**Network for Academic Renewal**

**GENERAL EDUCATION AND ASSESSMENT:**
Design Thinking for Student Learning

February 23-25, 2017
Phoenix, Arizona

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<th><strong>SCHEDULE AT A GLANCE</strong></th>
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<td><strong>Wednesday, February 22, 2017</strong></td>
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<td>5:00 – 7:00 P.M.</td>
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<td><strong>Thursday, February 23, 2017</strong></td>
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Saturday, February 20, 2016

8:00 – 8:30 A.M.                CONTINENTAL BREAKFAST
8:30 – 10:45 A.M.               CONCURRENT SESSIONS
11:15 A.M. – 12:00 P.M.         PLENARY IV: DESIGN THINKING FOR INTEGRATIVE ASSESSMENT OF HIGHER-ORDER LEARNING—HOW CAN I DO IT?

Program of Events

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<td>Phoenix Pre-Function B, Third Level</td>
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<td>THURSDAY, FEBRUARY 23, 2017</td>
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<td>Phoenix Pre-Function B, Third Level</td>
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<td>9:00 A.M. - 12:00 P.M.</td>
<td>PRE-CONFERENCE WORKSHOPS</td>
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<td>Separate registration and fee required. Separate registration and fee required ($125 members; $195 non-members); seating will be limited, so register early.</td>
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DEER VALLEY, SECOND LEVEL

WK 1: They said It Couldn’t Be Done: Re-Designing General Education in One Academic Year
When Carlow University’s team attended the AAC&U Institute on General Education, they went looking for a model they could bring back to their institution. They found, however, that there was no such things as a one-size-fits-all model. Instead, they learned that they would need to engage their campus community in a truly integrative, inclusive process that made sense within their context. Participants will explore and apply transferable strategies for engaging in an inclusive, transparent general education design process, and identify opportunities, challenges, and options for leveraging these strategies to achieve an optimal general education program.

Deanne D’Emilio, Provost and Vice President for Academic Affairs and August Delbert, Director of Assessment—both of Carlow University

PARADISE VALLEY, SECOND LEVEL

WK 2: Learning Assessment Techniques: An Integrative Approach to Promoting and Assessing Deep Learning
Today’s college teachers are under increased pressure to teach effectively and to provide evidence of what and how well students are learning. Learning Assessment Techniques (LATs) reflect new vision of teacher-led classroom assessment designed to promote and document learning. Participants will learn how LATs integrate three key elements of effective teaching—identifying significant learning goals, implementing engaging instructional activities, and analyzing/reporting findings to multiple stakeholders—as they work with the LAT cycle, paying attention to the kind of design thinking for student learning encouraged by this conference.

Claire Howell Major, Professor of Higher Education Administration—University of Alabama
Camelback A, Second Level

WK 3: Designing Program Pathways throughout General Education

Participants will use the principles of integrative program design to develop individualized plans of study within general education. These design principles begin with the learner and the learning goals of a liberal education and encourage participants to use existing (or redesigned) general education offerings in new ways to create curricular structures within general education. Creating coherent plans of study offers the opportunity to consider student learning beyond single courses, with a programmatic approach that encompasses interdisciplinary methods and stronger connections between general education and the major.

Kim Filer, Associate Director of Strategic Initiatives, Center for Instructional Development and Educational Research—Virginia Tech

Camelback B, Second Level

WK 4: Teaching Centers and Connecting Learning Outcomes Assessment with Faculty Development

The interdependence of student learning assessments and faculty development should be mutually beneficial, as each informs the other. Participants will examine micro and macro approaches to supporting assessment, considers ways in which assessment data may inform faculty development priorities, and discuss collaborations between teaching centers and campus resources. This workshop—designed for faculty developers and those interested in supporting faculty involvement in meaningful assessment—will provide opportunities to share resources and generate new ideas.

Caroline Hilk, Director and Faculty Development Coordinator, Center for Teaching and Learning—Hamline University

South Mountain, Second Level

WK 5: Bringing the “Big Ideas” of General Education Reform to Life with Faculty and Students

How might we transform the broad, conceptual goals of our generation education initiatives into concrete classroom practices? This workshop will approach this difficult question from a starting point recommended by the experience of facilitators at Public Agenda: Begin where people are, not where you want them to be. Participants will discuss how faculty view their teaching in general education; explore core problems in and solutions to creating coherent general education programs; and examine the ever-widening role of faculty in courses, curricula, programs, and institutional missions.

Daniel J. McInerney, Professor and Associate History Department Head—Utah State University

Ahwatukee B, Second Level

WK 6: From Protest to Problem-Solving: Fostering Difficult Dialogues that Transcend Conflict

As student and community activism heightens how can faculty and university professionals facilitate critical conversations—within the classroom, on campus, and beyond—that promote understanding and generate solutions? Participants will gain insights into practices that are engaging students and campus educators in constructive dialogues and fostering new understandings to bridge previously held misunderstandings and differences. They will consider implications for faculty development, curricula redesign, and assessment of diversity and student learning.

Bryon White, Vice President for University Engagement—Cleveland State University; and Mark Chupp, Assistant Professor, Mandel School of Applied Social Sciences and Chair of the Concentration in Community Practice for Social Change—Case Western Reserve University

Ahwatukee A, Second Level

WK 7: Getting Started: First-Year Experience as a Gateway to Success in General Education

With increasing attention paid to student persistence and completion, campuses are redesigning their work with first-year students. Yet, because each institution has its own unique cultural context in which to do this work, there is no one right answer as to how to do it. Participants will learn how to design and implement changes to first-year programs to improve student success. Through case studies, short presentations, and discussions, participants will develop their own action plans for getting students off to a good start in their college careers.
**Collecting Evidence for Student Learning: Assessment Models, Tools, and Feedback Loops**

**DT 1: Working Hand-in-Hand: Programmatic Assessments and Institutional Outcomes**

Reporting institutional learning outcomes requires uniformity. Within programs and courses, learning assessments authentic to disciplinary contexts inherently differ from each other in structure and content. Integrating divergent demonstrations of learning that reflect institutional outcomes is key to effectively and efficiently coordinating assessment initiatives. *Participants will* learn processes and technologies to navigate the intersections between programmatic and institutional reporting that demonstrates student learning in an authentic context. They will see a conceptual overview of the challenges inherent in balancing institutional and programmatic assessment needs. Several initiatives that exemplify this concept will be demonstrated relating to: SLO reporting processes, LMS
integration, analytics, institutional assessment requirements, and professional development. Participants will engage in discussions to explore how these concepts and examples might apply to their own institutions and leave comments to share with others regarding how they might adapt these programmatic assessments to their own contexts. The session will generate a variety of approaches for managing programmatic and institutional assessment in ways that promote authentic assessment within disciplinary contexts.

**Frederick Burrack, Director of Assessment and Chris Urban, Assistant Director of Assessment**—both of Kansas State University

**Prioritizing Assignment Design: Student Agency, Signature Assignments**

**DT 2: Pedagogies for Developing Agents and Authors**

How can assignments be designed to create pathways to move students from being actors, to agents, to authors—from taking directions, to working towards their own goals, and finally to making meaning out of learning themselves? This session highlights assignments and activities that help develop students along this continuum. Some assignments create conditions to impress concepts on students, to demand students interpret for themselves, or to grapple with problems in ways that make students own the concepts, ideas, questions, problems, or solutions. *Participants will be invited to supplement these examples with other pedagogies, practices, and assignments that they identify during the conference, and to discuss and comment on what is being discovered. They will see how intentional assignments and pedagogies can create conditions for students to assume responsibility for their learning, in order to develop agency and make meaning. Participants will also show they can 1) recognize examples of such assignments and pedagogies; and 2) illustrate such concepts and categorize such examples. Finally, they will tune their attention during the conference to assess and interpret presentations and discussion using the framework of developing agency and authorship.

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

**Implementing New Approaches to General Education: Design Thinking and Acting**

**DT 3: Applying Principles of Design Thinking and Project Management to General Education Reform**

Approaches to general education reform tend to focus on the design and implementation of new programs but often give short shrift to the growing pains that institutions face as new programs go into effect. These growing pains, in the form of insufficient resources, uncertain buy-in from faculty and students, and evolving student learning outcomes, can determine the university politics surrounding this major institutional change and make it more difficult to achieve the high-quality program envisioned during the design process. By applying the principles of design thinking and project management to the design and implementation of general education reform, it is possible to ease the growing pains of a new program so that its innovative design can be successful. *Participants will analyze the roles played by stakeholders, institutional narratives, and context on general education reform through the use of shared and individual heuristic templates.*

**Laurie Cubbison, Director of Core Curriculum, Kim Gainer, Associate Dean, College of Humanities and Behavioral Sciences, and Candice Benjes Small, University Information Literacy Coordinator**—all of Radford University

**DT 4: Learning Beyond the Disciplines: Exploring Complex Problems and Big Ideas**

Thinking outside of the box is a hallmark of design thinking and a crucial skill for students educated to participate in a democracy. This session presents an example of a teaching and learning initiative that features classes designed around a big idea or compelling problem that resides outside the constructed boundaries of a single discipline. Co-taught by experts in a variety of fields, students observe and engage in the kind of academic discourse that is the hallmark of liberal education. How might this kind of course design change the very landscape of undergraduate curriculum and faculty professional development? Embracing the potential of collaboration, reflection, and iteration in design thinking, participants will explore ways that instructors, departments, educational developers and institutions can support teaching and learning beyond the disciplines in a variety of institutional settings. *Participants will explore the potentials of teaching that transcends disciplinary boundaries and examine how institutional change could emanate from a single successful course design and use a broadly-applicable technique for facilitating design thinking.*
Implementing New Approaches to General Education: Design Thinking and Acting

DT 5: Infusing Disciplinary Expertise into the Design Thinking Model for Use in General Education

This session will provide a space to consider the design thinking model - a collaborative process of interdisciplinary and integrative problem solving - and the expertise that multi-disciplinary faculty can bring to make it a more robust and relevant tool for students to employ in a variety of general education learning contexts. A team of educators from mathematics, music, movement science, public health, liberal studies, and philosophy will introduce disciplinary-specific applications of the various components of the design thinking model (empathize, ideate, define, prototype, and test), as a way to engage participants in a dialogue about how the model might be further adapted and enhanced. Participants will interact with a large pin up board to identify their field and the domain specific language used within a variety of disciplines. This visual representation will highlight the similarities and differences in language used in a variety of fields to build an understanding across disciplines.

Kathryn Stieler, Professor of Music and Dance, Jody Vogelzang, Assistant Professor and Program Director, Clinical Dietetics, Public Health, and Judy Whipps, Professor of Liberal Studies, Philosophy Department—all of Grand Valley University

3:30 – 4:30 P.M.  CONCURRENT SESSIONS (CS)

AHWATUKEE A, SECOND LEVEL | Engaged Digital Learning

CS 1: Engaged Digital Learning: Collaborating to Enhance Student Achievement

This session will include two distinct presentations regarding online learning, pedagogy, and collaboration.

Prioritizing Assignment Design: Student Agency, Signature Assignments

Satisfaction and Success in the Classroom through Collaborative Critical Thinking

The “Team Critique” is a new pedagogical tool that delivers escalation in both synchronous and asynchronous peer interaction, accelerated development of critical-thinking skills, and opportunities for collaborative learning. The Team Critique is a multi-stage group activity/assignment that results in a jointly authored, peer-critiqued, research paper or team project that can be implemented in a variety of learning situations and is adaptable to both onsite and online learning venues. Participants will learn how to execute the various phases of the assignment and adapt the Team Critique to meet the specific needs of their students. Educators looking to propel their students to ever higher levels of achievement, to create successful interactive classroom environments, and to significantly boost student satisfaction will find the Team Critique to be an invaluable addition to their current assessment tools.

Melinda Campbell, Associate Professor—National University

Supporting, Recognizing, and Rewarding Faculty Creativity and Leadership across All Campus Domains

Improving Student Outcomes through Cross-Curricular Collaboration and Adaptive Learning

The University of Arizona’s creation of online undergraduate degree programs in 2015 posed a unique challenge in addressing how to provide a rigorous, engaging general education structure in a new learning format. In response, UA Online developed the General Education Academy, an inner community of faculty and instructional designers charged with transforming the liberal arts experience of returning adult learners. Over the past year the academy has implemented transformational ideas surrounding common course themes that transcend discipline, providing connectivity and applicability outside the classroom, while also incorporating new multimedia discussion-based programming to foster robust sharing amongst diverse learners. Participants will review implemented practices as related to building a curated cohort of classes that intersect to create an immersive educational experience and faculty collaboration to share common themes across course pairings. Additionally, participants will leave with meaningful applications of digital tools and effective practices for adaptive learning that are translatable to a variety of general education settings.

Joshua Steele, Director Online Student Success, Angela Gunder, Associate Director Digital Learning and Instructional Design, and Matthew Romanoski, Instructional Designer—all of the University of Arizona
CS 2: Leveraging Your Assessment Management System to Strengthen and Expand Assessment

For many institutions, the move from an analog, hard-copy, group assessment process to a digital, asynchronous process brings both benefits and new questions. Middlesex Community College is no exception. Our early implementation of an Assessment Management System has simultaneously expanded faculty participation in assessment work, put assessment data directly in the hands of faculty, and created new structures for “closing the loop”, but has not been problem-free, as will be discussed. Participants using or considering an AMS will share their experiences, concerns, and ideas in a collaborative effort to expand best practices. Participants will articulate opportunities and challenges experienced at their own institution with the implementation of an Assessment Management System (AMS). They will identify new AMS-related ideas for potential implementation at their own institution as well as common AMS-related pitfalls to be avoided and contribute to a body of best practices in the use of AMS for the improvement of student learning.

Elise Martin, Dean of Assessment and Professional Development, Gordon Curry, Associate Professor of Humanities,
Philip Sisson, Provost and Vice President of Academic and Student Affairs, and Catherine Pride, Professor of Psychology—all of Middlesex Community College

Cave Creek, Third Level | Sponsored Session | Collecting Evidence for Student Learning

CS 3: Moving Assessment Forward Through Intentional Planning

This session will describe how the University of Kentucky engaged in intentional planning and leveraged their experience as a participant in the Multi-State Collaborative to Advance Quality Student Learning (MSC) to develop a new, long-term plan for advancing meaningful assessment across the university, including the general education program. Participants will learn how to use Aqua by Taskstream, the technology used by the MSC, to collect and score samples of student work, generate usable data more efficiently, and engage faculty across campus in conversations about what students know and are able to do.

Tara Rose, Director, University Assessment—University of Kentucky

Sponsored by Taskstream

Ahwatukee B, Second Level | Workshop – Theory to Practice | Prioritizing Assignment Design

CS 4: Theoretical Framing for Signature Assignments, Student Agency, and General Education Outcomes: The HBCU Experience

This session will examine how faculty at one Historically Black College and University (HBCU) purposefully engaged students in signature assignments and developed student agency through intentional learning practices. Several theoretical frameworks, such as intercultural praxis, self efficacy, and experiential learning, provide the foundation for projects and assignments. Presenters will focus on approaches ranging from signature assignments in first year Liberal Learning Seminars to general education courses that emphasize theoretical frameworks, such as intercultural praxis, and student agency through intentional learning practices. Presenters will share how integration of signature projects in freshman and sophomore classes result in development of student agency and other intended outcomes. Participants will engage in practicing course design to connect theory, assignments and outcomes and sample some of the high-impact practices used in the presenters’ courses. Participants will discuss challenges for students at HBCUs and other minority serving colleges/universities in development of student agency and other similar outcomes.

Jo Ann Coco-Ripp, Associate Professor and Andrea Patterson-Masuka, Assistant Professor—both Winston-Salem State University

Camelback B, Second Level | Innovation/Ideation Session | Implementing New Approaches to General Education

CS 5: Design Thinking for Innovation and Consensus in General Education

After making design thinking the heart of a new curriculum for all of its students in business, engineering and design, Philadelphia University applied this methodology to its efforts to rethink the general education experience of all of its undergraduates. This session will introduce the design thinking process and explain how it can be used to generate consensus around general education goals. In this case, the process resulted in a campus-wide e-portfolio initiative—approved by 70% of the faculty and now in its third year of implementation—which uses a shared set of learning goals to extend general education from the core curriculum into the co-curriculum and every major at the university. Participants will learn the principles of design thinking and consider how they might adapt this approach for general education reform at their own institutions. They will get a glimpse into how the design
thinking model can be utilized in service learning environments to foster collaboration among students, faculty, institutions, and community members.

**Tom Schrand, Associate Dean of General Education—Philadelphia University**

**PARADISE VALLEY, SECOND LEVEL | Facilitated Discussion | Implementing New Approaches to General Education**

**CS 6: Achieving Academic Equity: Moving from Challenges to Opportunities**

This interactive session will utilize small-group discussions to explore three issues central to achieving academic equity for all students: 1) how to identify equity gaps among under-served student populations and strategies for eliminating them; 2) how to accommodate first-year students with heterogeneous academic preparation, particularly in a mid-to-large public institution; and 3) strategies for developing an equity-minded campus culture that embraces diversity and actively shares responsibility for student success. Participants will understand how to identify academic equity gaps, how to use data to frame discussions about academic equity, and strategies for nurturing an equity-minded campus culture. In small groups, participants will explore common challenges associated with achieving academic equity for all students, including identifying equity gaps, and strategies to eliminate them, pre- and post-matriculation actions to deal with heterogeneous academic preparation of first-year students at a public university and developing an equity-minded campus culture that embraces diversity and actively shares responsibility for student success.

**Ed Klonoski, Acting Associate Vice Provost for Undergraduate Academic Affairs, Anne Birberick, Vice Provost for Undergraduate Academic Affairs, and Vernese Edghill-Walden, Chief Diversity Officer and Senior Associate Vice President for Academic Diversity—all of Northern Illinois University**

**CAMELBACK A, SECOND LEVEL | Facilitated Discussion | Implementing New Approaches to General Education**

**CS 7: Collective Creativity: Using Design Thinking to Engage a Campus Community**

Nobel Prize winner Herbert Simon defines design as a means to devise new courses of action aimed at transforming existing situations into preferred realities. The Massachusetts College of Liberal Arts (MCLA) is actively using design thinking to stimulate collective creativity, build engagement and community partnership, and re-conceptualize the general education program. This has resulted in collaboratively developed, innovative student learning experiences that inspire meaning-making, connection, and engaged citizenship. This session will use design thinking exercises to stimulate an interactive discussion that further equips participants to inspire, mobilize, and lead change within their campus community. Consideration of lessons learned, methods, barriers, and successes from MCLA and participant campuses will be exchanged. Participants will: 1) learn how to apply design thinking to engage the various constituencies that define a college campus community; 2) gain insights into how design thinking, when applied at the organizational level, can increase engagement and collaboration between academic disciplines, community partners, and campus leadership; 3) learn how applied design thinking is leading to higher levels of academic innovation and encouraging student learning experiences that inspire meaning-making, connection, and engaged citizenship in a global society; and 4) further consider how design thinking can be applied to lead change at their institutions.

**Howard Eberwein, Dean of Graduate and Continuing Education and Zachary Feury, Project Facilitator, Feigenbaum MCLA Leads Initiative—both Massachusetts College of Liberal Arts**

**DEER VALLEY, SECOND LEVEL | Innovation/Ideation Session | Supporting, Recognizing, Rewarding Faculty Creativity and Leadership**

**CS 8: Collaborative Approaches to Design Thinking and Student Engagement**

This session will include two distinct presentations and provide time for questions.

**Multidisciplinary Collaboration in Design Thinking for Social Innovation Immersive Semester**

Elon University is piloting a 16 credit hour “Design Thinking Studio for Social Innovation” immersive semester. This session will introduce the first stages of the pilot program and a successful strategy for convincing the Provost to greenlight a multidisciplinary course that addresses a “wicked problem” using design thinking techniques. Aimed at third-year students, the semester removes students from the comfort of the campus and challenges them to work across disciplines to empathize with the local community, define a problem through their own research, ideate, prototype, and test solutions with the community they hope to serve. Instead of grades, they are assessed through their risk-taking and fast failures. Through deep engagement with the local community, students engage with
several of the AAC&U’s high-impact educational practices while addressing significant regional needs. Participants will learn how liberal arts institutions can foster a sense of design thinking by embracing the model through curriculum design experiments. They will get a glimpse into how the design thinking model can be utilized in service learning environments to foster collaboration among students, faculty, institutions, and community members. By approaching “wicked problems” using an agency/design studio model, Elon’s pilot program breaks new ground by allowing students from any discipline to collaborate in a single, dedicated semester to prototype and test solutions with invested local community members.

*William Moner, Assistant Professor, Rebecca Pope-Ruark, Associate Professor, Phillip Motley, Associate Professor, and Joel Hollingsworth, Senior Lecturer—all of Elon University*

**A Multi-Institution Student Engagement Program that Works**

This presentation will outline the development and sustainability of an inter-institutional faculty development consortium in Flint, Michigan. This program places special emphasis upon planning and implementation of a cross-institutional collaborative research study designed to measure and improve student engagement through civic engagement and community-based research activities as essential components of general education. Participants will learn about a model for teaching and learning centers that encourage and support integrative teaching and learning, wherein faculty are provided with time and resources to evaluate and redefine their approaches to teaching and learning, in a collaborative approach involving cross-institutional colleagues. Further, participants will examine a research project focused on civic engagement and community-based research activities as essential components of general education. Participants will be able to envision and plan an inter-campus/inter-institutional consortium for faculty development that suits the needs of their city’s higher education community.

*Erin Yezbick, Instructor, Interdisciplinary Studies—Baker College of Flint; Tracy Wacker, Director, CLT, and Roy Barnes, Associate Dean, College of Arts and Sciences—both of the University of Flint, Michigan*

**Phoenix Pre-Function A, Third Level**

**4:30 – 6:00 P.M.  POSTER SESSIONS AND RECEPTION**

**Theme 1: Collecting Evidence for Student Learning: Assessment Models, Tools, and Feedback Loops**

**POSTER 1: Same Discrimination, New Form: Measuring “Laissez-Faire” or “Color-Blind Racism” Learning**

“Racism is shifted, become much more subtle and implicit. Whether labeling this new form “color-blind racism,” ... [or] “laissez-faire racism,” ... scholars agree that while racism persists. The way it works has changed” (Lewis & Diamond, 2015, p. 8). This poster will illustrate one possible tool for measuring students’ understandings of color-blind racism, as well as grapple with the question of how to measure racial-equity outcomes in general education programs. Participants will learn about the concepts of “structural thinking about racial inequality” (Lopez, Gurin, & Nagda, 1998) and “color-blind/laissez-faire racism” (Bonilla-Silva, 2002, 2009); learn about the strengths and weaknesses of current survey items for measuring structural thinking (Gurin et al., 2011); and learn about a new open-ended survey for assessing structural thinking about racial inequality/understanding color-blind racism.

*Cynthia Gordon da Cruz, Adjunct Assistant Professor—Saint Mary’s College of CA*

**POSTER 2: Energizing Faculty: Outcomes Assessment as a Wicked Problem**

This poster will define assessment as not just a bureaucratic system or a curricular design but as an ongoing research problem in which faculty can and should—and will want to—be involved. It will provide a range of potentially useful information drawn from one institution’s cross-curricular assessments and engagement in the VALUE project (around written communication skills) and describe models to point people at potentially salient details. Participants will learn strategies for (and crucial questions about) divining the salient information from the reams of learning outcomes data that they collect and will see a replicable model (method and process) that can be used for their respective institutional needs.

*Mike Reynolds, Professor, English department and Caroline Hilk, Director, Center for Teaching and Learning—both of Hamline University*
POSTER 3: Making Sense of Assessment in General Education: Data Collection, Management, Reporting
Assessing general education programs is especially challenging. Courses are spread across disciplines that interpret learning objectives differently. Instructors often prefer different methods of assessing activities in their courses and dislike creating assessment reports. Participants will learn techniques for creating course and program level assessment reports in Excel by combining assessment data with Student Information System data. The poster will describe tables for each learning objective showing numbers and percentage performance at pre-defined proficiency levels as well as tables and charts comparing performance at each level across learning objectives and academic terms. And participants will see how to use “Slicer” buttons to show results for complex student sub-groups (e.g., freshmen, Hispanic, female, transfers, majoring in Geology, with ACT scores above 23).
Pat Manfredi, Director, University Core Curriculum—Southern Illinois University

POSTER 4: Assessing Science Literacy at the Course, Program, and Institutional Levels
Science literacy is a common learning outcome for institutions and programs, but it can be challenging to assess. This poster will describe a straightforward approach for assessing science literacy and disaggregating results to answer questions at the course, program and institutional levels. To determine if graduates leave with adequate preparation in science for decision-making and civic affairs, Washington State University uses the Science Literacy Concept Inventory (SLCI) in targeted courses to assess basic science literacy. Participants will be able to describe the Science Literacy Concept Inventory (SLCI) and the development of a concept inventory; understand concept inventories and how results can be disaggregated for use in course, program, and institutional assessment; explore ways to encourage faculty engagement in institutional-level assessment; and be able to develop an approach whereby faculty can assess students’ science literacy and use assessment results to improve students’ learning.
Lindsey Kimble, Research Data Analyst—Washington State University

POSTER 5: Faculty as Learners: Exploring Faculty’s Learning Experiences with Assessment
Research about the role of faculty in developing assessment models at the undergraduate level has often focused on the impact of assessment practices on student learning. There has been a lack of research about the learning experiences of faculty during the assessment process based on experiential learning theory, and how these learning experiences help improve teaching. Using Kolb’s (1984) and Jarvis’s (1987) models, this poster session will address three research questions: 1) What type of data do faculty members collect to understand if their students are learning at the classroom level? 2) What do individual faculty learn during the assessment process? and 3) How do individual faculty use what they learn from their assessment systems? Participants will discuss how they can use what they learn from their assessment processes to improve teaching and provide stakeholders with insights to help them design assessment models that should be useful for improving teaching in general education.
Hyoun Joon Park, Ph.D. student—University of Wisconsin-Madison

POSTER 6: Using Student Writing and Speaking ePortfolios as a Unique Model of Assessment
Almost every college and university expects students to demonstrate writing proficiency. Most rely on traditional methods to determine student writing proficiency (e.g., college writing courses, writing proficiency essays, writing-intensive courses, portfolios). But, the Second-Year Written and Oral Portfolio at the University of Mount Union is a unique measure of student proficiency: it’s an electronic portfolio; it’s a “second year” proficiency; it’s a writing and speaking proficiency; and it’s a collection of artifacts from across disciplinary courses (humanities, social sciences, natural sciences, and the fine arts). This poster will summarize research into best practices for eportfolios, and writing and speaking proficiencies; provide several examples of student portfolios; and analyze data from three years of student portfolio submissions. Participants will gather recommendations for program directors and administrators who wish to develop similar programs and use these kinds of data in programmatic and department assessment as well as institutional assessment and accreditation efforts.
Rodney Dick, Associate Professor and Integrative Core Director and Amy Laubscher-Milnes, Integrative Core Program Associate—both of the University of Mount Union

POSTER 7: Now That We Have Data......
Yavapai Community College’s General Education and Degree Program (Associate and Associate of Applied Science) faculty have worked together to develop and implement an assessment process that provides information about student attainment of ten General Education Core Curricular Outcomes (GECCO) at two data points: in the
General Education course and again in a course that is required in a degree program. In addition, this process provides data for the state-mandated Arizona State General Education requirements for transfer degrees. This poster will describe the assessment process focusing on rubrics, the disaggregation of data, and feedback loops. 

Participants will have the opportunity to trace the process by which Yavapai College developed the General Education Assessment cycle and examine various rubrics used to assess General Education outcomes in Program and General Education Courses and the data collection process, results and reports.

Suzanne Waldenberger, General Education Coordinator and Professor of Humanities and Molly Beauchman, Assessment Director and Mathematics Professor—both of Yavapai College

POSTER 8: Understanding Source Usage Among Seniors Connected to Foundation Courses Taken

About one third of our incoming students bypass our freshman composition class, Core 102, with transfer credit. While students continue to learn research skills throughout their college career, Core 102 is the foundational course for using sources ethically and accurately. This poster will explore whether seniors who had taken Core 102 used sources differently from those who skipped the class. Papers were collected from senior capstone classes and coded for source use to reveal statistically significant differences between the two sets of seniors. Participants will identify the different ways students use sources in their capstone papers, compare the differences between students who took freshman composition and those who transferred in credit, and evaluate the correlation and causation between taking freshman composition and using sources well as seniors.

Candice Benjes-Small, University Information Literacy Coordinator and Eric Ackermann, Head, Reference Services and Assessment—both of Radford University

POSTER 9: Robust Reliability of Rubrics? Examination of Faculty-Faculty/Faculty-Student Rubric Ratings

How consistent are rubric ratings across faculty? This is an important question, as rubrics are often used as a tool for program-level outcomes assessment. Do students’ peer ratings agree with faculty ratings? Examining student peer-ratings provides an optimal test of faculty-student agreement because student ratings would not be affected by grade concerns. In this initiative, papers were coded using a rubric by two faculty raters or a faculty rater and a student rater. Rating agreement in each category of the rubric was examined using a series of 2 (coder) X 2 (faculty-faculty; faculty-student) ANOVAs. Participants will gain an understanding of how aspects of rubric raters (i.e., faculty or student status) and aspects of the student writing the paper (i.e., GPA) predict ratings and reliability of ratings and will explicitly consider when and why people may use rubrics in similar and distinct manners.

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

POSTER 10: Freshman versus Transfers: A Mathematics and Writing Skills Meta-Analysis

Colorado State University Global Campus is a public, online institution focused on adult learners seeking degree-completion. Many of these students come in with writing and mathematics coursework completed, sometimes from many years earlier. A combination of pre/post-gathered ETS data, targeted assessment data and employer surveys, help to steer general education program outcomes and emphasize writing and mathematics skills in capstone courses. Participants will discover the pre- and post-assessments used by CSU-Global and appraise the effectiveness of CSU-Global’s in-house student learning versus transfer credit learning.

Anthony Contento, Program Coordination for General Education and James Meredith, Lead Faculty English—both of Colorado State University Global Campus

POSTER 11: Incorporating VALUE Rubrics into Assignment Design in a Professional Nursing Course

During Fall 2015, faculty at the University of Wisconsin-Milwaukee explicitly incorporated aspects of the critical thinking VALUE rubric into assignment prompts and grading rubrics in competency-based and traditional online versions of one nursing course. This poster will explain efforts to harmonize the VALUE rubric’s definition of critical thinking with institutional and discipline specific definitions of similar concepts. Participants will become familiar with relationships among the VALUE rubrics, institution learning goals, and competencies specific to the nursing discipline, identify techniques and processes for incorporating VALUE rubric language into learning materials and assignment design and understand changes to teaching practice and learning patterns resulting from the purposeful inclusion of higher-level learning outcomes.

Diane Smith, Clinical Professor, College of Nursing—University of Wisconsin-Milwaukee; and Alice Pulvermacher, Project Director, Lumina Grant on the UW Flexible Option, Office of Academic and Student Affairs—University of Wisconsin-System Administration
Poster 12: Sustainable Assessment of Student Writing: From Learning Objectives to Closing the Loop

This poster will describe a sustainable method for the assessment of student writing in the general education curriculum, from the writing of useful learning objectives to the use of results to drive curricular change. Sustainable is inferred to mean that the assessment plan is easily replicated from year to year, generalizable to programs old and new, scalable as departments and universities grow, and applicable for a diverse range of students. The key feature of this method is an online survey asking instructors to rate each of their students, just once, on their writing skill demonstrated in a specific course. This simple method can yield thousands of student measurements with a modest investment of time and effort, allowing statistically powerful analyses of factors associated with core competences across a diverse array of students. Participants will learn how to design and implement a statistically powerful assessment with a relatively modest investment of time and resources using a recent assessment of 2670 students’ writing in 145 course sections at Hofstra University as a case study.

S. Stavros Valenti, Senior Associate Dean of Student Academic Affairs and Professor of Psychology and J. Bret Bennington, Professor of Geology—both of Hofstra University

Theme 2: Prioritizing Assignment Design: Student Agency, Signature Assignments

Poster 13: Implementing Signature Projects through Scholarship in Practice General Education Courses

In Fall 2012, the University of Maryland instituted a new category of courses into the General Education: Scholarship in Practice (SP). SP courses provide students opportunity to complete significant work of a discipline in the context of an academic course. Through scaffolded experiences that include steps of critique, revision and refinement, students apply the theories and frameworks from the course discipline to produce work that may be published or impact a constituency beyond the scope of the course. The call for courses in this new category has engaged faculty in innovations in course design that expose the work of their discipline in an authentic manner. Participants will learn how a general education category was envisioned to include student participation in significant projects, how learning outcomes were developed and assessed for the category, and how faculty from diverse disciplines have created Scholarship in Practice courses. They will consider continuously improving courses by discussing support for significant project work within the constraints of a semester course.

Ann Smith, Assistant Dean, Cynthia Stevens, Associate Dean, and Madlen Simon, Associate Professor—all of the University of Maryland

Poster 14: Scaffolding Information Literacy: Bridging General Education and Discipline-Specific Courses

After several years of developing and strengthening information literacy instruction in first year General Education courses, librarians at Michigan Tech noticed a marked improvement in the information literacy skills of upper level students. As such, upper level instruction is now being modified to take advantage of students’ advanced skills. This poster will highlight these improvements and provide examples of how these skills introduced in General Education can be reinforced to effectively support signature assignments, capstone projects, and other discipline specific assignments. Participants will learn how information literacy skills can be scaffolded from a general education environment to discipline-specific courses and how information literacy instruction can vary across disciplines after foundational skills are established in general education courses.

Jennifer Sams, Instruction and Learning Librarian and Student Engagement Coordinator, Sarah Lucchesi, Associate Director for Education and Research, and Lauren Movlai, Instruction and Learning Librarian—all of Michigan Technological University

Theme 3: Implementing New Approaches to General Education: Design Thinking and Acting

Poster 15: Analyzing Faculty Readiness for Teaching Collaboration Skills: Using Design Thinking

Significant attention has been devoted to development of learning outcome assessment rubrics for students in general education courses. Yet, it is uncertain whether faculty members are adequately prepared to teach critical behavioral and interpersonal skills that form the backbone of many general education programs. This poster will describe how an ad hoc, cross-campus group of faculty who were invested in teaching teamwork and collaboration skills was formed to use design thinking principles to explore ways to improve such teaching. One outcome was development of a rubric for faculty members to assess their own readiness to teach collaboration skills. Participants will learn how to apply design thinking principles to teaching collaboration skills; consider how to
POSTER 16: Integrating Continuous Improvement and Design Thinking into General Education
This poster session will engage participants in an discussion of practices for enhancing learning in general education using outcomes assessment data in addition to the creation of new high-impact initiatives which focus specifically on design thinking. Information will be provided regarding data and practices from a centralized, all-in-one general education assessment system and continuous improvement model as well as on design thinking theory and pedagogy. The information provided will be drawn from lessons learned during the 2015-2016 inaugural year of a general education program that was redesigned, in large part, to comply with mandatory requirements of the Ohio Department of Higher Education. The presenters will explain the use of their targeted activities which focus on using assessment data to close the loop and promote initiatives which advance deeper thinking, learning, and engagement. Participants will review the uses of evidence to enhance general education, discuss constraints and possibilities institutions face when trying to enhance general education through continuous improvement and design thinking frameworks, and consider potential implementation strategies for continuous improvement and high-impact design thinking initiatives.

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

POSTER 17: Creativity and Divergent Thinking: The Importance of the Arts in a Liberal Arts Education
The state of creativity in liberal arts education today is contradictory. Rather than teaching students how to be truly creative, they are often taught to conform to the cultural aesthetic standards that are publically perceived to be acceptable. This poster will address approaches to integrating creativity and divergent thinking into classes in ways that will encourage students to reach beyond these set standards. Participants will explore the benefits to interdisciplinary art education in the context of a general Liberal Arts education. Written, visual, and performing arts each contribute greatly to a beneficial cognitive framework, each encouraging students to explore new ideas and ways of problem solving. Through this poster session, participants will gain a greater understanding of how to implement a curriculum that encourages divergent thinking and benefits creativity.

Aurora Berger, Arts Education Student and Gelisa Senteno, Art and Multiculturalism Student—both of Prescott College

POSTER 18: Jump Starting the General Education Experience: A Co-Curricular Approach
How do general education courses connect to each other and students? Faculty who teach in general education courses must take initiative to reveal links both explicitly and implicitly to millennial students. This poster will describe a collaborative, co-curricular approach to a summer bridge program. The Jump Scholar’s Program at the University of Southern Mississippi recruits incoming freshmen to get a “jump start” on their general education requirements. Students in this six-week summer program take three 3-credit courses in cohorts with an emphasis on building community, discovering the campus and local community, and developing the skills of a successful college student. Participants will explore a collaborative approach to connecting general education courses and examine the nuts and bolts of the University of Southern Mississippi’s Jump Scholars Program as a means to consider its application and feasibility at different institutions. Participants will also explore how the courses connect beyond the classroom and into the campus and regional community—specifically how service learning projects and common experiential learning activities bridge three course.

Kelly Lester, Associate Professor of Dance and Ann Marie Kinnell, Chair and Associate Professor of Sociology—both of the University of Southern Mississippi

POSTER 19: Redesigning the Distribution Model of General Education
Many small, independent, liberal arts institutions cling to the traditional, sacred distribution model of general education. Administration and faculty eager to redesign their general education curriculum face significant challenges and obstacles unique to small institutions; whether they be in the initial planning stages, the proposal stage, or implementation stage. Such challenges include reluctant, fearful, or skeptical faculty; fear of
compromising the institution’s unique mission and/or identity; concerns over the allocation of scarce resources; and fear of compromising the quality of general education. Grounded on both research and experience, this poster intends to advance the cause of administration and faculty keen on revising their general education. **Participants will** identify 1) shortcomings of traditional distribution models of general education; 2) challenges of redesigning the distribution model; 3) strategies for addressing these challenges and for planning and implementing new/revised models; and 4) creative strategies for redesigning the curriculum, designing integrative projects, and generating greater faculty contributions to and participation in the enterprise of general education. **Kevin Cole, Professor of English/Coordinator of the Liberal Arts Core—University of Sioux Falls**

**POSTER 20: Embedded Peer Inquiry: A Gateway to Information Literacy in a General Education Program**

Information literacy is critical to the development of today’s college students, as it impacts student learning and is the basis for lifelong learning—developing these skills early in a student’s career is critical. One effective strategy shown to improve students’ information literacy skills is through embedded librarianship, however embedded librarianship is difficult to scale. This poster will highlight one institution’s successful strategy to create an effective, and scalable gateway to information literacy through the use of embedded peer inquiry specialists in a rigorous interdisciplinary general education program for first-year students. **Participants will** be able to 1) articulate the components of a peer learning/embedded librarian service model in order to adapt it for use; 2) discuss strategies for partnering general education faculty, librarians, and institutional researchers in order to implement new strategies for interdisciplinary student learning and fruitful assessment; and 3) utilize the results from this research in order to effectively advocate for the development of new service models. **Casey Shapiro, Senior Research Analyst, Center for Educational Assessment, Danielle Salomon, Librarian-Interim Head of Powell Library, Marc Levis-Fitzgerald, Director, Center for Educational Assessment, and Annie Pho, Librarian for Peer-to-Peer Services and Powell Public Programs—all of UCLA**

**POSTER 21: Knowledge Graphing: A Catalyst for Leveraging the Liberal Arts Core**

This poster will illustrate how knowledge graphing was used by The University of Texas Rio Grande Valley, in cooperation with the Institute for Transformational Learning, to redesign all 120 credits of its bachelor’s degree in biomedical sciences. The new design leverages the power of the core curriculum, including liberal arts courses, to develop key competencies required by future health care professionals. The faculty-driven and highly integrated nature of this immense effort was possible due to the power of the underlying knowledge graph. A knowledge graph defines, at an atomic level, the knowledge, skills and know-how required for success in a professional field and serves as the blueprint for meaningful cross-disciplinary instructional pathways toward mastery. **Participants will** be able to define a knowledge graph, describe the benefits of a knowledge graph toward blueprinting development efforts, explain how knowledge graphing empowers faculty-driven approaches to curriculum design and draw parallels between the UTRGV case study presented and their own design and development contexts. **Joann Kozyrev, Director of Design and Production, New Models of Education, Institute for Transformational Learning and Samantha Duque, Senior Instructional Designer, Institute for Transformational Learning—both of the University of Texas System**

**POSTER 22: “Bettering Themselves, Their Environment, The World”: Equity Minded General Education**

Surrounded by a climate of significant institutional transformations and seemingly wicked problems of a waning general education revision process, Mount Saint Mary’s University embarked on a new path of inclusive design-thinking that lead to the successful re-imaging of the general education curriculum and the University community. Using the institution’s mission principles, they created goals, outcomes, and a transformative curriculum that continually circles around the distinctive themes of the institution—Community, Global Awareness and Understanding, Women and Gender, and Spirit of the Founders (social justice)—all in the context of innovative teaching and learning. This poster will demonstrate how equity-mindedness and design-thinking were utilized to create a meaning-making curriculum and showcase the principles and practices within it. **Participants will** learn how the principles of ‘advancing students, advancing community, and advancing mission and identity’ have been transformed into a meaning-making general education program utilizing a design-thinking approach; and explore what an equity-minded mission rooted in social justice looks like as a framework for a general education program. **Jen Chotiner, Chair of Curriculum, Chair of Biological Sciences, and Associate Professor—Mount Saint Mary’s University, Los Angeles**
**POSTER 23: The Inquiry Scholars Project: Student Development, Performance, and Community Service**

The Inquiry Scholars Project is a collaboration between two universities and several community stakeholders to improve student learning in inquiry and analysis, teamwork, and information literacy by tackling authentic community problems around teaching and learning. Assessment of the undergraduates involved in the Inquiry Scholars Project demonstrates that they outperform their peers on assessments informed by AAC&U VALUE rubrics. This poster will explain the benefits and challenges of this work, its relation to design thinking, and investigators will share the generalizability of this work so that it can be accomplished on your campus. Investigators will also provide indirect evidence to demonstrate students’ confidence and engagement in participating in the high-impact practices of undergraduate research, collaborative assignments/projects, and community service. *Participants will be able to 1) explain the Inquiry Scholars Project using the lenses of AAC&U Essential Learning Outcomes and design thinking; 2) evaluate the benefits and challenges of using this model; 3) explain the evidence demonstrating an improvement in student learning; and 4) apply a similar model on their own campus.*

**Lynn Murray-Chandler,** Director of the Center for Teaching and Learning and Assistant Professor Education—Southern New Hampshire University; and **Thomas Bennett,** Assistant Professor of Health Sciences—Franklin Pierce University

**POSTER 24: Critical Core: Extending the Skills of a General Education Beyond General Education Courses**

Central Piedmont Community College’s CRITICAL CORE Initiative represents a faculty-led, college-engaged model of teaching, learning, and assessment that articulates and documents the attainment of skills typically associated with general education at the four-year college/university level: Communication, Critical Thinking, Personal Growth and Cultural Literacy, and Information Technology and Quantitative Literacy. The difference is that these skill areas are embedded, taught, and assessed in all curriculum courses, in all associate degree programs. The result is that while students may only take a limited number of “general education” courses, the CRITICAL CORE Initiative provides an explicit pathway for proficiency, characterized by faculty-led identification of competencies, signature rubrics, signature assignments, and course mapping. This poster will describe the process of how more than 150 faculty, staff, and administrative members, utilizing the DQP, LEAP, and AACU Value Rubrics, developed a plan to ensure that students develop the skills needed to progress academically, professionally, and personally.

*Participants will attain understanding of a community college approach for ensuring that liberal education skills extend beyond general education requirements and are embedded throughout all two-year associate degree programs. They will be exposed to a model that reflects a cross-disciplinary, faculty-led process for the identification and assessment of general education skills.*

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

**POSTER 25: Linking Accelerated General Education Courses by Design Thinking and Engagement**

This poster will visualize how general education courses can utilize design thinking to scaffold an interdisciplinary, community engaged curriculum in an accelerated hybrid adult leadership program. Throughout 19-months of study, returning-adult learners pursue place-based, transdisciplinary engagement practices that span the artificial constraints of individual courses. The program provides opportunities for sustained engagement projects that empower students and impact the community. By illustrating the innovative, collaborative design of the program and documenting initial findings from the first two years, the value of its unique design is illuminated. Faculty, student and community member presenters will be present to discuss the transdisciplinary, accelerated, and hybrid format of the program, as well as the requisite faculty collaboration and curriculum mapping process.

*Participants will explore the benefits and challenges of weaving place-based community collaboration through an accelerated program for returning adult students; discover a way to scaffold Design Thinking methods across multiple courses; and explore how to adapt strategies and lessons learned to their own courses and programs.*

**Danielle Lake,** Assistant Professor of Liberal Studies, Division of Inclusion and Equity Faculty Associate, **Julie Keller,** Student, and **Judy Whipp,** Professor of Liberal Studies and Philosophy—all of Grand Valley State University; and **Gwendolyn Heatley,** Harrison Park College Coordinator—Grand Rapids Public Schools
**Theme 4: Supporting, Recognizing, and Rewarding Faculty Creativity and Leadership across All Campus Domains**

**POSTER 26: Supporting Writing Instruction in General Education Courses**
The teaching and learning office and writing program at University of Arizona have partnered to support general education faculty in developing, incorporating, and assessing writing instruction and writing assignments in their general education courses. Founded in faculty and administrator input, adopted support models include: face-to-face and hybrid workshops, fully-online self-paced tutorials, one-on-one consultation, demonstrations of peer review applications, and a faculty learning community. This poster will detail these support offerings, discuss how faculty and administrator input have been incorporated, share initial project assessment data, address benefits and challenges, and outline plans for project growth. Participants will evaluate a variety of models and approaches for supporting design, facilitation, and assessment of writing in general education courses in the context of their own campuses; list potential methods for assessing general education faculty interests, input, and needs for writing instruction support; and identify potential campus collaborators in supporting writing instruction.

*Lindsay Hansen, Assistant Professor of Practice* and *Brad Jacobson, Writing Support Specialist—both of the University of Arizona*

**POSTER 27: Combining Professional Development and Continuous Improvement: Annual Collaboratory**
The Global Citizenship Program of undergraduate general education at Webster University uses an annual “Collaboratory” to support and recognize the leadership required to deliver exceptional results, and to make a fun, creative, and evidence-based space to renew efforts each year. The Collaboratory is designed to produce plans of action derived from both internal evidence of student learning and engagement, as well as externally validated professional development on effective practices in higher education teaching and learning. This poster will show how a meaningful Collaboratory is organized to include assessment data, faculty and student voices, evidence-based practices, and hands-on, action-oriented planning activities. Furthermore, this poster will show evidence of how these activities have changed the general education program over the past five years. Participants will observe the components of a multi-day collaborative campus-wide working conference and relate this faculty professional development activity with the implementation and continuous improvement of undergraduate liberal education. They will explore connections between collaborative faculty development that incorporates assessment activities and the change-oriented results of these efforts and discuss how aspects of this type of event can contribute to their institutional goals.

*Carla Colletti, Associate Professor of Music Theory* and *Erik Palmore, Director of the Faculty Development Center—both of Webster University*

**Poster 28: Designing for Differentiation: Faculty Development for Holistic Student Success**
This poster will examine an intensive faculty development project aimed at training faculty in differentiated course design, especially in a mission-driven general education program. This faculty-centered approach has four major components: infusing existing courses with strategies for differentiation (from developmental to mastery approaches), high-impact active and applied learning techniques (from project-based learning to gamification), building resilience in students (through mindset and reflective learning practices), and infusing courses with appropriate technology and resources (including online resources for otherwise residential courses). The initial impact assessment of student persistence shows the promise of this four-pronged partnership with faculty. Participants will understand the benefits of faculty-centered (and faculty-celebrated) instructional design for differentiation with an emphasis on active and applied learning, resilience-building, holistic education, accessibility, and research-driven assessment. This project is funded by a Department of Education Title III grant.

*Heather Keith, Director of the Center for Excellence in Teaching and Learning and Professor of Philosophy—Green Mountain College*
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 play a critical role in this development through the implementation of inclusive pedagogies that emphasize engaged, embedded, and personally relevant deep and flexible learning. Dr. Doolittle will discuss the science of cognitive, social, behavioral, and affective learning as the basis of developing and implementing agile pedagogies for the purposes of promoting and cultivating student learning, agency, and equity.

Developing sustainable assessment processes that lead to quality improvement of educational programs is an iterative process. This session is designed to help participants evaluate their current assessment models and take them to the next level of quality. Time will be spent on reviewing case studies and developing ways to ensure best practices in the assessment of student outcomes, with an emphasis on general education assessment. Participants will work in small groups to reflect on their assessment processes and models, and engage in activities centered on enhancing general education assessment at their institution. They will 1) identify the opportunities and challenges of a comprehensive accountability system for general education; 2) demonstrate understanding of options for assessment, the roles of direct and indirect assessments and their links to student learning outcomes; 3) be able to develop or select assessments that provide understandable and useful data; and 4) plan studies that examine the validity, reliability and fairness of the assessments. This session focuses on how higher education can use the Standards for Educational and Psychological Testing (2014) to ensure quality assessments in accountability systems particularly for general education.

Tammie Cumming, Higher Education Officer, City University of New York—New York City College of Technology; M. David Miller, Professor—University of Florida; and Terrel Rhodes, Vice President, Office of Quality, Curriculum, and Assessment and Executive Director of VALUE—AAC&U

CS 10: From Seminar to Large-Lecture: Transforming a Foundations Experience in General Education
In 2005, Columbia College Chicago implemented a newly revised General Education Program. Central to this new program was a required course, the First Year Seminar, designed, in part, to introduce students to college...
expectations and “college-level thinking.” Assessment of the student experience and of student work suggested a very uneven achievement of our program outcomes. Thus, beginning Fall 2015, the course (a small seminar class with 18 student maximum) was replaced with large lecture sections (70-200 seats), showcasing many of Columbia’s finest faculty, teaching in their disciplines, exposing these disciplines to our incoming students, and connecting our students to our campus and the City of Chicago. Given the new expanse of these efforts, creative assessment approaches were needed and these approaches to the overall student experience yielded many interesting results. **Participants will reflect on the purposes of general education courses designed for first year students, learn from one institution’s experience in dramatically redesigning its first year course from seminar to lecture format and learn how to evaluate the success of this kind of initiative.**

**Neil Pagano, Interim Associate Provost for Accreditation and Assessment and Suzanne Blum Malley, Senior Associate Provost—both of Columbia College Chicago**

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**DEER VALLEY, SECOND LEVEL | Innovation/Ideation Session | Collecting Evidence for Student Learning**

**CS 11: Ensuring Alignment: Transparent Approaches to Faculty Development, HIPs, and Assessment**

How can greater transparency in faculty development promote greater consistency of HIPs implementation? How can an institutional protocol for HIPs assessment inform faculty development programming? Queensborough Community College presents a bundle of innovation sessions as a means of exploring the alignment of interdepartmental efforts to promote greater efficiency, efficacy, and student success. **Participants will explore the terms “intentionality” and “transparency” as they apply to faculty development, HIPs implementation, and the assessment of both. They will identify the key elements of three distinct, yet related models of faculty development, program-centered instruction, and programmatic assessment and identify the benefits—for faculty, students, and administrators—of aligning the efforts of multiple departments to promote student success.**

**Kathleen Landy, Director, Center for Excellence in Teaching and Learning, Andrea Salis, Faculty Fellow for Academic Affairs and Assistant Professor, Health Education, and Susan Madera, Academic Program Manager, High-Impact Practices—all of Queensborough Community College, City University of New York**

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**ENCANTO A, SECOND LEVEL | Innovation/Ideation Session | Collecting Evidence for Student Learning**

**CS 12: Designing Assessment, Communicating Results to Advance Student Learning**

This one-hour session will consist of two distinct presentations and provide time for participant questions.

**Learning from Dashboards of Student Learning Outcomes for Programmatic and Curricular Change**

Meaning can be lost when the results of direct and indirect assessments of student learning outcomes are aggregated from program-level measures and presented as institution-wide results. For example, numerical results from analytic rubrics of performance assessments or signature assignments and survey responses from program completers and employers are most meaningful and useful at the program level. However, the impact of these measures can dissipate quickly as results are scaled upward toward the department, unit, college, or university levels. A better approach now exists. The open-source (and free) statistical program R demonstrates a fully-scalable and animated dashboard of student learning outcomes that not only retains meaning at all levels of the institution, but also affords new opportunities for data analysis and data-informed decision making. **Participants will see how direct and indirect measures of learning outcomes can be brought to life through powerful dashboard animations that allow faculty, coordinators, chairs, and administrators insights into student achievement at all levels of university and gain insights into how programmatic and curricular changes impact outcomes on direct and indirect measures of learning outcomes at the program, department, college, and university levels in visual and novel ways.**

**Chris Boosalis, Associate Dean, College of Education and Caroline Turner, Interim Dean, College of Education—both Sacramento State**

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**Audience Matters: Communicating Results of General Education Assessment to Campus and Public**

General Education assessment results can help further the overarching goal of graduating citizens with the knowledge and skills to contribute to society. These assessment results are a critical component to meeting the challenge of articulating the value of a liberal education. The presenters will provide examples of how they aggregated and disaggregated general education assessment data at a large university and how the results were
portrayed to diverse audiences including faculty, administration, students, and other stakeholders. *Participants will* explore how the needs of various stakeholders can affect the message and the format used to turn complex, large data sets into graphics that are easy to understand and learn how results from General Education assessment can be aggregated and disaggregated.

*C. "Griff" Griffin, Director, General Education Program and Maria Cimitile, Associate Vice President for Academic Affairs—both of Grand Valley State University*

**PARADISE VALLEY, SECOND LEVEL | Innovation/Ideation Session | Collecting Evidence for Student Learning**

**CS 13: Assessment Frameworks: Theory to Practice**

This session will consist of two distinct campus presentations and include time for questions.

**Designing and Implementing a General Education Assessment Program in a Two-Year Institution**

This session will describe a medium-size two-year institution’s process of designing and implementing a general education assessment program. Lacking a formal assessment office or department, the College employs a volunteer committee, charged with facilitating the implementation of state guidelines concerning the evaluation of integrated assessment goals, as well as overseeing general education courses as they implement these goals. The session will describe faculty involvement in assessment development, using peer-feedback and mentorship. It will emphasize the need for producing data compatible with that produced by other departments, as well the need for each department to create assessment instruments which best reflect their departmental needs. Time for questions and discussion will round out the session. *Participants will* learn how to implement an assessment process by maximizing use of existing relationships with faculty to facilitate implementation of assessment procedures, making use of existing assessments and augmenting them where necessary and assisting departments to create assessments formatted to departmental needs, while allowing for the production of data usable in a consolidated institution-wide report.

*Kathryn Shuck, Assistant Professor of Mathematics and Craig Pilant, Associate Professor of History—both of County College of Morris*

**Integrating Theory into Practice: Developing an Assessment Framework for Experiential Learning**

Any curricular or co-curricular student activity can be an opportunity for experiential learning (EL), if it includes the key features of reflection, engagement, and use of academic knowledge. In order to develop a model to evaluate EL at the College of Wooster, interviews were conducted across campus on how EL is viewed and implemented. The key features were each echoed to different degrees. A theme also emerged indicating that three major skill sets are developed in EL: professional, civic, and interpersonal. Combining the depth of key features (assessed by a rubric) and types of skill learned in an EL activity creates a more comprehensive model and potential visual mapping tool to assess, classify, and discuss EL on campus. The model and tool can be used to see patterns of engagement for programs and individual students, facilitating development of and participation in a variety of high-impact EL opportunities. *Participants will* explore ways to characterize and assess experiential learning opportunities in the context of the depth of experience and types of skills gained in order to more broadly understand a student’s development over time and the opportunities implemented across programs.

*Melissa Schen, Director of Educational Assessment, Jena Styka, Student, Wenxin Tang, Student, and Lissette Torres, Student—all of The College of Wooster*

**CAMELBACK B, SECOND LEVEL | Sponsored Session | Collecting Evidence for Student Learning**

**CS 14: Tk20: Comprehensive Solutions for Planning, Assessment, and Accreditation Reporting**

A leader in assessment management solutions, Tk20 provides innovative tools that help institutions effectively and efficiently manage academic and non-academic data to support general education teaching, student learning methods, and transparent approaches to assessment. Tk20 streamlines data collection through built-in assessment tools, imports from student information systems, and integration with LMS platforms — providing a complete view of student learning, program quality, and institutional effectiveness. Their comprehensive system offers full support for specifying outcomes for general education, departments, academic programs, and faculty/staff development. Tk20 collaborates with institutions in the Tk20 community to give clients a voice in the development
of products and services. This session will include a campus partner who will demonstrate how they have used Tk20 to support student learning in general education.

Sponsored by Tk20

AHWATUKEE A, SECOND LEVEL | Facilitated Discussion | Implementing New Approaches to General Education

CS 15: Integrating Values into General Education to Enhance Flourishing in the Sophomore Year

This session will focus on the development and assessment of a sophomore level, values centered seminar course, aimed at boosting student success, well-being, sense of self and community, and developing a purposeful life beyond the college experience. Funded by a Bringing Theory to Practice grant, the Sophomore La Verne Experience (SoLVE) was developed in partnership with academic and student affairs and includes modules on identity, diversity and inclusivity, and interfaith cooperation, as well as career planning and strengths assessment. Presenters will focus their discussions on the role of curricular/co-curricular collaboration, faculty/staff development, and utilizing an e-Portfolio to collect and assess common signature artifacts. Participants will learn strategies for engaging second year students in early career thinking and exploration of identity and values, including assessment of signature assignments and evaluation of student success using surveys and the Keyes Flourishing Scale. Strategies include building a team of faculty and staff to teach courses and serve as facilitators (bridging the curricular and co-curricular), funding, and training for assessment.

Kathleen Weaver, Director La Verne Experience and Associate Professor of Biology and Zandra Wagoner, Chaplain and Assistant Professor of Religion—both of the University of La Verne

PHOENIX E, THIRD LEVEL | Facilitated Discussion | Implementing New Approaches to General Education

CS 16: Evidence-Based Reasoning: STIRS Framework as an Exemplar of Integrative Liberal Education

This session will focus on the development and implementation of general education curricula which incorporate an evidence-based reasoning component using the AAC&U STIRS framework. This may include learning outcomes such as inquiry and analysis, critical and creative thinking, quantitative literacy, information literacy, or ethical reasoning and action, among others. The session will include brief descriptions of programs by STIRS Fellows at institutions which are developing an evidence-based reasoning focus and vertically integrative program of liberal education. The session will involve participants in sharing their examples and brainstorming about how to most effectively create an evidence-based reasoning focused general education program or program component. Participants will discuss evidence-based reasoning (using the STIRS framework) for assignment and curricular design; discuss the cornerstone, connector, and capstone components of vertically integrative liberal education and how they can lead to signature work; analyze examples of vertically-integrated curricula informed by the STIRS framework; discuss methods for implementation of vertically integrated evidence-based thinking curriculum; and share examples of general education programs which already or could incorporate evidence-based reasoning.

Tami Carmichael, Professor and Director of Humanities and Integrated Studies—University of North Dakota; Seth Anthony, Associate Professor—Oregon Institute of Technology; Wesley Barker, Assistant Professor—Mercer University; and Catherine Pride, Associate Professor—Middlesex Community College

ENCANTO B, SECOND LEVEL | Workshop – Theory to Practice | Implementing New Approaches to General Education

CS 17: Write Now: Using Design Thinking to Improve Learning in Your Science Classroom

This workshop will examine cross disciplinary efforts to improve student learning including strategies for collaboration, pedagogical theories that inform design work, and effective classroom experiences. Workshop facilitators will lead participants through a series of immersion experiences involving writing, reflection, and discussion. These activities will help participants engage in curricular design or redesign in order to enhance content mastery within their science classrooms, as well as prepare students more meaningfully for the communication demands of the 21st century workplace. Participants will experiment with effective writing-based, easy-to-incorporate strategies for improving comprehension, recall and critical thinking in general education science courses, including writing prompts, reflective writing assignments, research-writing activities, and writing assessments. The workshop will conclude with an exploration of ways to use design thinking in order to foster growth of writing initiatives and interdisciplinary writing support for students at each participant’s home campus.

Paige Conley, Liberal Arts and Sciences Instructor, English and Lisa Conley, Liberal Arts and Sciences Instructor, General Sciences—both of Milwaukee Area Technical College
CS 18: Overcoming the “Matthew Effect”: Enabling Student Potential via Integrative Curricular Design

College students, no less than those in grades K-12, may experience the “Matthew effect,” whereby the rich get richer and the poor poorer in terms of cultural and intellectual capital. Attempts to remediate perceived skill deficiencies have had only limited success, and many campuses are therefore rethinking the skill/content divide that remains influential in college curricula. Critical reading across the curriculum has received increasing attention, as research uncovers the gap between faculty expectations and student performance on measures considered essential for success. Synthesizing powerful learning theories with evidence from classroom-inquiry projects and proven strategies for moving faculty toward an integrative and iterative curriculum, this workshop will ask participants to rehearse and share a course (re)design based on criteria developed from expert/novice theories of learning and selected to address the equity challenge. LEAP principles and best practices will provide the frame for the theory/practice connections and for cultivating effective faculty development. Participants will learn why important research on learning theory, especially with regard to the skill/content divide, has had limited impact on pedagogic practices in higher-education. They will examine how accounting for the “Matthew Effect”, a sociological phenomenon with distinct implications for higher education, can influence “remediation” and aid course- and program-redesign to promote inclusive excellence. And they will consider how to apply best-practice guidelines to the (re)development of general-education courses, thereby lifting the performance potential of all students while improving the assessment of learning.

Arlene Wilner, Professor, Department of English, Ed Barboni, Director of Assessment and Institutional Effectiveness, Pamela Brown, Chair, Department of Communication and Journalism, and Jonathan Millen, Dean, College of Liberal Arts and Sciences—all of Rider University

10:45 – 11:00 A.M. REFRESHMENT BREAK

CS 19: Assessment and Accreditation Lessons Learned from HBCUs

Christine Robinson, Executive Director for the Office of Assessment and Accreditation—UNC Charlotte; and Lisa Yount, Associate Professor of Philosophy and Director of Quality Enhancement Plan—Savannah State University

CS 20: Extending the Multi-State Collaborative: Transforming Learning and Assessment

The Multi-State Collaborative (MSC) is an AAC&U/SHEEO assessment initiative using the VALUE rubrics to assess general education learning outcomes across twelve different states. A benefit of this initiative is the external validation of student learning at the institution level. In this session, a 2-year community college and a 4-year state university will demonstrate how they have used the foundation established by the MSC as a model for on-campus assessment of general education learning outcomes and how participation in the MSC has been a kick-start for faculty development with a focus on improving attainment of learning outcomes. The session will include an activity to illustrate the ease of adjusting existing assignments to better align with a VALUE Rubric. Participants will learn how both the internal and external data can be used as evidence for accreditation reporting; and how a 2-year and a 4-year campus built upon their participation in the MSC to assess general education learning outcomes and/or undergraduate competencies. Specifically, the session will help participants build a toolkit of strategies around faculty development, assignment (re)design, and campus-based project management of complex, multifaceted, authentic approaches to assessment. Session facilitators will provide candid feedback and lessons learned from the campus perspective, including discussing how to leverage an external project to achieve internal
aspirations for assessment and student learning.

**James Mulrooney**, Associate Dean, School of Engineering, Science, and Technology and **Yvonne Kirby**, Director of Institutional Research and Assessment—both of Central Connecticut State University; **Jeanne Mullaney**, Assessment Coordinator—Community College of Rhode Island; and **Kate McConnell**, Senior Director for Research and Assessment—AAC&U

### CAVE CREEK, THIRD LEVEL | Facilitated Discussion | Collecting Evidence for Student Learning

**CS 21: Maintaining Course Alignment with General Education Outcomes**

This session will address the need for course alignment with general education program outcomes and skills as well as the benefit to assessment initiatives at different institutional levels. Strategies for working against “syllabi creep” and institutional amnesia will be shared. A facilitated discussion will encourage pragmatic thinking to foster stakeholder engagement for long-term consistency, quality, and integrity of general education programs. Those building programs, revising programs, or anticipating review or revision will be interested in this discussion. **Participants will** learn why maintaining alignment is crucial to delivering on general education program outcomes and skill development, and how this process is on-going and recursive. They will learn how to engage stakeholders; how to develop strategies to ensure local governance that meaningfully realizes both departmental, institutional, and program-level efforts; and learn the pragmatics of on-going institutional-level review.

**Jeff Berglund**, Director of Liberal Studies and **K. Laurie Dickson**, Vice-Provost for Teaching, Learning Design and Assessment—both of Northern Arizona University

### CAMELBACK A, SECOND LEVEL | Facilitated Discussion | Collecting Evidence for Student Learning

**CS 22: Revise, Implement, Assess: Building Assessment into General Education Revision**

Sustaining a meaningful general education experience requires periodic revision of the curriculum, including development of an assessment process to capture the learning outcomes associated with curricular changes. The new general education program at Ursinus College incorporates learning goals directly into the structure of an inquiry-based curriculum, while Agnes Scott’s new general education program introduces elements of leadership development and global learning into curricular and co-curricular components of the core curriculum. This session will examine scenarios that explore challenges related to incorporating plans for assessment while working through curricular revision and implementation. **Participants will** share their experiences and develop approaches for general education revision and assessment on their own campuses. They will evaluate scenarios for incorporating assessment tools when 1) determining reasons for curricular revision; 2) working with faculty members on the revision process; 3) implementing a revised curriculum; and 4) maintaining a sustainable assessment cycle. Some examples reviewed by participants in these steps will be drawn from processes for developing an inquiry-based curriculum incorporating learning goals directly into the structure of the curriculum and for implementing a new curriculum including curricular and co-curricular components.

**Drew Homa**, Academic Assessment Coordinator, Agnes Scott College and **Lilia Harvey**, Associate Vice President for Academic Affairs and Professor of Chemistry—both of Agnes Scott College; **Rebecca Kohn**, Senior Associate Dean of the College and Professor of Biology and **Nathan Rein**, Assistant Dean of the College and Associate Professor of Religious Studies—both of Ursinus College

### ENCANTO A, SECOND LEVEL | Innovation/Ideation Session | Prioritizing Assignment Design

**CS 23: Designing for and Engaging in Inquiry-Based Learning, Discovery, and Wicked Problems**

This session will include two distinct campus presentations and allow time for questions.

**Using VALUE Rubrics to Design an NEH-Funded General Education Course on Discovery**

In April 2016, the presenters received a grant from the National Endowment for the Humanities Enduring Questions program to create a general education course on the topic of discovery in the arts and sciences. **Participants will** learn how to use AAC&U’s VALUE rubrics to design assignments and assessment tools to support integrative and inquiry-based learning for all students, and to help all students engage in processes of discovery to generate insight and apply course concepts to complex, unscripted problems. They will also consider how such courses may serve as a model for integrative and inquiry-based learning within general education programs.
**Design Thinking Pedagogy: Inspiring Integration, Iteration, and Innovation Across Difference**

As higher education instructors attempt to engage with wicked problems in their surrounding communities, they are faced with the challenge of creating learning experiences which are realistic in scope, relevant to students, and meet departmental and institutional educational goals. In seeking to successfully confront these challenges, the presenters will outline the reflexive iteration of a new, upper level, transdisciplinary, general education course which brings students from across the university together to address wicked problems of equity in their local community through the design thinking process. After two iterations, findings show that the course elicits and extends the voices of students through its design and redesign, iterative learning processes and outcomes, engaged commitments, final work products, and a host of post-semester engagement opportunities. **Participants will** learn about pedagogical strategies and tools for supporting collaborative participatory action research, how to analyze the merit of engaged and scaffolded project ideas and assessment tools, and see how the tools provided can be repurposed for attendees’ contextual situation. They will leave with a toolkit of project ideas, pedagogical tools, and engagement strategies.

**Danielle Lake, Assistant Professor of Liberal Studies, Division of Inclusion and Equity Faculty Associate and Marc Lehman, Liberal Studies Undergraduate, Teaching Apprentice (Emphasis: Linguistic and Design Anthropology)—both of Grand Valley State University**

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**Camelback B, Second Level | Innovation/Ideation Session | Implementing New Approaches to General Education**

**CS 24: Advancing Community-Based Research and Asset-Based Service Learning Frameworks**

This session will include two distinct campus presentations with time for questions.

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**Community-Based Research: A Pathway to Critical Engagement in General Education**

Community-based research (CBR), although rarely accomplished in an undergraduate general education setting, offers tremendous potential as a practice to strengthen student civic engagement and critical thinking skills while directly benefitting community partners. Some recent scholarship on undergraduate CBR points to this pedagogy as a high-impact practice. Based on this material as well as an ongoing CBR undergraduate project at Temple University engaging students across the university, this presentation will examine the development and implementation of CBR, the challenges faced and overcome by faculty and community partners in instructional design, implementation, and assessment of student outcomes using both quantitative and qualitative methods. The overarching question: How can general education curricula and classrooms maximize CBR’s possibilities as a transformational educational methodology? **Participants will** be able to identify the unique practices and processes of community-based research (CBR), learn from experiences at Temple University in integrating CBR in general education courses and assessing student outcomes, and weigh the potential benefits and challenges of CBR in undergraduate general education settings. They will see how to articulate steps within their own institutions to explore possibilities of incorporating CBR in general education courses.

**Carol Harris-Shapiro, Associate Professor of Instruction and Alice Hausman, Professor, Health Services Administration and Policy and Senior Director, Office of Practice and Engagement College of Public Health—both of Temple University**

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**Inclusive Community Service Learning Reflection: An Asset-Based Design Thinking Framework**

Research shows that service-learning typically takes place within the context of white institutions performing service for communities of color. Often, service work is framed by problematizing these communities and contextualizing the service experience using a deficit-based lens. Further, service learning reflection that does not take these normative framings into account can negatively impact student learning, particularly for students of color. The Inclusive Community Service-Learning Reflection Framework designed at Tulane University is a service learning reflection tool grounded in design thinking that challenges students to find creative ideas to highlight the strengths of the community in which they are serving. This tool provides space for all students to engage in the reflection process through peer-to-peer structured interviews, opportunities to give and receive feedback, and rapid brainstorming sessions, each stage emphasizing empathy and active listening. **Participants will** identify how
cultural norms often frame service learning and understand how this can affect student learning; understand how poorly facilitated critical reflection in service learning can disproportionately affect students of color; and learn how design thinking in the classroom can be used to develop students’ empathy and listening skills. They will see how to facilitate design thinking-based critical reflections for service learning that create space for all student voices, reinforce concepts of active listening, and present an asset-focused approach to community development.

Amy Biedermann, Service Learning Senior Program Coordinator—Tulane University

ENCANTO B, SECOND LEVEL | Engaged Digital Learning Session | Implementing New Approaches to General Education

CS 25: Engaging Students in Meaningful Learning: Adaptive+Active and New Digital Technologies

This session will include two distinct campus presentations with time for questions.

Implementing an Adaptive+Active Approach for General Education Biology

The large lecture pedagogy used in many general education courses often results in high withdrawal and failure rates. This traditional broadcast approach can engender a sense of distance and disconnect between the students and faculty that impedes efforts to improve retention and graduation rates. Improving those results requires a high-tech, high-touch method that can free faculty from using valuable class time to lecture thereby giving them more time to engage personally with students to develop their critical thinking and problem solving skills. This adaptive+active approach employed at Arizona State University is helping faculty dramatically reduce the withdrawal rate and increase student success and satisfaction. Session presenters will share the process and product of these efforts with the attendees so they can develop similar efforts at their institutions. Participants will learn how student success has been increased using adaptive systems and active learning in general educations courses at Arizona State University.

Dale Johnson, Adaptive Program Manager, Paul LePore, Associate Dean for Student and Academic Programs, and Susan Holechek, Instructor—all of Arizona State University

Digital Fabrication Technology and the Impact on Student Learning

The integration of digital fabrication technology and equipment into education contributes to learning and creative inquiry by providing students with authentic explorations of designed 3D objects (Johnson, Adams, Cummins, Estrada, Freeman, and Ludgate, 2013). This presentation will explore a variety of digital fabrication technologies and how their implementation in education can impact and enhance critical and creative problem solving.

Participants will be exposed to a variety of digital fabrication technologies (CNC, laser printers, and 3D printers) and discuss their impact on student learning. They will also understand diverse strategies for implementing these technologies to enhance students ability to cycle through critical and creative thinking in problem solving.

Marlo Ransdell, Associate Professor and Director of Graduate Studies—Florida State University

PHOENIX D, THIRD LEVEL | Workshop – Theory to Practice | Supporting, Recognizing, Rewarding Faculty Creativity and Leadership

CS 26: Exploring Demonstrated Strategies and Structures for Quality General Education Programs

The challenges of managing quality general education (GE) programs are many, while opportunities for getting advice dealing with those challenges are few. Fortunately that is not the case at this conference. Based on information attendees provide about their own general education programs (through lively smartphone polling and small group discussions), representatives of Association for General and Liberal Studies (AGLS) will lead a discussion about issues that program administrators often face. New general education leaders are encouraged to attend to ask the questions about which they are curious; general education veterans are also encouraged to share their accumulated knowledge. The session will examine the leading strategies that top general education administrators and experienced general education faculty use to achieve the ends they all want: integrative courses, active pedagogies, and equity-minded frameworks. Participants will share and explore demonstrated strategies and structures that support quality administration of general education programs, deliberate approaches to enhance programs toward greater/more effective integration between general education and majors which are supportive of diverse learners and faculty, consider how models of general education can better support evidence based theories of curricular design and create networks of support with other general education program administrators and faculty leaders.

Vicki Stieha, Director of Foundational Studies—Boise State University; Margaret Mulrooney, Associate Vice
**Provost, University Programs—James Madison University; Larry Peterson, Interim Dean of the Libraries—North Dakota State University; and Thomas Steen, Professor Emeritus—University of North Dakota**

**Sponsored by the Association for General and Liberal Studies**

DEER VALLEY, SECOND LEVEL | Workshop – Theory to Practice | Supporting, Recognizing, Rewarding Faculty Creativity and Leadership

**CS 27: Expanding the Scope: A Campus-Wide Movement Towards Intentional Integrative Learning**

This session will provide tips, tools, and strategies for developing a campus-wide integrative learning program. Using Richland College as a case study, presenters will discuss ways in which the college’s scope progressed from thinking about “integration” as a core curriculum outcome to developing a campus-wide framework for intentional integrative learning. **Participants will evaluate, align, and document their own values and guiding principles as they identify potential strategies for developing a sustainable framework for integrative learning at their respective institutions. They will also discuss various approaches used by Richland College to help facilitate the transition to intentional integrative learning, including: developing an Integrative Learning Council, designing and facilitating an institutional audit, preparing an executive proposal, and creating a supportive and rewarding faculty program.**

**Sha-shonda Porter, English Faculty and Director of the Center for Integrative Learning and Teaching Innovation—Richland College**

**12:00 – 2:15 P.M. LUNCH ON YOUR OWN**

PHOENIX ABC, THIRD LEVEL | Plenary

**2:15 – 3:15 P.M. PLENARY III**

**Bringing It All Together for Enhanced Student Learning**

**Natasha Jankowski, Associate Director, National Institute for Learning Outcomes Assessment and Research Assistant Professor, Education Policy, Organization, and Leadership—University of Illinois**

Building upon an integrative, coherent, and scaffolded general education program with multiple points for practicing authentic student learning and signature work, this plenary will explore how to build upon the principles of design and alignment of learning experiences to create an intentional learning environment in which all students succeed. Bringing to the forefront the role of assessment and high-impact practices, and pulling from the work of the National Institute for Learning Outcomes Assessment (NILOA), participants will explore how they can bring it all together placing students at the center.

NORTH MOUNTAIN, SECOND LEVEL | Design Thinking in Real Time

**3:30 – 5:00 P.M. DESIGN THINKING IN REAL TIME SESSIONS (DT)**

Participants are invited to visit the various sessions (DT 1-5) in this room and to add their evolving thoughts to any of the ongoing discussions. The presenters will be available from 4:30 – 5:00 p.m. Please refer to pages 4-6 for a full description of each of the session topics.

**3:30 – 5:00 P.M. CONCURRENT SESSIONS**

ENCANTO B, SECOND LEVEL | Workshop – Theory to Practice | Collecting Evidence for Student Learning

**CS 28: So You Wanna Be a HIPster? Designing, Implementing, and Assessing Quality HIPs**

Essential to effective high-impact practices (HIPs) is the benefit they provide to students. While HIPs have been part of college and university curricula for decades, only recently have data been collected to assess how those HIPs impact the deep learning outcomes that institutions strive for in their students. This session will provide an overview of the theory and practice of HIPs; the essential components of their design and implementation to achieve deep learning; examples of steps to redesign ineffective HIPs and engage faculty; and the challenges and rewards of effective assessment of HIPs in the general education curriculum. **Participants will be able to 1) explain the development of and theory behind HIPs and their best practices; 2) align and implement HIPs based on the essentials of deep learning; 3) assess and revise existing HIPs; and 4) apply methods for design, implementation, and assessment of HIPs at their home institutions.**
Ellen Riek, Chair, General Education Curriculum Committee and Professor of English—Arizona Western College; and
Ian Beckford, Director of Policy Analysis for General Education and Student Learning Outcomes and Victor Fichera,
Institutional Research Manager—both of Queensborough Community College (CUNY)

Ahwatukee A, Second Level | Workshop – Theory to Practice | Collecting Evidence for Student Learning

CS 29: Boring, Ugly, Useless Reports: Where Evidence Goes to Die
Do your assessment professionals work tirelessly to produce instruments and gather data only to have evidence of student learning die on the page of a report? Writing assessment reports should be fun. Reading reports should be engaging. Making results actionable should be easy. Join in this session to uncover obstacles, investigate reporting strategies, and implement improvements that overcome result rot. Obstacles will be explored through a variety of lenses such that participants will have strategies for identifying barriers. Presenters will encourage participants to consider contextualized interpretation of their assessment environment to construct meaningful reports and consider the consumers of results (provosts, accreditors, deans, faculty) to motivate results-oriented action. Participants will experience a variety of assessment reporting formats, draw conclusions on the types of reporting that are most effective for them and contribute to the understanding of how to turn results into actions.
Kathy Clarke, Assessment Librarian and Professor, Jeanne Horst, Associate Assessment Specialist and Associate Professor, and Gretchen Hazard, First Year Curriculum Director, General Education—all of James Madison University

Phoenix D, Third Level | Workshop – Theory to Practice | Implementing New Approaches to General Education

CS 30: Using Design and Folio Thinking Principles to Promote Innovation in General Education
How can the principles of design thinking support the efforts of faculty, staff, and administrators to reimagine their general education curriculum and document the impact of new changes? The design thinking process with its emphasis on need finding, empathy, ideation, prototyping, and testing, has traditionally been applied to the creation of new products or services. However, design thinking paired with folio thinking, an approach that guides the creation of ePortfolios to facilitate reflective practice, can promote innovation in the (re)design of curricular and co-curricular learning in general education and how evidence of learning is documented. Participants will experience a design thinking activity and quickly imagine and rapidly prototype a solution; reflect on their creative process and brainstorm strategies for documenting insights gained from the design process; and identify strategies for using design thinking principles and folio thinking practices in their own classes and programs.
Helen Chen, Director of ePortfolio Initiatives and Research Scientist—Stanford University; and Micah Lande, Assistant Professor, Engineering Program—Arizona State University

Deer Valley, Second Level | *LEAP Session | Implementing New Approaches to General Education

CS 31: Developing Intentional Learners: Scaffolding General Education Learning Outcomes
For more than five years, Utah State University has been engaged in the integration of its orientation, first year experience, general education, and major programs to create intentional learners who understand the academic role and public value of general education. This session will explore how to undertake a comprehensive reform of these programs in light of the LEAP initiative. Participants will leave the session armed with an understanding of the questions to ask, the processes to implement, and the possible impediments to implementing faculty-driven, student-focused general education curriculum reform on their campus. They will be shown how Utah State University has integrated the LEAP initiative in student-centered programs from admission to graduation.
Norm Jones, Professor of History, Harrison Kleiner, Assistant Professor of Philosophy, and Matthew Sanders, Associate Professor of Communication Studies—all of Utah State University

Camelback A, Second Level | Workshop – Theory to Practice | Implementing New Approaches to General Education

CS 32: Navigating Scylla and Charybdis: Toward Rubrics that are Both Common and Contextual
This workshop will explore the adaptation of common and national rubrics to specific university and disciplinary contexts at all levels and in all disciplines of the undergraduate curriculum. After a brief overview of national trends and one university’s efforts, participants will engage in designing their own rubric to assess writing and other general education outcomes at different levels. Participants will leave with a rubric they can share in their own contexts as well as with ideas about how to engage faculty in their modification and use. They will learn about
the national movement toward common rubrics such as the AAC&U VALUE rubrics or the Lumina DQP, consider how common rubrics may be used to connect general education learning outcomes shared among entry-level and major courses across the curriculum, practice adapting a broadly used rubric to their own local university and disciplinary contexts, and explore how the use of common rubrics may be used to address legislative and public concerns about student success and the quality of education.  

*Joanne Matson, Professor of Rhetoric and Writing and Skills in the Major Chair and Belinda Blevins-Knabe, Professor of Psychology and Core Council Chair—both of the University of Arkansas at Little Rock*

**PARADISE VALLEY, SECOND LEVEL | Workshop – Theory to Practice | Implementing New Approaches to General Education**

**CS 33: Interdisciplinary General Education**

This session seeks to establish how teaching students techniques of interdisciplinary analysis can support a variety of general education goals while supporting a coherent general education curriculum. It will also demonstrate practical ways of introducing this interdisciplinary material into general education curricula. Instructors need not be scholars of interdisciplinarity in order to teach this material. The session will introduce participants to a wide range of resources that can be used and allow them to engage in some simple group exercises in interdisciplinary analysis intended to convey both how and why this sort of education can and should be provided to all students at all institutions. Among the goals to be addressed are: connecting knowledge across core general education areas; coping with information overload; preparing for lifelong learning; addressing (and transcending) academic disagreements; developing citizenship skills; facilitating respect for diversity; and encouraging creativity.  

*Participants will learn both why and how to introduce techniques of interdisciplinary analysis into general education curricula and engage in exercises in interdisciplinary analysis to establish both the feasibility and desirability of this sort of education. Presenters will discuss how interdisciplinarity will enhance the coherence of general education by allowing students to connect insights from many disciplines and how interdisciplinary material can be instantiated in particular general education courses.*

*Rick Szostak, Professor—University of Alberta; Jennifer Dellen, Professor of English and Literature, Program Chair, Liberal Arts and General Studies—Ocean County College; and Tami Carmichael, Professor and Director, Integrated Studies—University of North Dakota*

**PHOENIX E, THIRD LEVEL | *LEAP Session | Implementing New Approaches to General Education**

**CS 34: Designing General Education for Design Thinking**

This workshop will address the theory and practice involved in integrating design thinking into a coherent, developmentally focused general education program. Facilitators will discuss how to incorporate educational research, pedagogical practices, LEAP Essential Learning Outcomes and Principles of Excellence, and case examples illustrating how to weave design thinking into a coherent pattern of general education learning and assessment. Facilitators will model the use of research and processes designed to integrate design thinking into general education and backward design of assessment. They will examine learner progressive development of core program concepts, complex thinking through collaborative design/problem problem-based learning, engagement with and for generative community development and identity development through sustained learner self-authorship.  

*Participants will understand theory-to-practice research and processes used in building design thinking into general education and prototype the theory-to-practice learning design process.*

*Roger Peckover, Director of the Center for Excellence in Learning and Teaching, Scott Sorvaag, Director of General Education, Stephen Pattee, Professor, Director of Interdisciplinary Studies, and Rose Beal, Professor, Department of Theology—all of Saint Mary’s University of Minnesota*

**CAMELBACK B, SECOND LEVEL | Workshop – Theory to Practice | Implementing New Approaches to General Education**

**CS 35: Learning by Design**

After a brief overview of the communities of practice learning theory and its uses for guiding design thinking in general education redesign at California State University, Chico, participants will engage in design thinking and planning for curricular and pedagogical change to promote student success in their own general education programs. This session will include assessment strategies and recursive design thinking strategies for creating and implementing pedagogical and programmatic designs, then assessing and revising designs where needed. Included will be strategies for jumpstarting conversations and change processes on participants’ home campuses.
Participants will learn how to use theoretical principles to create design constraints and support design processes, become familiar with models used at CSU, Chico to better engage students in general education, and create new design approaches for their own general education redesign work.

William Loker, Dean of Undergraduate Education and Thia Wolf, Director, First-Year Experience Program—both of California State University, Chico

Ahwatukee B, Second Level | Sponsored Session | Implementing New Approaches to General Education

CS 36: Everspring: Partnering in Online Education

Everspring partners with Top 200 Universities to create a new standard of excellence in online education. They deliver a unified online strategy and bring the technology, marketing expertise, and a full range of services to help their partners launch and grow their online programs. Everspring has robust online capabilities in the areas of strategic expertise, academic and operational excellence, and advanced technology—all delivered in a customized, human-centered, integrated and data-driven process. Participants will learn how campuses are using Everspring to develop online education and achieve their institutional and student learning goals.

Sponsored by Everspring

Encanto A, Second Level | Workshops – Theory to Practice | Supporting, Recognizing, Rewarding Faculty Creativity and Leadership

CS 37: It Takes a Village: Key Strategies for Engaging More Faculty in Assessment

Few question that effective faculty engagement is critical for assessment initiatives that make a difference in student learning and development. In comparison to programmatic assessments, general education typically lags behind in the degree of faculty involvement. This session will examine the dynamics of faculty involvement in assessment and identify key strategies for increasing engagement in assessment. Effective approaches showcased in the National Institute for Learning Outcomes case studies of good assessment practice and from other institutions that enhanced faculty involvement will be used to spark audience discussion and consideration of approaches to apply on their own campus. If you are the “village leader” tasked with enlisting many villagers, you will find several strategies that can be adopted immediately. Participants will describe key strategies for enhancing faculty engagement in assessment on their campus, articulate how to overcome barriers to faculty involvement, and also how to create meaningful incentives for faculty, and review specific best practices for faculty engagement.

Jillian Kinzie, Associate Director, Center for Postsecondary Research and NSSE Institute—National Survey of Student Engagement; and Nathan Lindsay, Associate Provost for Dynamic Learning—University of Montana

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

Saturday, February 25, 2017

Phoenix Pre-Function B, Third Level

7:30 A.M. – 12:00 P.M. REGISTRATION, MEMBERSHIP INFORMATION, AND PUBLICATION SALES

Phoenix ABC and Phoenix Pre-Function A, Third Level

8:00 – 8:30 A.M. BREAKFAST

8:30 – 9:30 A.M. CONCURRENT SESSIONS

North Mountain, Second Level | Design Thinking in Real Time

8:30 – 9:30 A.M. DESIGN THINKING IN REAL TIME SESSIONS (DT)

Participants are invited to visit the various sessions (DT 1-5) in this room and to add their evolving thoughts to any of the ongoing discussions. The presenters will not be available during this time frame. Please refer to pages 4-6 for a full description of each of the session topics.
CS 38: Building and Enriching Enduring Co-Curricular Assessment Partnerships

This facilitated discussion will address the concerns of all-campus educators and administrators who have either aspirational or experience-based visions for co-curricular and interdepartmental assessment partnerships. Participants should be prepared to engage colleagues by sharing their unique challenges and insights and by offering strategies for overcoming those challenges. Facilitators and participants will discuss issues that arise from increasingly large first-year classes; higher volumes of underprepared students; substantial resource constraints for meaningful, sustainable assessment; and little alignment between funding and educational mandates. At the micro-level, core concerns to explore include how to motivate individual instructors and other co-curricular players to engage in assessment projects and incorporate the results back into teaching practices. At the macro-level, participants will ponder the challenges, such as effectively synthesizing assessment for the same learning outcomes from different disciplines and skills that are traditionally difficult to assess, including understanding diversity and integrative learning. Participants will develop a clearer sense of their common challenges to forging meaningful partnerships that advance general education assessment goals—challenges such as cross-curricular assessment scaffolding, baseline assessment of first-year learning and its connection to capstone assessment, assessment supporting first-generation learners, tensions between formative and summative assessment, institutional support, and motivation and funding for long-term assessment partnerships.

Clif Stratton, Assistant Clinical Professor of History, Jesse Spohnholz, Associate Professor of History, Corey Johnson, Instruction and Assessment Librarian, and Kimberly Green, Director of Office of Assessment of Teaching and Learning—all of Washington State University

CS 39: Creating Inclusive and Equitable Learning Environments

This session will include distinct campus presentations and time for questions.

“Inquiry-Based” Assessment: Priming Practitioners for “Equity-Mindedness”

As a complement to Estela Mara Bensimon’s (2011) “equity-mindedness” model, inquiry-based assessment can be designed to expand possible uses of assessment data to include institutional meaning making and critical reflection (Jonson, Guetterman, and Thomson 2014). Because inquiry-based assessment does not limit the acceptable byproducts of assessment activities, practitioners can explore open-ended questions to important campus problems. By asking not only “what was learned and to what extent?”, but also “who learned, who didn’t, and why/why not?”, inquiry-based assessment can help prime campus practitioners to examine their role in creating inclusive and equitable learning environments. This presentation will provide an overview of both Bensimon’s “equity-minded” model and the inquiry-based assessment approach. It will then provide participants with concrete strategies and specific examples—from both the program and course level at the University at Buffalo—for infusing equity-mindedness into their assessment of general education student learning outcomes. Participants will be able to 1) summarize the “equity-minded” model; 2) describe the “inquiry-based” assessment process; 3) explain how inquiry-based assessment can support equity-minded practices; and 4) identify the challenges and/or areas of opportunity for applying inquiry-based assessment on their own campuses.

Melissa Wright, Instructor, First-Year Writing and PhD Candidate, Comparative Literature—University at Buffalo

Students at the Assessment Table for Diversity Learning Outcomes: It’s Manageable and Meaningful

Given the time demands involved in assessing student work, is it feasible to ask students to participate in norming and scoring of student work and in the subsequent process of debriefing? This session will address the process and outcomes of Santa Clara University’s first assessment of Core Curriculum learning outcomes that included students directly in the scoring and evaluation of student work. Mindful of the demands of students’ schedules, a three-hour session was designed to include norming, scoring, and discussion with reflections on the required diversity learning outcomes, assignment design, instructional strategies, and ways that the diversity requirement dovetailed with other inclusive excellence efforts. The assessment provided an opportunity for participating students to share their perspectives on teaching and learning related to diversity at an institutional level. Participants will learn how Santa Clara University included students directly in the assessment process of scoring and evaluating student work, specifically focusing on the Core Curriculum learning outcomes for diversity. They
will learn about the students’ reflections on the diversity requirement learning outcomes, assignment design, and effective (and ineffective) implementation strategies for the learning requirement. Participants will be encouraged to think about how this approach can be used or adapted for their institutions.

Christine Bachen, Director of Assessment and Associate Professor of Communication and Megan France, Assistant Director of Assessment—both of Santa Clara University

Arwatukee B, Second Level | Facilitated Discussion | Collecting Evidence for Student Learning

CS 40: Designed to Assess: Measuring the Transfer of First-Year Writing Student Learning Outcomes

Decades of writing research show professionals acquire writing expertise over time, with practice, in a variety of contexts that require diverse types of responses and peer feedback. Likewise, students who receive an initial foundation in first-year writing (FYW) that teaches them how writing strategies can be adapted to different disciplines, audiences, and expectations must have these skills supported, reinforced and challenged in different disciplinary contexts in order to promote positive development of writing ability. How do you assess writing transfer across general education and major courses? Do students successfully demonstrate that they are using writing strategies and student learning outcomes from FYW in assignments in other disciplines? Are foundational skills being developed throughout students’ college careers? Participants will explore these questions and share lessons learned and promising initial results of a longitudinal study on writing transfer. They will learn pedagogies and threshold concepts that aid in writing transfer; be able to modify the described assessment design to meet the needs of their own institutions; and identify how results from the design lead to continuous improvement.

John Frederick, Director of Academic Planning and Assessment, Cat Mahaffey, Associate Director of First-Year Writing, Joan Mullin, Executive Director, University Writing Program and Professor of English, and Christine Robinson, Executive Director, Office of Assessment and Accreditation—all of the University of North Carolina at Charlotte

Paradise Valley, Second Level | Facilitated Discussion | Collecting Evidence for Student Learning

CS 41: Institutional Learning Outcomes: From Paper to Practice

Buena Vista University is not alone in its efforts to move from institutional assessment as the job of a few completed for compliance, to a campus-wide assessment-for-improvement model. Session facilitators will share an assessment redesign and process. This process will focus on reducing the number of institutional learning outcomes, building shared understanding and ownership, disaggregating data for reflection and action, and putting student engagement at the center of the learning process. Participants will identify rewards and challenges of moving from merely naming institutional learning outcomes (ILOs) to meaningfully embedding them across academic and student affairs curricula. They will discuss a model for embedding institutional learning outcomes across the curriculum and co-curriculum at every level and collecting rich data that can be disaggregated and used for improvement. They will share practices from their own assessment work in fostering a common campus understanding of ILOs and curriculum mapping and plans for measurement. Finally participants will explore essential questions to ask before/as embarking on the process of embedding ILOs across the institution.

Jamii Claiborne, Director of Assessment and Associate Professor of Digital Media, Julie Finnern, Associate Professor and Dean, School of Education and Exercise Science, and Bradley Best, Director of General Education and Professor of Political Science—all of Buena Vista University

Deer Valley, Second Level | Facilitated Discussion | Collecting Evidence for Student Learning

CS 42: Assessing Visual Literacy in Support of Curricular Change

Visual communication is extremely complex in ways that do not always parallel verbal communication. This session will provide participants with a working rubric for assessing visual analysis that has been through multiple iterations with faculty from a range of disciplines, and that can be customized to fit with specific situations. It also aims to provoke complex thought about what visual capacities all students need. For example, how can capacities be cultivated to respond to visual cues of social identities in ways that go beyond stereotyping? How can students' complex understanding of the ways they visually communicate their social and personal identities be encouraged? How can visual analysis advance some measure of power in response to omnipresent advertising images? How can rubrics and assessments be leveraged to bring about curricular change? Participants will develop a rubric and design a process for assessing visual literacy, based on their learning about a three-year project at Skidmore
College and on a series of prompts from the session leaders. This Mellon-funded Project Vis “seeks to enhance the ability of faculty and students to create and understand visual media, and to increase visual literacy throughout the campus community,” and includes an assessment component. **Sarah Goodwin**, Professor of English and Faculty Assessment Coordinator, **Jeffrey Segrave**, Professor of Health and Exercise Sciences and PI of Mellon-funded Project Vis, **Katie Hauser**, Associate Professor of Art History, and **Lisa Christenson**, Associate Director of Institutional Research for Assessment—all of Skidmore College

**CAVE CREEK, THIRD LEVEL| Facilitated Discussions| Implementing New Approaches to General Education**

**CS 43: Designing Effective Pedagogies and Improving Campus Climates for Student Veterans**

While it is certainly the case that “Some veterans want to keep their status private because they feel as if they have spent enough time being defined by their uniforms, and the chance to (re)enter a college classroom simply as another student is a welcome relief” (Morrow and Hart 36), it is more often the case that veterans tend to “persist in carrying on, either partly or wholly, their military culture and experiences within civilian settings” (Coll and Weiss 12). This session will give participants an opportunity to consider some of the carryovers from military culture that student veterans may bring to campus, how this military-civilian cultural divide may impact student veterans’ transition, and how they can help increase the possibility of student veterans’ academic and social success at their institutions. **Participants will analyze and compare the processes of transitioning from civilian to military culture and then from military culture to campus culture in order to discern some of the challenges student veterans may face when entering higher education. Participants will develop strategies for supporting student veterans’ academic and social success.**

**D. Alexis Hart**, Associate Professor of English and Director of Writing—Allegheny College; and **Jim Dubinsky**, Associate Professor of English—Virginia Tech

**PHOENIX E, THIRD LEVEL| Workshops – Theory to Practice| Implementing New Approaches to General Education**

**CS 44: Integration of General Education and the Major: Mapping Integrative Learning**

The National Institute for Learning Outcomes Assessment (NILOA) has been tracking the work of institutions and programs utilizing the Degree Qualifications Profile (DQP) and related initiatives over the last five years. As part of this work, the relationship between integrated curricula and assignments have been explored as showcased in the work of the assignment library. Resources and tools have been developed pulling from the work of various campuses to more intentionally integrate and align their curricular efforts. This workshop will build upon the experience of two campuses and shared practices with participants on meaningful mapping of curriculum, integration of general education, and re-envisioning of assessment. **Participants will leave with action plans for how to further work on their campus. They will learn about various resources and publications available to assist in their efforts to better align and integrate general education and the major; explore various approaches to curriculum mapping; and learn from national efforts to enhance the effectiveness of general education.**

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

**NORTH MOUNTAIN, SECOND LEVEL| Design Thinking in Real Time**

**9:45 – 10:45 A.M. | DESIGN THINKING IN REAL TIME SESSIONS (DT)**

Participants are invited to visit the various sessions (DT 1-5) in this room and to add their evolving thoughts to any of the ongoing discussions. The presenters will be available during this time frame to process the comments and dialogue that has emerged and evolved throughout the previous sessions. Please refer to pages 4-6 for a full description of each of the session topics.

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

**PHOENIX E, THIRD LEVEL| Workshop – Theory to Practice| Collecting Evidence for Student Learning**

**CS 45: Synthesizing Outcomes Assessment for General Education, Majors, Institutions, Accreditors**

This workshop will focus on the design of a new visual graphic system to assist educators in synthesizing, aligning, and assessing accreditation requirement outcomes, institutional learning outcomes, general education and programmatic learning outcomes. A visual mapping system that charts these outcomes through general education
and programmatic curricula, simplifies what has typically been perceived as a complex process. At a time when educators are being asked to plan for multiple categories of assessment it can be confusing to make sense out of so many different requirements. After lecture and examples explaining the process, attendees will be provided with an alignment template and tools to assist in the development of their individual program diagrams. The system also incorporates implementation of a cyclical assessment plan including learning outcomes from cornerstone, to milestone, to capstone experiences. Participants will 1) develop a consolidated diagram that maps course locations of accreditation requirement outcomes, institutional learning outcomes, general education and programmatic learning outcomes; 2) learn how to synthesize and align multiple categories of assessment and learning outcomes; and 3) understand how to develop a multi-year assessment plan based on their diagram. Sue Vessella, Dean, School of Media, Culture and Design—Woodbury University; and Tom Vessella, Director, Career Technical Education—College of the Canyons

AHWATUKEE A, SECOND LEVEL | Workshop – Theory to Practice | Collecting Evidence for Student Learning

CS 46: Excellence in Assessment Designations: Lessons from the Field

This session will feature three campuses who received a 2016 Excellence in Assessment Designation, a new national recognition of campuses that successfully integrates assessment practices across campus to provide evidence of student learning outcomes that are representative of all their students. This session will highlight the breadth and depth of their campus assessment work with a focus on sharing promising practices and information on overcoming barriers to implementation. Participants will be able to articulate 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; and identify specific characteristics and best practices for creating a vertically-integrated assessment model, including in reporting assessment activities to a variety of key stakeholders. They will understand how to weigh the opportunities and obstacles of implementing a comprehensive assessment model on their campus based.

Teri Hinds, Director, Research and Data Policy—Association of Public and Land-Grant Universities; Mary Kay Fleming, Academic Assessment Coordinator and Professor of Psychology—Mt. St. Joseph University; Frederick Burrack, Director of Assessment and Professor of Music Education and Chris Urban, Assistant Director of Assessment—both of Kansas State University

DEER VALLEY, SECOND LEVEL | Facilitated Discussion | Collecting Evidence for Student Learning

CS 47: General Education Outcomes Assessment: Choosing the Right Model

We are all expected to be prepared to answer questions about how our programs are doing in terms of helping students achieve general education outcomes. Yet there are significant obstacles to assessment of any program that is outside of the standard departmental structure. How are faculty to be engaged in a significant way? What kind of assessment project will yield actionable data, rather than just allowing the general education program director to complete his or her assessment report? How can the findings reflect student learning at an outcome (near graduation) level, rather than at a mid-program level (when they are most likely to be completing general education classes)? Presenters will provide four commonly used strategies for outcomes assessment of general education, followed by participant discussion of how these (or other) strategies work on their own campuses, what the obstacles might be, and what opportunities each strategy provides. Participants will be able to describe at least four approaches for general education learning outcomes assessment; compare the relative merits of different general education outcomes assessment approaches; and analyze the feasibility of different approaches to general education outcomes assessment, considering factors such as institutional context, nature of data collection, and usability of data for determining program effectiveness. They will develop a sense for approaches that may work at their institution.

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

AHWATUKEE B, SECOND LEVEL | Facilitated Discussion | Collecting Evidence for Student Learning

CS 48: Faculty Selection of Evidence in Student Writing

Session facilitators will present initial findings from a study that examined the evidence selected by faculty to score student writing. These data were collected from a state-wide workshop on writing where they were analyzed and
coded to draw from information in the AAC&U Written Communication (WC) VALUE rubric. **Participants will** annotate a short passage using the WC rubric. These annotations will then be used to link the facilitators research findings. Participants will participate in a micro-scoring activity where they will be asked to identify the sections of text that informed their judgments using the AAC&U Written Communication Rubric. They will examine initial patterns of faculty judgments of student writing including the types of evidence they used to formulate their judgments. The session will conclude with a group discussion of how scorers select evidence in student writing in order to formulate their judgments.

**Brian Doore**, Director of Assessment, **Dylan Dryer**, Associate Professor of Composition Studies, and **Paige Mitchell**, Writing Center Coordinator—all of the University of Maine

**CAMELBACK A, SECOND LEVEL | Workshop – Theory to Practice | Prioritizing Assignment Design**

**CS 49: Integrating High-Impact Practices in Large General Education Science Courses**

High-impact practices hold the promise of increased student retention and engagement (Kuh, 2008). Unfortunately, many high-impact practices, especially undergraduate research, are reserved for upper level science majors. For several years, the facilitator has used team-based introductory research projects in large sections of general education science courses. **Participants will** explore and apply a life cycle analysis strategy as well as team-based poster sessions for use in general education science courses. They will identify the barriers and opportunities for high-impact practices in general education science courses, apply the Cradle to Grave analysis technique to an environmental topic, brainstorm methods for integrating poster sessions into large courses, and discuss assessment results from group projects and poster sessions. Methods for implementing these pedagogical techniques and assessing student learning will be presented and discussed.

**John Chermak**, Associate Professor of Practice, Geoscience and **Kimberly Filer**, Associate Director for Strategic Initiatives, Center for Instructional Development and Educational Research—both of Virginia Tech

**PARADISE VALLEY, SECOND LEVEL | Innovation/Ideation Session | Prioritizing Assignment Design**

**CS 50: Backward Design as Professional Development; Engaging Students through Grant Writing**

This session will include two distinct campus presentations and include time for questions.

**Analyzing Backward Design Approach as a Professional Development Tool**

During assessment of the University of Illinois Springfields’ Global Awareness category of general education in 2015, researchers found that some syllabi and assignments seemed to have a surprisingly weak connection with the approved goals for the category. Student work products assessed using an outcomes-based rubric demonstrated weak or absent global awareness, despite professional development retreats that focused on helping teachers to recognize and address discrepancies structurally in their syllabi. Additional samples received in summer 2016 indicated continued misunderstanding of how graded assignments should connect explicitly to student learning outcomes. As a result, the research team intervened and invoked backwards design as a methodology for syllabus reconstruction. Using the global awareness criteria, the principles of backwards design, and instructors willing to offer their courses as models for revision, the team was able to intervene to strengthen syllabus design for the category, and hopefully encourage a humane culture of assessment as well. **Participants will** discover effective intervention approaches for course design, analyze the backward design approach as a professional development tool for post-secondary course instructors, and critique the usefulness of the backward design model for course improvement at the post-secondary level.

**Tena Helton**, Associate Professor and Chair, Department of English and Foreign Languages, **Stephen Schnebly**, Associate Professor, Criminology and Criminal Justice, and **Victoria Childs**, Assistant Professor, Teacher Education—all of University of Illinois Springfield

**Undergraduate Grant Writing: Advancing Community Engagement**

Little literature on grant writing courses/assignments in undergraduate education exists. To gather data and best practices, an undergraduate grant writing assignment was developed in a senior level general education capstone experience. The goal was to progress student learning from passive to active engagement as the students developed solutions to self-identified problems in the local community through collaboration with local non-profit organizations. To achieve this goal, assignment scaffolding, graded rubrics for all drafts, peer reviews and one-on-
one meetings were utilized. Assessment of the assignment was completed using student evaluations, unsolicited emails, student writing samples, and student peer reviews/reflections. Conclusions drawn from these areas demonstrated that students were better prepared for research, had improved communication skills, and had developed real world skills. **Participants** will be introduced to undergraduate public service grant writing for a senior level general education course. Teaching content, objectives, methods, and assessment on grant writing will be discussed in detail with variations to give participants options in implementing grant writing curriculum into their own institutions. Finally, tips and lessons learned will be addressed as the grant writing assignment is constantly evolving to address the needs of the students and the instructor.

**Keith Miller, Assistant Professor of Chemistry and Biochemistry—University of Mount Union**

**PHOENIX D, THIRD LEVEL | Facilitated Discussion | Implementing New Approaches to General Education**

**CS 51: Designing 21st Century Skills Credentials**

The demand for graduates skilled in 21st Century competencies has placed urgent new burdens on institutions of higher education grappling with how to teach, assess, and credential those skills. As part of that effort, for the last two years, the non-profit Education Design Lab has worked collaboratively with teams from seven universities and dozens of employers to answer the following design challenge: “How might we capture learning beyond the traditional transcript in ways that are meaningful to employers?” At this session, educators from Georgetown University and George Mason University, will discuss the challenges and breakthroughs they encountered in pursuing this work. The facilitators will then lead participants in a design session intended to provide insights into how institutions might capture these skills in a manner that is rigorous, portable, transparent, assessable and simple, so that the resulting credentials may become trusted currency in the hiring process. **Participants** will learn about and better understand three conversations currently reshaping student learning and higher education: 1) new and emerging types of credentials; 2) the desire to formally capture co-curricular learning; and 3) the importance of developing 21st century skills like critical thinking, collaboration, and creative problem solving.

**Kathleen deLaski, Founder and President—Education Design Lab; Mike Schaub, Executive Director, Cawley Career Education Center—Georgetown University; and Lewis Forrest, Associate Dean of Students—George Mason University**

**CAMELBACK B, SECOND LEVEL | Innovation/Ideation Session | Implementing New Approaches to General Education**

**CS 52: Engaging Student Learning Outside of the Classroom**

This session will include presentations by two distinct campuses and include time for questions.

**Student Affairs Place in General Education**

Participants will hear from a Student Affairs Division that has recently added Co-Curricular Learning Experiences (CLE), which are aligned with student learning outcomes. These learning experiences are now recognized in their university’s general education curriculum. Participants will hear about the process of how student affairs and academic affairs have collaborated to add general education assessment to a few student affair programs. They will learn how to set up Student Learning Outcomes (SLOs) for their student affairs division and how to match them with programs and assessments. These programs have the potential to lead to academic affairs and student affairs collaborating to create co-curricular general education programs.

**Molly Marnella, Associate Professor, Department of Teaching and Learning, Thomas Kresch, Assistant Vice President of Student Affairs, and Michael McFarland, Director of Athletics—all of Bloomsburg University**

**Mind Matters Town Halls: An Equity Focused Experience for Student Success and Mental Health**

In 2015-2016 California State University Los Angeles piloted “Mind Matters” Town Hall meetings on student mental health and linked them to required first-year, “Introduction to Higher Education” courses. Courses were linked to Town Hall meetings through a problem-solving framework. Students completed a problem solving assignment on college student mental wellness in class. In 250-student town hall meetings they used the problem-solving framework to create “action plans” for “students helping students.” Pairing courses with outside-the-classroom, experiential learning, supported a lower-division general education, civic learning requirement. **Participants** will review and discuss how students at a minority serving university are required to take two courses with civic learning components; and review and discuss the design of a town hall experience and the preliminary...
data that supports a problem solving framework in classes linked to experiential learning town halls. They will review and discuss design strategies built on academic affairs/student affairs partnerships to insure deep learning and how to gain necessary institutional support.

**Michael Willard, Faculty Director of Service Learning and Associate Professor of Liberal Studies, Nancy Wada-McKee, Vice President for Student Life and Jenny Hicks, Director, First Year Experience—all of California State University Los Angeles**

**CS 53: Engaging Faculty to Design and Implement Impactful Changes on the Institution**

High-impact changes that have positive effects on student outcomes can happen across a campus. Eight such changes that have been implemented over the past couple of years will be highlighted along with how faculty were initially engaged and provided resources, recognition, and support through the Center for Teaching and Learning and Office of Academic Affairs. Some of the changes include co-requisite developmental models, supplemental instruction, First Year Seminar, Capstone courses, the Hostos Teaching Institute, and a Teaching Fellows program. Data on these initiatives will be shared including the eight percentage point increase in last year’s graduation rate. Participants will share challenges across their institutions, identify potential strategies to implement change, and receive feedback from one another. They will consider various strategies for implementing change and identify a challenge on their campus and identify a potential strategy for change.

**Christine Mangino, Provost and Vice President for Academic Affairs—Hostos Community College of the City University of New York**

**Plenary IV**

11:00 A.M. – 12:00 P.M.  Plenary IV

**Design Thinking for Integrative Assessment of Higher-Order Learning—How Can I Do It?**

**Catherine Wehlburg, Associate Provost for Institutional Effectiveness—Texas Christian University**

General education is so much more than a checklist. Although students are often encouraged to think of these requirements as only things to “get out of the way,” a strong general education program is essential to a liberal education. But how will we assess it? How can we design an assessment plan when not all students will take the same courses or learn the same things? In higher education, we value what we measure, so we must make sure that measurements are really focused on what we care about. Retention is important—but it does not tell us what students have learned. A transcript is very helpful in some ways, but traditional transcripts don’t show what knowledge or skills have been gained. Dr. Wehlburg will discuss assessment designs that have and have not worked; how design thinking in a general education assessment plan can result in higher-order learning for all students; and how assessment results can provide valuable information to the design process.