-Cognitive Awareness of their World**

Participants will learn how to scaffold self and critical reflections in high-impact practice courses to help students become integrative learners in solving problems within a multicultural environment.

In order to succeed in the unchartered and dynamic twenty-first century global environment, students must develop the intellectual capabilities to analyze, synthesize and integrate a myriad of information while making critical decisions for their world. Central to the decision making process is the need for the students to become reflective learners. Since Schön’s (1983) seminal work, there is mounting evidence that self-reflection (Kolb,1984; Moon,1999; Hinett,2000) but in particular ‘critical reflections’(Brookfield, 1995; Reynolds, 1998, Larrivee, 2000, Fook and Askeland, 2006,) are a valuable tool for enhancing integrative learning which has been shown to increase students’ understanding of their global environment and to improve students’ oral and written communication skills. Session facilitators will guide participants through a four semester high-impact practice project on how to integrate their leaning across the curriculum and between campus and community life.

**Barbara Blake-Campbell, Associate Professor of Nursing and Franca Ferrari, Assistant Professor, Speech Communication and Theatre Arts—both of City University of New York Queensborough Community College**
CS 63: Engaging Students in Non-Traditional Global Experience: Global Classrooms and Intensive Courses Abroad

Participants will 1) explore the use of global classrooms (GCs) and intensive courses abroad (ICAs) as alternative experiences that broaden student global engagement and intercultural communication; and 2) discuss the development, implementation and benefits of such programs.

In addition to traditional international experiences, such as long term study abroad programs, for undergraduate students, institutions and their faculty have begun to develop and utilize alternatives to provide students with meaningful and beneficial global experiences and intercultural development. Session facilitators will discuss the overall use of global classrooms and intensive courses abroad as additional international opportunities for students. The presenters will highlight their own work in these areas as examples, with emphasis on the design, development, and execution of creating successful programs, as well the importance of relationships between partnership institutions and faculty. They will also include evidence of program success, both through qualitative and quantitative research. Participants in the session will interact, and begin to consider models and ideas for their own alternative international programs.

Dana D’Angelo, Clinical Professor; Associate Director, Drexel Center for Academic Excellence—Drexel University

CS 64: An Interdisciplinary Community-of-Practice Dedicated to Active Learning in General Education

Participants will interact with members of a faculty cohort program implemented to support classroom pedagogical innovation.

In an effort to increase active learning pedagogies across the general education curriculum, administration at Virginia Tech have developed a Pathways Scholars program to support faculty innovation through collaboration in a community-of-practice model. Faculty selected for this 2-year program are provided support and opportunities to pilot innovative courses and pedagogies while using course-embedded assessment as a mechanism for ongoing feedback and improvement. Following a brief overview of the Pathways Scholars program, attendees to this session will hear brief Pecha Kucha style presentations from three current Scholars from Geosciences, Music, and Art History, each highlighting the innovations, results, challenges, and ongoing work he or she is doing to increase active learning in the classroom. As Virginia Tech is a large research institution, implementation of effective large class pedagogies in a variety of foundational general education classes will be emphasized.

John Chermak, Associate Professor of Practice in Geosciences, Eric Lyon, Associate Professor of Practice in the School of Performing Arts, Ann-Marie Knoblauch, Associate Professor of Art History and Chair of the University Curriculum Committee for General Education, and Stephen Biscotte, Coordinator for General Education—all of Virginia Polytechnic Institute and State University

STUDIO FOYER, SECOND FLOOR
10:00 – 10:15 A.M. REFRESHMENT BREAK

10:15 – 11:00 A.M. AFFINITY GROUP DISCUSSIONS: PEDAGOGIES AND PRACTICES
This time band provides an opportunity for participants to further examine issues prompted in previous sessions on issues of mutual interest. Participants might be grouped according to institution type, roles and responsibilities, and/or other strategic and shared interests. They will discuss how a particular
pedagogy and/or practice might be useful to their own work, in designing general education, and in advancing equity, excellence, and success for all students. Participants may choose to follow and build on the discussions and work taking place in the sequenced sessions or select one of the alternative discussions.

**Sequenced Session Affinity Group Discussion (the final part of these sequenced sessions)**

**STUDIOS 4 & 5, SECOND FLOOR**

**CS 65: It Takes a Village: Applying a Public Pedagogy Town Hall format to General Education Reform**

*Participants will* focus on how to apply the Town Hall model to general education reform on the participant’s own campus. Shenandoah University’s general education Town Hall was made possible by a C-4 Consortium for Curricular Coherence grant funded by the Teagle Foundation.

*Amy Sarch, Associate Vice President for Academic Affairs and Director of General Education and Eric Leonard, Professor of Political Science—both of Shenandoah University; and Thia Wolf, Director of First Year Experience Program and Director of English Studies—California State University, Chico*

**STUDIO 9, SECOND FLOOR**

**CS 66: Patterns of Effective Teaching Practice in General Education and Non-General Education Courses**

*Participants will* examine and discuss engagement practices in general education and non-general education courses and reflect on opportunities and challenges in seeking to improve or examine student engagement within general education courses.

*Allison BrckaLorenz, FSSE Project Manager and Research Analyst, Center for Postsecondary Research and Tom Nelson-Laird, Associate Professor and Director, Center for Postsecondary Research—both of Indiana University Bloomington*

**GALERIE 1, SECOND FLOOR**

**CS 67: Integrating Evidence-based Instructional Methods and Assessment: Learning Assessment Techniques**

*Participants will* consider how the results of Learning Assessment Techniques may be used in various ways from improving teaching to documenting teaching effectiveness to providing data to assessment committees.

*Claire Major, Professor—University of Alabama*

**STUDIO 1 & 2, SECOND FLOOR**

**CS 68: Digital Approaches to Access, Engagement, and Scholarship: Learning in Openly Networked Connected Spaces**

*Participants will* discuss a spectrum of openly networked connected learning spaces designed to enhance participants access and engagement across a variety of contexts. They will also explore opportunities, advantages, challenges, and barriers to incorporating open educational and connected learning values and practices in higher education settings.

*Laura Gogia, Graduate Fellow, Academic Learning Transformation Lab—Virginia Commonwealth University; Autumn Caines, Associate Director of Academic Technology—Capital University; and James Luke, Professor of Economics—Lansing Community College*
Affinity Group Discussions (These discussions are limited to this one time only)

STUDIO 7, SECOND FLOOR

CS 69: Passing the Leadership Torch: From Initiative to Institutional Practice
*Participants will learn about and begin to apply a “leadership in place” framework to general education reform, identifying potential successes and challenges of this shared-leadership model.*

Successful general education reform requires leadership and organizational development skills that engage partners across the institution in the visioning, planning, and implementation phases. This affinity group discussion draws on and draws out experiences with a “leadership in place” model that the four facilitators have experienced as uniquely designed to move campus participants from “my work to our work.” Leadership in place, as defined by Jon Wergin in 2004, is “a type of lateral leadership that promotes collaboration and joint exploration of issues, with decisions that are built on solid, evidence-based deliberation.” This session will provide the group with information about this approach, to highlight our experiences with such a model, and to collaborate with participants in developing productive strategies for implementing such a model.

*Elizabeth Boquet, Professor of English and Kathryn Nantz, Professor of Economics—both of Fairfield University; Renee White, Dean, College of Arts and Sciences—Simmons College; and Robbin Crabtree, Dean, Bellermine College of Liberal Arts—Loyola Marymount University*

STUDIO 6, SECOND FLOOR

CS 70: Connecting Students With Our Work: Student Reflections as Institutional Lens
*Participants will understand one approach to using student self-reflection as a tool to foster student metacognition and to provide additional context to campus-wide curricular assessment.*

This presentation focuses on two dimensions of using student self-reflection as a tool to foster student metacognition: 1) development of a process through which to collect and maintain student artifacts and reflections over time; and 2) how to use these artifacts and reflections to understand student learning and to support assessment. Following this, participants will discuss how they might apply this process to their own work.

*Judy Ouimet, Senior Assistant Vice Provost, Michael Beam, Senior Assistant Vice Provost, and Kristin Hobson, Accreditation Coordinator—all of Indiana University Bloomington*

11:15 A.M. – 12:00 P.M. PLENARY V: MOVING YOUR CAMPUS FROM MY WORK TO OUR WORK

Dr. Butler will share her insights into the challenge of creating a campus culture of inclusion—a culture where all campus sectors model the collaboration, respect for others, and high-quality research, scholarship, and engagement that they expect of their students. Building on her distinguished career in leading major general education initiatives such as the Spelman MILE (My Integrated Learning Experience), the Undergraduate Research Project, and Spelman Going Global! (an extension of global education as part of the undergraduate experience), as well as faculty development projects for an inclusive curriculum, Dr. Butler will provide vision, theory, and practical steps for rethinking the curriculum, co-curriculum, and encouraging the necessary cooperation among various campus sector roles—placing student success at the center.

*Johnella Butler, Professor, Comparative Women’s Studies—Spelman College*
Thank you for your participation and contributions to the conference discussions. Please let us know how we can improve experience for you in 2017 by completing the online conference evaluation [http://www.aacu.org/conference-evaluation-2016-general-education-and-assessment-college](http://www.aacu.org/conference-evaluation-2016-general-education-and-assessment-college)
February 18-20, 2016 • New Orleans, Louisiana, Marriott
General Education and Assessment: From My Work to Our Work

March 17-19, 2016 • Philadelphia, Pennsylvania, Marriott Downtown
Diversity, Learning, and Student Success: Shifting Paradigms and Challenging Mindsets
Discount Registration Deadline: February 24, 2016

October 6-8, 2016 • Denver, Colorado, Grand Hyatt
Global Learning and the College Curriculum: Nurturing Student Efficacy in a Global World
Call for Proposals Deadline: February 26, 2016

November 3-5, 2016 • Boston, Massachusetts, Park Plaza
Transforming STEM Education: Implications for 21st Century Society
Call for Proposals Deadline: March 24, 2016

February 23 – 25, 2017 • Phoenix, Arizona, Sheraton Phoenix Downtown
General Education and Assessment
Call for Proposals available online late spring/early summer

2016 SUMMER INSTITUTES

June 4-8, 2016 • Boston, Massachusetts, Boston University
2016 Institute on General Education and Assessment
Application Deadline: February 2, 2016

June 21-25, 2016 • Los Angeles, California, University of California Los Angeles
2016 Institute on High-Impact Practices and Student Success
Application Deadline: March 1, 2016

July 12-15, 2016 • Chicago, Illinois, Loyola University Chicago
2016 Institute on Integrative Learning and the Departments
Application Deadline: March 16, 2016

July 12-31, 2016 • Adamstown, Maryland
2016 PKAL Summer Leadership Institute for STEM Faculty
Application Deadline: February 24, 2016