CREATING A 21ST-CENTURY GENERAL EDUCATION:
RESPONDING TO SEISMIC SHIFTS

Dear Colleagues,

Welcome to San Francisco and the Association of American Colleges and Universities (AAC&U) Network for Academic Renewal conference “Creating a 21st-Century General Education: Responding to Seismic Shifts.” We are delighted to share this opportunity to explore how higher education is advancing ambitious new visions that put the Liberal Education and America’s Promise (LEAP) Principles of Excellence and intentional, progressively more sophisticated learning at the center of new designs for general education and assessment. As we asserted in the conference call for proposals, there is an emerging—and necessary—revolution occurring within general education. We believe that this revolution will not be led by those seeking to “disrupt” higher education by implementing change for change’s sake. Instead, this revolution will be led by innovators found on all our campuses—college and university faculty, cocurricular professionals, and other academic leaders—creating intentional, coherent, engaging, and integrated educational experiences.

Over the next few days, you will have the opportunity to network with colleagues and examine both established and emerging best practices in curricular design, assessment, high-impact practices, and teaching and learning overall. Given the urgent social challenges facing us today—including but not limited to growing economic and demographic segregation and a breakdown of public trust in higher education at large—our work preparing students who can create meaning, think critically, exercise considered judgment, and value difference and divergent viewpoints is all that much more important to the vitality of our society.

Thank you for joining with colleagues from across the country to revisit and re-envision the meanings of quality in the undergraduate curriculum, explore ways to integrate and scaffold learning of the LEAP Essential Learning Outcomes and the Principles of Excellence in connection with learning in the majors, and build high-impact assessments based on actual student work. We hope that you leave both inspired and informed in ways that will prove useful in transforming general education and assessment to prepare all our students for work and life in the 21st century.

Terrel Rhodes
Vice President for Quality, Curriculum, and Assessment and Executive Director of VALUE

Kate Drezek McConnell
Assistant Vice President for Research and Assessment
The Association of American Colleges and Universities thanks the following sponsors for their generous support of this AAC&U Network for Academic Renewal conference.

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**OneClass**
AAC&U thanks the following individuals for their time and expertise in helping to develop the conference themes and program.

**California State University, Fullerton**  
Brenda Bowser  
*Chair, General Education Committee, Academic Senate, and Associate Professor for Archaeology*

**California State University, Monterey Bay**  
Fran Horvath  
*Associate Vice President for Academic Planning and Institutional Effectiveness*

Kris Roney  
*Associate VP for Academic Programs and Dean of University College and Graduate Studies*

Daniel Shapiro  
*Director for Teaching Learning & Assessment*

**Juniata College**  
Philip T. Dunwoody  
*Professor of Psychology and Director of Assessment*

**San Diego State University**  
Norah P. Shultz  
*Associate Vice President for Academic Affairs, Student Achievement*

**Santa Clara University**  
Andrea Brewster  
*Assessment Manager for Undergraduate Studies*

Tracy Ruscetti  
*Assistant Director of the Public Health Program*

**Stanford University**  
Helen L. Chen  
*Senior Researcher, Designing Education Lab, and Director of ePortfolio Initiatives, Office of the University Registrar*

**Texas Tech University**  
Kristina Mitchell  
*Director of Undergraduate Studies and Online and Regional Site Education*

**University of California, Davis**  
Daniel Cebra  
*Chair of the Academic Senate’s Undergraduate Council General Education Committee*

**University of California, Los Angeles**  
Marc Levis-Fitzgerald  
*Director, Center for Educational Assessment*

**University of La Verne**  
Kat Weaver  
*Associate Dean Learning, Innovation, and Teaching, and Director of the La Verne Experience*

**William Jessup University**  
Kay Llovio  
*Associate Provost, Student Development, and Professor, Practical Theology & Education*

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**OPPORTUNITIES TO CONNECT**

Here are a few ways for you to connect with colleagues during the conference:

- Badge ribbons indicating areas of interest will be available at the conference registration desk. Please select a ribbon or ribbons that match your primary area(s) of interest.
- Sign-up sheets for lunch and dinner groups on Friday are available in the registration area.
- Join the conversation on Twitter at #AACUGenEd.
AAC&U’s Network for Academic Renewal offers four annual working conferences, collaboratively designed and led by experienced practitioners. We hope your time at the conference provides an opportunity to come together with colleagues from across the spectrum of higher education to share practical, tangible, and transformative takeaways.

If you have suggestions for how to make future conferences more effective and worthwhile for you and the higher education community or if you would like to be involved in the planning of Network for Academic Renewal conferences, please let us know.

Siah Annand, Director of the Network for Academic Renewal, annand@aacu.org
Jacqueline Martin, Program Manager of the Network for Academic Renewal, martin@aacu.org
JoEllen Alberts, Program Associate and Assistant to the Vice President, alberts@aacu.org

UPCOMING NETWORK FOR ACADEMIC RENEWAL CONFERENCES

Diversity, Equity, and Student Success | Engaged Inclusivity: Perceptions, Realities, and Aspirations
March 28–30, 2019 ● Pittsburgh, Pennsylvania

Global Engagement and Social Responsibility | October 17–19, 2019 ● San Antonio, Texas

Transforming STEM Higher Education | November 7–9, 2019 ● Chicago, Illinois

2020 General Education and Assessment | February 20–22 ● Jacksonville, Florida

2020 Diversity, Equity, and Student Success | March 19–21 ● New Orleans, Louisiana

UPCOMING AAC&U EVENTS

2019 SUMMER INSTITUTES

Institute on General Education and Assessment
June 4–7 ● Burlington, Vermont

Teaching to Increase Diversity and Equity in STEM (TIDES) Institute
June 10–14 ● Los Angeles, California

Institute on High-Impact Practices and Student Success
June 18–21 ● Villanova, Pennsylvania

Institute on Truth, Racial Healing & Transformation Campus Centers
June 25–28 ● Villanova, Pennsylvania

Project Kaleidoscope (PKAL) STEM Leadership Institutes
Institute I: July 19–14, Institute II: July 16–21 ● Adamstown, Maryland

Institute on Integrative Learning and Signature Work
July 16–19 ● Atlanta, Georgia

Institute on Teaching and Learning for Campus-wide Interfaith Excellence
July 16–19 ● Atlanta, Georgia


Additional information is available at www.aacu.org/events.
ABOUT THE PROGRAM

The program of events that follows provides a list of all conference sessions. Updates and announcements will be posted at the conference registration desk and through the Guidebook app. Information on the app was emailed to all registrants and is available via the conference website and at the registration desk.

Conference Themes
The five conference themes reflect the Principles of General Education Maps and Markers (GEMs) developed as part of a nationwide study of foundational purposes of general education programs to advance student learning and preparation.

I. Proficiency: General education should provide programs, curricula, and experiences leading to demonstrable, transferable learning proficiencies and outcomes that are portable across contexts and disciplines.

II. Agency and Self-Direction: Undergraduate education should empower students to develop the intellectual and personal capacities to achieve their educational and professional goals, enrich their lives, and act in principled and constructive ways, both in their personal lives and in society.

III. Integrative Learning and Problem-Based Inquiry: Students should demonstrate proficiency through an integration of curricular, cocurricular, community-based, and prior learning experiences, all of which can include digital communities of learning and practice. Students will achieve proficiencies most effectively through consistent engagement in problem-centered work on significant issues that are relevant to students’ interests and that require students to draw upon insights from multiple areas of study.

IV. Equity: General education programs should be equity-focused in design and implementation. General education programs should advance practices and policies aimed at achieving the full spectrum of learning outcomes for all students regardless of their backgrounds.

V. Intentionality, Transparency, and Assessment: Students and institutions should be able to point to student work, especially problem- and project-based inquiry (signature work), as demonstrations of proficiency worthy of credit across institutional settings and as a body of evidence associated with earning a degree or credential.

Session Formats

- **Dialogues for Learning** are designed for conversation on significant issues for 21st-century general education. Each dialogue session is focused on a specific set of questions.

- **Facilitated Discussions** provide time for colleagues to examine topics of interest through iterative sharing of expertise and experiences. Participants can expect to work through issues, ideas, and challenges from multiple perspectives.

- **Innovation/Ideation Sessions** feature cutting-edge advances in general education, assessment, and related areas. Multiple presentations of equal length are grouped and time for questions and feedback is provided. The presentations will run back to back.

- **Pecha Kucha Sessions** (chit chat in Japanese) is a combination of visual and oral presentation organized to convey a creative endeavor, research finding, or other interesting activity related to a conference theme. The Pecha Kucha presentation consists of twenty slides each running for twenty seconds.

- **Poster Sessions** are visual displays. Presenters will be available throughout the poster session to discuss the work shared on their posters.

- **Workshops–Theory to Practice** are designed to provide an interactive environment for conference attendees to bridge theory with practice and deeply examine, explore, and/or experience the relevant theories and implementation strategies.
Thursday, February 14, 2019

9:00 a.m. – 7:00 p.m. Conference Registration
2:00 – 5:00 p.m. Pre-Conference Workshops (*separate registration and fee required*)
5:00 – 7:00 p.m. Dinner on Your Own
7:00 – 8:15 p.m. Keynote Address
Developing Lifelong Energy: The Lost Mission of General Education
*Leslie Wong, President—San Francisco State University*
8:15 – 9:00 p.m. Welcome Reception

Friday, February 15, 2019

7:30 a.m. – 5:00 p.m. Conference Registration
7:45 – 9:00 a.m. Breakfast and Poster Session
8:15 – 9:00 a.m. Newcomers Welcome
9:15 – 10:15 a.m. Plenary
Who's Hiring Liberal Arts Graduates?
*George Anders, Editor at Large—LinkedIn*
10:30 – 11:45 a.m. Concurrent Sessions
11:45 a.m. – 1:45 p.m. Lunch on your own
1:45 – 2:45 p.m. Concurrent Sessions
3:00 – 4:15 p.m. Concurrent Sessions
4:30 – 5:30 p.m. Concurrent Sessions

Saturday, February 16, 2019

8:00 – 11:00 a.m. Conference Registration
8:00 – 8:30 a.m. Breakfast
8:30 – 9:30 a.m. Concurrent Sessions
9:45 – 10:45 a.m. Concurrent Sessions
11:00 a.m. – 12:00 p.m. Closing Plenary
Learning Happens Everywhere: Strategies for Assessing Co-Curricular Experiences
*Amelia Parnell, Vice President for Research and Policy—NASPA*
## PROGRAM OF EVENTS

### THURSDAY, FEBRUARY 14, 2019

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### ELIZABETHAN B, 2ND FLOOR

**Workshop 1: Teaching Naked Techniques: A Practical Workshop on Designing Better Classes**

In recent years, the number of research findings regarding human learning and cognition has rapidly increased, but these findings often are not easy to translate into classroom practice. Evoking the plethora of research-based best practices detailed in *Teaching Naked Techniques: A Practical Guide to Designing Better Classes* (Jossey-Bass 2017), this hands-on workshop will provide new insights into how we learn as well as practical advice regarding how this information can be applied in the college classroom. New twists on well-established course design models will be provided. From this foundation, participants will explore a range of instructional strategies that will result in greater student achievement of articulated learning outcomes. Many of the strategies explored in this workshop ultimately support best practice in flipped classrooms; however, participants will also examine topics including cognitive wrappers, homework logs, just-in-time teaching, feedback strategies, sequence and failure, inventive recall approaches, emerging learning technologies, and true integrative learning. Participants are encouraged to bring syllabi and other course-related materials with which to work during this workshop.

*C. Edward Watson*, Chief Information Officer and Associate Vice President, Quality, Advocacy, and LEAP Initiatives—AAC&U

### ELIZABETHAN D, 2ND FLOOR

**Workshop 2: Finding the Open Window: Constructing a Praxis of Inclusive Excellence in General Education**

Sometimes change is welcome; more often, it is met with anxiety, if not outright resistance. So how do we find an open window—or a window we can open—to create and sustain a praxis of inclusive excellence? General education is one programmatic window through which our students can view the world beyond their majors, and we can gaze inward to critically examine our home institution’s structures and culture. How do the various offices, divisions, departments, and organizational structures facilitate or constrain institutional change toward realizing our values and goals? How do we enact processes of shared governance through which we engage the institution’s stakeholders in potentially transformative work? With these questions in mind, the presenters will facilitate a three-stage guided set of activities and dialogue: **Visioning or Theorizing; Building Practices; and Assessing Practices.**

*Sheree Meyer*, Dean, College of Arts & Letters; *James German*, Dean, Undergraduate Studies; *Antonia Peigahi*, Chair, Faculty Senate; and *Diana Tate Vermeire*, Executive Director, Office of Inclusive Excellence—all of California State University, Sacramento

### CALIFORNIA EAST, 2ND FLOOR

**Workshop 3: Communicating with Students about the Value of General Education: Issues and Implementation**

This highly interactive workshop will explore conceptual and practical aspects of communicating with students about the value of general education. Participants will discuss the implications of data gathered...
at the presenters’ institutions on faculty and student perceptions about the value of general education, including how student perceptions vary across schools within the institution. Building on these discussions, participants will examine the various avenues of communication and identify those that represent the greatest opportunity to engage students about the value of general education. Participants will then discuss a comprehensive approach for communicating to students the value of general education and share concrete examples of implementation strategies from their own institutions. Participants will finish the workshop by integrating the insights they have gained into an action plan for enhancing communication about the value of general education at their own institutions. Christopher Murphy, Associate Provost for Curriculum and Liberal Learning—The College of New Jersey; Margaret Mulrooney, Associate Vice Provost, University Programs—James Madison University

CALIFORNIA WEST, 2nd FLOOR

Workshop 4: Tips and Tricks for Using the VALUE Rubrics: When and How to “Hack” Them to Improve Teaching, Learning, and Assessment
Rubrics are heralded as the answer to any number of assessment and accountability questions facing faculty and administrators today. This interactive workshop will empower participants to fully utilize rubrics on their campuses. Participants will gain exposure to rubric best practices and resources using the AAC&U VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics and will develop rubrics and/or rubric-related “tools” (such as a draft of a rubric customized for grading, course-based assessment, and program assessment; a plan for engaging faculty in rubric calibration; or the development of a rubric “from scratch”). Participants will return to their campuses primed to implement rubric strategies appropriate to their institutional contexts.
Kate Drezek McConnell, Assistant Vice President for Research and Assessment—AAC&U

ELIZABETHAN C, 2nd FLOOR

Workshop 5: Unpacking the Power of Assignment Design
This workshop will focus on faculty development models used for assignment design including the TILT (Transparency in Learning and Teaching) and Charrette models. The presenters will examine the NILOA (National Institute for Learning Outcomes Assessment) Tool Kit and new research on Cognitive Leaps and the Challenge of Balance. In conjunction with workshop participants, the presenters will facilitate a discussion that involves the construction and deconstruction of these models, setting the groundwork for an effective critique of each model and framework presented. This process will reveal the power of course-based assignments for enhancing student engagement and learning; advancing classroom inclusivity, transparency, and equity; and breaking down learning barriers, specifically for historically underserved and underrepresented populations. Participants will be asked to work with their peers to adapt, customize, and contextualize these models with the goal of creating their own model, which they can use to facilitate faculty development activities centered around assignment design.
Bonnie Orcutt, Professor of Economics—Worcester State University; Mark Nicholas, Executive Director of Institutional Assessment—Framingham State University
**GRAND BALLROOM, MEZZANINE FLOOR**
7:00–8:15 P.M.  
**KEYNOTE ADDRESS**

Developing Lifelong Energy: The Lost Mission of General Education

*Leslie Wong*, President—San Francisco State University

The historical mission of general education has been losing ground to vocational, job preparation messages. The goals of helping students initiate a challenging intellectual journey, develop personal and social values, and prepare for a learned life ahead are not mutually exclusive from career, job-minded goals. Just as majors and minors change often, jobs and careers do, too. But a value-driven intellectual journey starts early, sees little change, and often never ends. Career choices and personal lives are inspired by this learning. General education is crucial to this “start.” Wong will share a president’s perspective of lifelong learning as inspired by his first year at college, fifty-one years ago.

**COLONIAL/ITALIAN ROOM, MEZZANINE FLOOR**
8:15–9:00 P.M.  
**WELCOME RECEPTION**

**FRIDAY, FEBRUARY 15, 2019**

**ITALIAN/colonial foyer, mezzanine floor**
7:30 A.M.–5:00 P.M.  
**CONFERENCE REGISTRATION**

**Colonial Room, Mezzanine Floor**
7:45–9:00 A.M.  
**BREAKFAST AND POSTER SESSIONS**

**Theme I: Proficiency**

**Poster 1:** Turning GenEd Speak into Accessible and Transferable Institutional Learning Outcomes: IUPUI+  
*Kristina Sheeler*, Executive Associate Dean, IUPUI Honors College; *Suzann Lupton*, Assistant Dean; *Angela White*, Philanthropic Studies Archivist; and *Jane Williams*, Associate Dean for Academic Affairs and Strategic Initiatives—all of Indiana University–Purdue University Indianapolis

**Poster 2:** The New History: Revising General Education Strategically  
*Christopher Fischer*, Associate Dean, College of Arts and Sciences; *Linda Maule*, Dean, University College; and *Christopher Olsen*, Dean, College of Arts and Sciences—all of Indiana State University

**Poster 3:** Building a Foundation for the Integrative Liberal Arts at Union College: Curriculum Structure and Its Challenges  
*Jennifer Fredricks*, Dean of Academic Departments and Programs; *Joseph Johnson*, Director of the Writing Center; and *Mark Walker*, Director of General Education—all of Union College

**Poster 4:** Creating Interprofessional Partnerships for Learning  
*Cynthia Geer*, Associate Dean External Relations and Finance—Xavier University

**Poster 5:** Leveraging General Education Requirements to Build a Stronger and More Diverse Elementary Teacher Workforce  
*Robert Rickenbrode*, Senior Managing Director, Teacher Preparation Strategies—National Council on Teacher Quality
THEME II: AGENCY AND SELF-DIRECTION

Poster 6: Experience, Reflection, Action: A New ERA in Student Agency, Formation, and Purposeful Self-Direction
Julia DeVoy, Dean of Undergraduate Students; Matthew Haley, Experience, Reflection & Action First-Year Program Co-Coordinator; Betsy Hering, Experience, Reflection & Action First-Year Program Co-Coordinator; and Sara Rimmler, Experience, Reflection & Action First-Year Program Teaching Fellow—all of Boston College

Poster 7: Mentoring Matters: Feelings of Belonging and Academic Self-Efficacy in First-Year Students with and without Peer Mentors
John Lutz, Associate Professor; Michele Dornisch, Professor; and Nancy Frye, Professor—all of Long Island University

THEME IV: EQUITY

Poster 8: Using Curricular Innovation to Increase Achievement in Science
Dewayne Morgan, P-20 Director—University System of Maryland

THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

Poster 9: Dismantling Silos to Promote Student Learning and Success
Kimberly Grieve, Vice President of Student Affairs, and Lisa Bonneau, Director of Assessment—both of University of South Dakota

Poster 10: Threading the Needle: Case-Control Hardliners and Institutional Ethics to Assess General Education
Brian Paljug, Education and Outreach Specialist—University of Virginia

Poster 11: Developing a Manageable, University-Wide Assessment Tool for General Education Capstone Courses
Lindsey Brown, Research Data Analyst, and Kimberly Green, Director—both of Washington State University

Poster 12: The Graduate at Graduation: Predicting Student Learning Outcomes Based on Senior Exit Survey
Michelle Chavez, Academic Assessment Analyst; Lindsay Couzens, Assistant Director of Academic Assessment; and Laurel Pritchard, Vice Provost for Undergraduate Education—all of the University of Nevada, Las Vegas

Poster 13: Infusing Computational Thinking into General Education Using a VALUE-Style Rubric
Kevin Guidry, Associate Director of Educational Assessment—University of Delaware

Poster 14: Leveraging General Education Assessment to Improve Courses and Degree Plans
Jeanette Herman, Assistant Dean for Academic Initiatives—The University of Texas at Austin

Poster 15: Lessons Learned: Assessing an Outcomes Based, Layered General Education Program
Vickie Hess, Dean of Faculty—Saint Mary’s College

(continued, over)
As the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education, AAC&U works closely with its member institutions to extend the advantages of a liberal education to all students, regardless of academic specialization, intended career, or the type of institution they attend. Participants will learn how AAC&U’s broad agenda for student learning—which focuses on quality, equity, inclusive excellence, student success, and integrative and global learning—and its signature LEAP initiative together provide content, framework, and practical guidance for the undergraduate educational experience.

Lynn Pasquerella, President—AAC&U

Who’s Hiring Liberal Arts Graduates?

George Anders, Editor at Large—LinkedIn, and author of You Can Do Anything: The Surprising Power of a “Useless” Liberal Arts Education

There is wide agreement that a broad liberal arts education is invaluable preparation for rich, lifelong careers in almost any field. But what about the challenges of finding the right first job, immediately after graduation? This talk will highlight some encouraging—and troubling—trends about students’ first destinations. It also will set forth a series of concrete steps that can help us all do better.

CONCURRENT SESSIONS

All sessions during this time band are Workshop–Theory to Practice.

Session 1: Critical Information Literacy from General Education to the Major: How Assessment Shapes Competencies and Student Learning

Information literacy is one learning domain that connects general education to more refined skills in majors, minors, and other fields of study. James Madison University (JMU) is committed to an outcomes and assessment model of general education. For the information literacy learning domain, staff created a course-embedded, tutorial-test model. Thanks to a partnership between the general education program, campus libraries, and the Center for Assessment and Research Studies (CARS), the presenters can state that every first-year student who arrives at JMU will demonstrate information literacy competencies in their first academic year. The presenters will share how JMU is connecting first-year competencies to majors across this critical learning domain. Participants will brainstorm ideas for models designed to meet local campus needs, develop actionable ideas regarding information literacy
instruction and assessment, and identify opportunities to reach from general education into the major. Kathy Clarke, Librarian; Gretchen Hazard, Director of First Year Core; and Brian Leventhal, First Year Programs Assessment Liaison, Professor of Assessment and Measurement—all of James Madison University.

ELIZABETHAN A, 2nd Floor | Theme I: Proficiency
Session 2: Using ePortfolios to Connect, Curate, and Create Meaningful Learning Experiences
The recognition of ePortfolios as a high-impact practice has created a compelling case for the use of the practice to support the learning goals and outcomes of general education and the major. This interactive session draws upon several of the AAC&U General Education Maps and Markers (GEMs) principles to introduce how ePortfolios can be used to concretely reiterate and demonstrate transfer and applications of the learning and proficiencies gained in general education within the academic environment and beyond. The presenters will share examples of how ePortfolios support student learning in content-based courses and programs and highlight the ways that ePortfolios can offer evidence of student learning. Participants will identify key steps in the process of creating an ePortfolio mapped to general education outcomes and practice applying the theories behind ePortfolio pedagogy and metacognition to students’ experiences in their classrooms. Jenae Cohn, Academic Technology Specialist; Helen Chen, Designing Education Lab Researcher; Sheetal Patel, Career Content Lead; and Laura Dominguez Chan, Associate Dean of Career Education and Director of Career Communities—all of Stanford University

ELIZABETHAN B, 2nd Floor | Theme III: Integrative Learning and Problem-Based Inquiry
Session 3: Art|Science Integration by Design: Building High-Impact, Place-Based Learning into Your Core
In the heat of the Chihuahuan Desert summer, an interdisciplinary faculty and student research team deploys 3-D motion capture, thermal imaging, and laser scanning to collect data on Brazilian free-tailed bats emerging from caves in one of nature’s most impressive displays. In Maine, similar tools serve teams documenting change in climate and historic monuments. Back at the University of North Carolina Center for Design Innovation (CDI), high-impact practices scale to fit the constraints of the semester: biology students prototype macroinvertebrate nets to measure campus stream health, and urban history students sieve museum archives, comparing archival photographs with drone footage to determine streambed change. The presenters will share how CDI cultivates student teams from a Historically Black University and a public conservatory who identify questions, design research, and locate media to express findings (e.g., 3-D animation, virtual reality, and narrative). Workshop participants will sample place-based research design for their discipline, learning ways that multimedia design builds capacity for evidence-based reasoning, equitable collaboration, and navigating ambiguity. Betsy Towns, Associate Professor, Design Studio Director—UNC School of the Arts/Center for Design Innovation; Louise Allen, Interim Director of Science Initiatives, and Nickolay Hristov, Associate Professor and Design Studio Director—both of Winston Salem State University; and Martha Merson, Project Director—TERC

OXFORD, 2nd Floor | Theme III: Integrative Learning and Problem-Based Inquiry
Session 4: Building and Sustaining Research and Scholarship for Students and Faculty at Community Colleges
Hear from diverse perspectives (including administration, faculty, and coordinators) about how and why Anoka Ramsey Community College initiated two innovative programs to engage both students and faculty in integrated learning and problem-based inquiry. The presenters will describe how they established undergraduate research, scholarship, and creative activities (URSCA) for students across disciplines. The college also created a program for faculty to be involved in the Scholarship of Teaching
and Learning (SoTL), learning communities focused on pedagogical practices that enhance the teaching and student experience. The presenters will provide concrete examples of research and scholarship from both faculty and student perspectives and describe their annual research and scholarship showcases (OSCARS) to recognize student and faculty work. In this session, participants will learn about and discuss applications of these models and strategies for their home institutions with the common goal of increased student learning. 

*Monica Janzen*, Assistant Professor; *Kristen Genet*, Professor; *Catherine Ford*, Scholarship of Teaching and Learning Program Director; and *Diedra Peaslee*, Vice President of Academic and Student Affairs—all of Anoka Ramsey Community College

**OLYMPIC, 2nd Floor | THEME IV: EQUITY**

**Session 5: Approaching General Education Using an Equity Lens: Core Values and Practices of the Metro College Success Program**

This session will provide a framework to talk about an equity approach to general education curriculum and its assessment by using the Metro College Success Program as a case study. The presenters will explore the core values of Metro and how those values translate into action in every element of the general education program—from enrollment, to an integrated justice-based curriculum, to students’ transition from general education to their majors. The presenters will focus on how faculty and staff are engaging with student support and the curriculum. They will also discuss how they integrate Metro with other general education classes and work together to analyze student work to improve teaching and learning. Participants will engage in a deep, thoughtful discussion about equity and adapt principles from this workshop to their own institutional contexts. They will also examine the successes and challenges of implementing these core equity values within an institutional context and articulate a plan for moving forward with these frameworks to promote student success across their own institutions.

*Savita Malik*, Director of Curriculum and Faculty Development; *Mary Beth Love*, Executive Director of Metro College Success Program *Rama Kased*, Director of Student Services; and *Sophia Simon-Ortiz*, Director of Communications—all of San Francisco State University

**ELIZABETHAN D, 2nd Floor | THEME IV: EQUITY**

**Session 6: Kickin’ It Up a Notch—Enacting Equity in Peer-Led Courses Connected to General Education Courses**

This workshop will provide detailed instructions and materials for educators on how to institutionalize culturally responsive pedagogy (CRP) in a peer-led program to increase student success in attached general education courses and pave the way to inclusivity and equity among students. The way many students learn is rarely addressed through a historical-cultural lens in postsecondary settings (Ball and Lauder 2005). CRP includes a tenet of acknowledging the educational positioning of a group in a society, particularly when the group as a whole has experienced significant educational inequities (Ladson-Billings 2003). CRP in general education and peer-led programs also builds upon the principle of equity mindfulness, which includes understanding students’ historical-cultural identity and learning styles, so that peer educators can foster continuous equitable and inclusive practices at the university level. Learning how to implement CRP in a peer-led program paves the way to high-impact equity practices to bring about positive outcomes for underserved students in general education while addressing the completion rate. Participants will (1) identify appropriate equity principles to follow when fostering learning among culturally diverse student groups, (2) describe how to set up a peer-led training that is attached to a general education course to include cultural responsive pedagogy, and (3) plan how to
implement activities that help students maintain their culture identity and group consciousness while navigating the academic culture.

Tina Jordan, Assistant Vice President, Strategic Success Initiatives, and MaryAnn Wong, Program Evaluation Manager—both of California State University–Sacramento

TOWER SALON A, LOBBY FLOOR | THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

Session 7: Building on Pockets of Success: General Education Reform as a Catalyst for Institutional Change

This session will provide strategies and methods for developing and implementing a new general education curriculum. Using their own institution as a case study, the presenters will discuss how they developed an iterative and inclusive process of curriculum reform that laid the groundwork for broader institutional change. This session will show how general education reform can be tied to the creation of institutional outcomes, with a particular emphasis on the first-year transition and student success. Participants will gain strategies for engaging faculty, student affairs professionals, and administrators in developing a cohesive general education program and first-year experience that enables students to acquire skills necessary for life as engaged citizens and as professionals.

Melissa Rhoten, Professor and Civitae Core Curriculum Director; Larissa Ferguson, Provost and Vice-President for Academic Affairs and Professor of History; and Emily Heady, Senior Director of Student Success and Retention—all of Longwood University

ELIZABETHAN C, 2ND FLOOR | THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

Session 8: Administrivia or Assessment? Making Learning Matter

Assessment processes should create awareness and help faculty to consider and consolidate learning outcomes as an important part of learning rather than providing content for “administrivia.” Through a process focused on (1) reviewing direct evidence of student learning; (2) rubric development workshops that modify AAC&U rubrics related to ethical reasoning, intercultural knowledge, and civic engagement; and (3) a weeklong assessment workshop that pulls together undergraduate and graduate students, faculty, and staff, the presenters have found a way to make assessment processes and results matter. This session will share strategies campus assessment leaders can use to create a seismic shift in the culture of assessment at their universities. Participants will encounter tremors that will shake their thinking about assessment as they learn how to create networks for collective improvement using a set of strategies and tools to develop collaboration across disciplines and to connect faculty to students.

Keri Franklin, Professor of English, Director of Assessment; Joshua Smith, Provost Fellow for General Education Transition; Mark Woolsey, Student Learning Outcomes Consultant; and Julia Cottrell, Assessment Specialist—all of Missouri State University

CALIFORNIA WEST, 2ND FLOOR | THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

Session 9: Intentionality, Integration, and Impact: Scaffolding ELOs and HIPs across a General Education Curriculum

This session will engage participants with the challenges faced and strategies used when trying to make a general education curriculum more intentional, integrative, and impactful. Using Fitchburg State University as a case study, the facilitators will discuss Essential Learning Outcomes (ELOs) assessment and program review processes and the gaps they revealed in the university curriculum’s intentionality, integration, and impact. Discussion will include using ELOs to craft a more intentional curriculum, scaffolding the curriculum so that students can integrate ELOs across their undergraduate experience, and encouraging high-impact practices (HIPs) to expand this integration into real-world experiences such as civic engagement, student-faculty research, and study abroad. Participants will (1) identify how ELOs can be structured, communicated, and assessed more intentionally within their curricula; (2) map
student progression and integration of ELOs across a curriculum; and (3) define the characteristics of HIPs that can foster more intentional integration of outcomes to create transformative experiences for students.

Christopher Cratsley, Professor; Zac Lee, Associate Professor; Jen Berg, Assistant Professor; and David Svolba, Associate Professor—all of Fitchburg State University

CALIFORNIA EAST, 2nd FLOOR | THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

Session 10: Assessment in General Education: Interpretability and Usability

In this interactive workshop, participants will engage in the process of establishing validity for key general education assessments. As a result, participants will demonstrate an understanding of quality practices that provide usable and interpretable data. Participants will be able to (1) address concerns and criticisms by faculty and administrators regarding the assessment process, (2) lead faculty in establishing validity at their institutions, (3) plan studies that examine the validity of general education assessment, and (4) recognize the role of validation of assessments such as the VALUE rubrics at the local and national level.

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

GEORGIAN, MEZZANINE FLOOR | THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

Session 11: Funneling Faculty Dialogue: Promoting Intentionality, Transparency, and Assessment in General Education Redesign

Juniata College recently completed a general education redesign with a successful faculty vote. Our process involved (1) the creation of learning outcomes, (2) the formation of a faculty-student design committee, (3) an iterative process including feedback, and (4) a focus on transparency. AAC&U played a major role in the success of the redesign: the committee used the LEAP framework and attended conferences, the HIPs Institute, and the Institute on General Education and Assessment. The presenters will share how they funneled faculty dialogue from big-picture to narrow concerns. Following a similar funnel structure, participants will engage in dialogue around a series of prompts to guide the design process. Participants will create a plan for a successful redesign of general education on their own campuses. At the end of this session, participants will be able to describe important steps; identify resources, including AAC&U resources; share lessons learned from redesign at other institutions; and develop a plan for general education redesign at their institutions.

Philip Dunwoody, Professor and Director of Assessment; Katharine Johanesen, Assistant Professor; and Erik Rasmussen, Student Representative to General Education Redesign Committee—all of Juniata College

VICTORIAN, 2nd FLOOR | THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

Session 12: Using a Global Competency Assessment Model to Develop Career-Integrated Study Abroad Programming

This session will present an adaptable global competency assessment model for participants to apply to their own institutions. Drawing on competency-based learning theory, career integration, and ethical constructs, the presenters will explain the effectiveness of their global competency model for 21st-century workforce development. The goal of this session is to have participants understand the relevancy of global competency assessment in undergraduate education. Participant learning objectives include (1) to understand the significance of global competency to students’ education and career integration, (2) to learn assessment strategies to evaluate global competency including our mixed-methods model, (3) to learn how to apply global competency assessment findings to program
development, and (4) to envision future global competency research projects, study abroad programs, and career integration programs. The presenters will share best practices learned from an ongoing longitudinal four-year global competency assessment project as well as pragmatic assessment strategies emphasizing scalability and staff training.

**Audrey Murrell**, Associate Dean; **Jennifer Petrie**, Post-Doctoral Fellow; and **Bryan Schultz**, Director of International Programs—all of the University of Pittsburgh

**KENT, 2nd Floor | Theme V: Intentionality, Transparency, and Assessment**

**Session 13: Coaching as a Mechanism to Improve Campus Assessment Strategies**

What happens when your institution moves from a standardized-testing model of assessment to a model where general education goals are assessed at the course level and within academic programs via embedded artifact methodologies? How do you engage faculty in the process when they have not been involved before? The University of South Dakota moved from assessing general education via Collegiate Assessment of Academic Proficiency (CAAP) testing to utilizing embedded assessment in general education courses and program-level assessment of cross-curricular skills. This presentation outlines the high-touch, coaching model used to assist faculty in transitioning to a new assessment process.

Participants will work through coaching scenarios to help them improve their assessment efforts. By the end of the session, participants will (1) recognize that assessment is a time-intensive, team process; (2) develop a roster for their campus assessment teams; (3) begin to develop coaching strategies to facilitate engaged participation; and (4) recognize that a culture of continuous improvement can be achieved.

**Laura Vidler**, Associate Dean, and **Lisa Bonneau**, Director of Assessment—both of the University of South Dakota

**11:45 A.M.—1:45 P.M.**
LUNCH ON YOUR OWN

**1:45—2:45 P.M.**
CONCURRENT SESSIONS

**ALEXANDRA’S, 32nd Floor, Tower Building**

**Session 14: Dialogue for Learning**

Dialogues for Learning are designed for conversation on significant issues for 21st-century general education. This session will be focused by these questions:

- How can we make assessment processes and results matter for students and faculty?
- What if the critics are correct, and much of how we assess is wrong?

Facilitator: **Kate Drezek McConnell**, Assistant Vice President for Research and Assessment—AAC&U

**BORGIA, Mezzanine Floor Floor**

**Session 15: Innovation/Ideation Session**

This session includes two separate presentations with time for questions and comments. Each presentation will be twenty minutes followed by ten minutes of Q&A.

**Theme II: Agency and Self-Direction**

**Assessment Data and a Student Uprising: Planned (and Unplanned) Course Revision**

In fall 2015, Simmons University launched a new general education curriculum, the Simmons PLAN (Purpose Leadership ActionN). One component of the curriculum is the Simmons Course Explore—a two-credit course students take in the fall of their first year. The course is an orientation extension and includes substantive consideration of diversity, equity, and inclusion (DE&I). The first semester of PLAN coincided with student-led protests and organizing that culminated in student leaders presenting the administration with Ten Demands, a list of actions to address the concerns of students...
of color and create an inclusive campus culture. One of the demands was specific to the DE&I content in the Simmons Course Explore. The facilitators will share the lessons learned when faced with student uprisings in the midst of an assessment cycle in the general education curriculum. 

*Catherine Paden*, Associate Provost and Dean of the Undergraduate Program, and *Richard Voos*, Associate Provost for Planning, Assessment, and Accreditation—both of Simmons University

**THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT**

**Striving for Authenticity in General Education Assessment: Potential Pitfalls and Promising Adaptations to Existing Assessment Models**

General education program assessment is notoriously error prone, making the results of such assessment often of limited practical utility. This can lead participants in general education assessment to question how their assessment results can be used to bring about actual change in their institutions. Grounded in the philosophies of John Dewey and Ross Mooney, and using a Generalizability Theory methodology, this session will provide compelling cautions against the many pitfalls that can lead university personnel to unknowingly draw “unwarranted inferences from assessment results” (Hathcoat and Penn 2012). Participants will explore ways that existing assessment models can be adapted to minimize measurement error and reveal a more authentic picture of what is actually happening in general education programs and courses. 

*Joseph Hanks*, Doctoral Student and General Education Analyst—Brigham Young University

**Oxford, 2nd Floor**

**Session 16: Innovation/Ideation Session**

*This session includes two separate presentations with time for questions and comments. Each presentation will be twenty minutes followed by ten minutes of Q&A.*

**THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY**

**The First-Year Experience for First-Generation College Students and the Imperative of Community Service**

A vital component of the First-Year Experience (FYE) at California State University–East Bay is the Freshmen Day of Service (FDoS), a joint effort between the Center for Community Engagement and the first-year seminar course. This session is rooted in findings regarding the impact of FDoS and how this information has been used to shape program and student learning outcomes. Participants will learn about structures for collaboration across programs, curriculum development, and project implementation. They will explore the relationship among community service, civic learning, and self-efficacy and what this means for student development, particularly for first-generation college students. Finally, participants will consider how to integrate themes throughout the FYE that lead up to the day of service to maximize impact on students as they are challenged to step out of comfort zones, extend social networks, and broaden perspectives. Discussion will offer participants opportunities to connect, share, and compare programmatic efforts focused on high-impact practices and first-generation students.

*Mary D’Alleva*, Director, Center for Community Engagement; *Caron Inouye*, Director of General Education, Professor of Biological Sciences; and *Diana Firestone*, Lecturer, General Studies—all of California State University–East Bay

**THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY**

**Community Engagement in a Large, Lecture-Format Course for First-Semester Students: Curriculum and Assessment**

In fall 2015, Columbia College Chicago re-engineered its first-year experience course from a small seminar to a large, lecture-format course (seventy-five to two hundred students per section). These courses are taught by some of the college’s most talented faculty scholars, who introduce incoming students to their disciplines and research and/or professional interests. In addition, community
Engagement is integrated as part of the student experience. The presenters will share specific examples of the community engagement curriculum from three representative classes: a visual arts class with a focus on art activism; a history class covering the civil rights movement in the 1960s; and an American Sign Language class that focuses on linguistic diversity. Course content and strategies used to effect community engagement will be highlighted. The presenters will also discuss the results of assessment of student community engagement and show how the results inform course revisions.

Neil Pagano, Associate Provost for Accreditation and Assessment; Robin Whatley, Associate Dean School of Liberal Arts and Sciences; and Suzanne Blum Malley, Senior Associate Provost—all of Columbia College Chicago

ELIZABETHAN D, 2nd FLOOR

SESSION 17: INNOVATION/IDEATION SESSION

This session includes two separate presentations with time for questions and comments. Each presentation will be twenty minutes followed by ten minutes of Q&A.

THEME I: PROFICIENCY

A New Approach to Interdisciplinarity in General Education Courses

Interdisciplinary instruction promotes significant learning experiences and supports development of higher-order cognitive skills. However, traditional interdisciplinary approaches like learning communities and team-taught courses have not been particularly effective at our small, public liberal arts institution. In response, we have developed a composite model for our general education curriculum in which two or more courses are taught within their distinct disciplines but the students are brought together on a regular basis throughout the term to collaborate on a shared learning experience. This collaborative experience employs deliberative discourse and place-based education to provide students with an opportunity to solve a complex, real-world policy issue. In this session, participants will learn about the development, implementation, and results of a two-semester pilot of this new model. Additionally, participants will discuss the utility and logistics of such a model at their home institutions.

Heather Tinsley, Associate Professor; Andrea Eckelman, Assistant Professor; and Erin Chandler, Assistant Professor—all of University of Montevallo

THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

Assignment-Based Strategies for Assessing Transdisciplinary Learning Outcomes

Drawing on data from two multiyear assessment strategies, the presenters will discuss the effectiveness of two different models of assessing transdisciplinary learning outcomes. First, the presenters will discuss the outcomes of one assessment strategy—a standardized test of critical thinking (Watson-Glaser II)—and why it proved to be an ineffective assessment model for their learning outcomes. The presenters will then describe how they developed a second assessment strategy—adapting criteria from the LEAP initiative’s VALUE rubrics to build an assignment-based assessment strategy—and will identify key aspects of this assessment strategy that have proved effective in assessing evidence-related learning outcomes. Participants will explore strategies for (1) identifying and creating transdisciplinary assignment-based instruments for assessing learning outcomes; (2) adapting and implementing LEAP’s VALUE rubrics for robust assessment of transdisciplinary, campus-specific learning outcomes; and (3) developing and implementing a qualitative assessment strategy to complement the quantitative assessment available through the VALUE rubrics approach.

Tracy Scott, Director, Quality Enhancement Plan and Senior Lecturer, and Brandy Simula, Postdoctoral Faculty Evidence Fellow—both of Emory University
Session 18: Re-envisioning General Education to Prepare Graduates with Essential Employability Qualities

In this facilitated discussion session, participants will actively explore why and how to re-envision general education to prepare all graduates for employability—the ability to find, create, and sustain work and learning across lengthening working lives and multiple work settings—with the Essential Employability Qualities (EEQs). EEQs are the people skills, problem-solving abilities, and professional strengths that graduates need to thrive in the changing world of work, and they align quite nicely with many existing general education learning outcomes. Participants will consider (1) how general education can be well positioned to support EEQ development, (2) how to integrate high-impact practices into general education design to support learners’ employability development, and (3) how to assure all students graduate with these EEQs to address equity gaps. Additionally, participants will have opportunities to review and consider specific promising practices for achieving EEQs within general education programs.

Ralph Wolff, President and Founder—The Quality Assurance Commons for Higher & Postsecondary Education

Session 19: Connecting Literacy Practices to Integrate Diversity, Inclusion, and Learning

The current social context underlines the need for institutions of higher education to implement systemic efforts to integrate diversity, inclusion, and learning. The facilitators will discuss their experience integrating diversity into general education science courses using a combination of scientific and information literacy practices to help students construct understanding of scientific knowledge in the context of diverse experiences, opinions, and ideas. The context of general science studies notwithstanding, the conceptual design for this reform is rooted in social development and cognitive growth theories that can be applied broadly to other disciplines and settings. Combining guided individual work and group discussions, participants will consider (1) ways to intentionally connect diversity, inclusion, and student learning excellence, and (2) applicability of the process to their institutional landscapes, reflecting on existing resources and opportunities.

Claudia Vergara, Director for Assessment and Program Evaluation Center for Integrative Studies in General Sciences; Sara Miller, Librarian for Interdisciplinary Teaching and Learning Initiatives; Gabriel Ordin, Director, Center for Integrative Studies in General Sciences; and Andrea Bierema, Academic Specialist—all of Michigan State University

Session 20: Enhancing Applied Learning through Critical Reflection: Developing Prompts that Engage Students

During this facilitated discussion, participants will engage in small-group discussions, assisted by facilitators, about the characteristics of prompts designed for applied learning critical reflection and how they might be used to engage and support students in their applied learning experiences. Additionally, the facilitators will share what they learned as a campus about critical reflection and applied learning over the past five years of a Quality Enhancement Plan enactment and how they are using the results to inform their next implementation cycle. Participants will consider, discuss, and develop ideas about
guidelines for effective and engaging applied learning critical reflection prompts.

Jess Boersma, Associate Dean for Student Success, Policy, and Undergraduate Scholarship and Director of Applied Learning; James DeVita, Assistant Professor of Higher Education and Associate Director of Applied Learning; Paul Townsend, the Associate Vice Chancellor and Dean for Undergraduate Studies Runa Winters, Applied Learning Social Research Assistant; and Lea Bullard, General Education Assessment Coordinator—all of the University of North Carolina Wilmington

ELIZABETHAN C, 2ND FLOOR
PRESENTED BY GREENFIG | THEME II: AGENCY AND SELF-DIRECTION

Session 21: Better Access, Better Outcomes: Leveling the Internship Playing Field
For many first-generation students who come to college seeking a better life, that better life begins by landing a good job. But there are many unintended barriers along the way. One such barrier is internships. According to employers, when hiring recent graduates, internships have more influence on decisions than does GPA, extracurricular activities, and even a major. But professional experiences like these are inaccessible to many first-generation and low-income students who have other financial and family obligations—a fact that exposes difficult economic realities that contribute to challenges with retention and graduation. How can the playing field be leveled to improve access to good jobs and a better life? Join this session to hear about a new results-driven approach you can add to your portfolio of high-impact practices. Sara Leoni, CEO, and Nathan Gamble, Vice President of Product—Greenfig

CALIFORNIA EAST, 2ND FLOOR
FACILITATED DISCUSSION | THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

Session 22: But I’m Just a Little Guy: Influencing General Education Institutional Change from the Grassroots
Redesigning general education is difficult at any institution, in part because the task typically falls to a small group of faculty who often encounter diverse philosophies of general education, face challenges in terms of developing a process for redesign, and must navigate logistical challenges related to implementation of a new program. Successful general education redesign requires both faculty and administrators to cultivate productive campus conversations around why to change and how to change, and to somehow arrive at consensus. This facilitated discussion will draw on knowledge and experiences from faculty members who participated in the successful redesign of the general education program at Central Washington University, a regional comprehensive university. The discussion will focus on challenges in general education reform and implementation, strategies to build collaboration and consensus, and ways to facilitate campus conversation around general education. Participants will identify barriers to general education reform at their institutions and discuss how to avoid potholes.

Elizabeth Brown, Associate Professor and Instruction Coordinator; Amy Claridge, Associate Professor and Faculty Senate Chair; Bernadette Jungblut, Associate Provost, Accreditation, Academic Planning, and Assessment; and Rebecca Pearson, Associate Professor Health Science—all of Central Washington University

ELIZABETHAN B, 2ND FLOOR
PRESENTED BY BRIDGE INNOVATE® | THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

Session 23: Mobilizing an Outcomes-Based Approach for General Education Using Design Thinking Principles
After unsuccessful attempts to reform an overly complex and dated general education approach, the University of Tennessee Chattanooga (UTC) turned to design thinking as a creative pathway to mobilize
change. In 2017, UTC launched a full-scale design process tackling the challenge of refreshing general education curriculum to fully realize learning outcomes and enhance student engagement and success. In this workshop, facilitators and innovation experts from UTC and Bridge Innovate® will showcase how design thinking methods moved an institution forward, leading to real general education reform. Using UTC as a case study, participants will explore a real-world application of the design thinking process; learn new innovation tools; practice using accelerated techniques for building empathy, ideation, and experimentation through interactive exercises; and walk away with a framework for how to mobilize change and achieve general education transformation in their own institutions.

Eva Lewis, formerly of University of Tennessee at Chattanooga, currently Vice Provost for Institutional Effectiveness and Academic Planning—University of Alabama at Birmingham; and Collin Young, Client Services Director—Bridge Innovate®

SESSION 24: INTEGRATED GENERAL EDUCATION AND THE COMMUNITY COLLEGE: ARE WE THINKING ABOUT THIS RIGHT?

This session asks if an integrated general education approach is practical for community college missions of open access. Serving many different student types for many different outcomes, community colleges particularly struggle with ensuring equity across the curriculum. Participants will consider the challenges of open-access missions when developing an integrated general education curriculum and will develop strategies for addressing faculty and student engagement, curricular and/or program design, and practical promotion of general education learning outcomes in community colleges.

Nina McCune, Associate Professor—Baton Rouge Community College

SESSION 25: BACK TO THE DRAWING BOARD: REVISIONING A GENERAL EDUCATION PROGRAM THROUGH ASSESSMENT

This session will offer methods and strategies to construct or revise general education programs based on student assessment data. Using local, institutional challenges as examples, the facilitators will move between identifying shared problems and determining possible solutions. Finally, the facilitators will highlight the benefits of using hybrid models as plans for general education assessment. These models not only consider participants’ unique institutions but also employ highly successful, well-vetted strategies from experts. Participants will (1) identify individual as well as common challenges to general education assessment; (2) imagine an intentional, integrated, and organic general education assessment plan; and (3) identify connections between assessment data and revisions to general education programs.

Abdou Ndoye, Assistant Vice Provost for Assessment; Jennifer Cellio, Associate Professor and Director, Writing Instruction Program; Bethany Bowling, Associate Dean, College of Arts & Sciences; and Burke Miller, Chair, History and Geography, and Associate Professor—all of Northern Kentucky University

SESSION 26: DESIGNING A GENERAL EDUCATION CURRICULUM FOR THE 21ST-CENTURY: SUCCEEDING AT PROCESS AND PRODUCT

After a challenging five-year process that included the faculty voting down a curriculum proposal, the presenters have begun implementing a completely new, innovative, equitable, and evidence-based...
general education curriculum. Two features were key to the presenters’ eventual success: the development of principles to guide the process of reform and principles to guide curricular design. This session will discuss integrative features of the new curriculum—the scaffolded, developmental learning outcomes that integrate the general education curriculum with the majors and the four experiential engagement requirements related to distinct parts of the institutional mission—and explain how these features are the consequence of these guiding principles. Participants will identify their own institutional challenges in reforming general education and will develop their own guiding principles, based on the mission and structure of their institutions, which seek to constrain these specific challenges.

Emily Esch, Associate Professor, and Barbara May, Academic Dean—both of College of St. Benedict and St. John’s University

ELIZABETHAN B, 2ND FLOOR | THEME I: PROFICIENCY

Session 27: Pathways to the Majors: Fostering Interdisciplinary Collaboration between Liberal Arts and Sciences and Professional Schools

Recent national trends have led some to question the relevance of the liberal arts and sciences to disciplines in professional schools as well as their overall importance to society as a whole. In response to these pressures, the presenters developed a thematic core curriculum with a first-year experience and set of thematic clusters providing opportunities for an intentional foundation of various majors. This new structure not only allows for the intentional integration of core learning goals with majors but also provides the opportunity for the development of innovative courses that foster interdisciplinary collaboration and allow students to integrate components of the liberal arts and sciences with their professional education. Participants will learn how to form an interdisciplinary team on their own campuses, strategies for overcoming resistance to change from within disciplines, and strategies for adapting and redesigning liberal arts and sciences courses for relevance to various majors.

John Lutz, Director of First Year Experience and Learning Communities—Long Island University Post Campus; Margaret Boorstein, Co-Chair, Campus Outcomes Assessment Steering Committee, and Lori Knapp, Dean, School of Health Professions and Nursing—both of Long Island University; and Abagail Van Vlerah, Student Life Representative—Unaffiliated

OXFORD, 2ND FLOOR | THEME II: AGENCY AND SELF-DIRECTION

Session 28: General Education in First-Year Experiences: Promoting Agency and Meaning from Day One

The session will address the innovative changes Utah State University has made to its first-year experience and orientation programs. The presenters will discuss how they are overcoming the challenge of students coming to college with a destructive narrative about general education—that general education courses are just boxes to check off before getting on to the major and a job. Their program now integrates discussions about the value of general education throughout the student experience from day one to graduation. Students leave the orientation program with a “why” that makes transparent to them the value of the experiences the university requires. They are capable of articulating a deeper understanding of general education and the value of the whole degree. This prepares the students to engage, as intentional agents, with the curriculum and other learning opportunities. Participants will analyze the narrative shift at Utah State and the data demonstrating the success of their efforts. They will leave understanding how to scaffold discussions of the value of general
education across the whole student experience as well as understanding the change processes needed to implement reforms on their campuses.

**Harrison Kleiner, Assistant Professor, and Matt Sanders, Associate Professor—both of Utah State University**

**GEORGIAN, MEZZANINE FLOOR | THEME II: AGENCY AND SELF-DIRECTION**

**Session 29: Assessing the Liberal Arts: Lessons Learned from Core General Education Programs**

In this session, the presenters will discuss an approach they are calling “responsive assessment design”—the process of developing and tuning assessment programs so they yield consequential evidence for faculty given the unique values, structures, and histories of particular institutions. Using an example from the presenters’ work on a four-year project to assess core general education programs at three research universities, the session will review how the presenters designed their assessment approach and what they learned from the project, including features that made these general education programs have an impact for students and tips for assessing general education programs that transcend program and institution type. Participants will learn how to tune methods of gathering assessment evidence, analytic techniques, and report formats so that they speak to the values and ways of knowing of the constituencies for whom they are working.

**Charles Blaich, Director, Center of Inquiry and the Higher Education Data Sharing Consortium, and Kathleen Wise, Associate Director, Center of Inquiry and the Higher Education Data Sharing Consortium—both of Wabash College**

**CALIFORNIA WEST, 2ND FLOOR | THEME II: AGENCY AND SELF-DIRECTION**

**Session 30: Pathways of Public Service and Civic Engagement: Framework and Tool**

The Haas Center for Public Service at Stanford University has been working with a wide range of two- and four-year stakeholders since 2013 to develop an innovative holistic framework called the Pathways of Public Service and Civic Engagement. The pathways collectively describe a range of possibilities by which students can contribute to the common good: community-engaged learning and research, community organizing and activism, direct service, philanthropy, policy and governance, and social entrepreneurship and corporate social responsibility. Learn about the multi-institution research used to create these six pathways as well as a diagnostic tool that helps faculty and staff understand and advise on student predispositions and interests. Participants will (1) learn about the Pathways of Public Service and Civic Engagement framework and tool, (2) consider outcomes and impacts of the tool, and (3) discuss how they might use or adapt the framework and tool on their campuses.

**Thomas Schnaubelt, Executive Director; Annabel Wong, Research Associate; and Joann Wong, Program and Organizational Effectiveness Director—all of the Haas Center for Public Service at Stanford University; Gail Robinson, Education Consultant—Gail Robinson Consulting**

**CALIFORNIA EAST, 2ND FLOOR | THEME II: AGENCY AND SELF-DIRECTION**

**Session 31: Enhancing Equity and Student Success through Institutional Commitment to an Ethic of Caring**

This session proposes a unifying idea for the best teaching practices and connects that theory to examples of initiatives from diverse colleges. The high-impact and other successful pedagogical practices succeed in part because they involve demonstrating care and respect for students as persons. This ethic of caring is evident from transparent assignment design, to personal connections and empathy, to mentorship, and more. The presenters will offer examples from their own institutions and experiences that illustrate this philosophical frame—including pedagogies, advising models, cocurricular learning, peer mentoring, and faculty development. Participants will engage in a simulation that helps them
develop ideas for how to begin putting these ideas into practice in their own institutions. Discussion will help participants identify plans that combine high reward and high probability of success for different sorts of institutions.

Bruce Umbaugh, Professor and Director of Global Citizenship Program—Webster University; Barika Barboza, Director of Learning and Program Evaluation—Miami-Dade College; Ashley Finley, Senior Advisor to the President and Secretary to the Board—AAC&U

Elizabethan C, 2nd Floor | Theme III: Integrative Learning and Problem-Based Inquiry

Session 32: Inspiring Motivation through Theory-Based Lesson Planning: Applying Malone’s Gaming Concepts

Getting past students’ blank stares to have an engaged classroom discussion can be difficult in any instructional session. This workshop covers Malone’s theory of intrinsically motivating instruction and its application to lesson design aimed at fostering engagement in students for research and debate. Participants are encouraged to bring a lesson plan to the workshop that they have used in the past. After a brief discussion of the theoretical principles underlying the guided debate activity and the connections between Malone’s theories and the success of the activity, participants will apply those theories to their lesson plan with assistance from the facilitators. Participants will be able to recognize and describe elements of Malone’s theories in the lessons they currently teach and will reimagine an existing lesson plan to integrate elements of challenge, fantasy, and curiosity.

Alan Witt, Research Instruction Librarian, and Brandon West, Head of Research Instruction Services—both of SUNY Geneseo

Kent, 2nd Floor | Theme III: Integrative Learning and Problem-Based Inquiry

Session 33: Engaging Faculty in Unfamiliar Spaces: Implementing a College-to-Career Curriculum

This session explores a college-to-career program aimed at faculty engagement. It provides insight into a university initiative that coordinates academic departments, instructors, administrators, and program coordinators in identifying career-readiness competencies in curricular, cocurricular, and extracurricular spaces. Faculty Fellows are selected to identify how those skills most sought after by employers are embedded within coursework and other undergraduate programs that students experience. In this session, participants will (1) learn the career competencies desired by most employers, (2) understand how universities can empower faculty to help students identify and master those career competencies, and (3) learn how AAC&U VALUE rubrics can be connected to National Association of Colleges and Employers (NACE) career competencies within the academic curriculum.

Ryan Maltese, Project Director/UIA Fellow, and Angela Christie, Faculty QEP Director—both of Georgia State University

Elizabethan D, 2nd Floor | Theme III: Integrative Learning and Problem-Based Inquiry

Session 34: Dynamic Assessment of an Integrative General Education Program

A team of faculty members from across the curriculum at a large research university collaborated to develop a genuinely integrative approach to general education. Engaging more than one hundred faculty colleagues, as well as many students and administrators, and drawing on timely relevant literature, the team developed five robust learning outcomes that are connected with state foundations and meaningfully aligned with the AAC&U LEAP Essential Learning Outcomes and that invite a 21st-century problem-based approach to undergraduate study. Facilitated by a team of faculty fellows from mathematics, rhetoric, history, and biology, the session will highlight an integrative learning approach to general education recently launched at the University of Central Florida. Participants will (1) engage with several approaches to integrative learning that can inform general education; (2) practice coding hypothetical general education courses through the lens of integrative learning; (3) customize one or more instruments to assess learning outcomes in a general education course; and (4) design faculty
development activities to engage colleagues across the campus in creating an integrative general education approach.

Melody Bowdon, Interim Vice Provost and Associate Dean; Christa Diercks, Associate Lecturer, Biology; Alisha Janowsky, Assistant Chair and Undergraduate Program Director, Psychology; and Megan Lambert, Lecturer, Writing and Rhetoric—all of the University of Central Florida

Olympic, 2nd Floor | Theme IV: Equity

Session 35: Meaningful Inquiry: Decoding Your Discipline and Drawing on Students’ Funds of Knowledge to Develop Information Literacy

Using the Decoding the Disciplines framework, this session will introduce funds of knowledge as a concept to engage students’ identities, lived experiences, and prior knowledge into their coursework to help students develop the modes of critical thinking related to information literacy and creating an inclusive learning environment. In addition, existing research suggests that meaningful assignments facilitate learning for transfer, which is critical for general education courses. Participants will (1) identify bottlenecks related to students’ development of information literacy; (2) identify the ways in which they model and provide low-stakes opportunities for students to practice these modes of thinking; and (3) consider ways in which they can engage students’ identities, lived experiences, and prior knowledge (i.e., funds of knowledge) into their courses in service of creating an inclusive learning environment.

Amanda Folk, Head, Teaching & Learning (University Libraries)—The Ohio State University

Victorian, 2nd Floor | Theme V: Intentionality, Transparency, and Assessment

Session 36: Implementing a Certification Process for a 21st-Century General Education Program: Quelling Tremors and Building New Foundations

This session will provide strategies for implementing an integrative learning framework into a general education program that engages faculty and also holds them accountable for making changes in the classroom. The presenters will discuss Montgomery College’s general education course certification process, which asks disciplines to consider how skills from AAC&U’s Integrative and Applied Learning VALUE Rubric, are woven into their courses, providing students with multiple, explicit opportunities to practice. This certification also includes a signature assignment with required metacognitive reflection as well as a description of how disciplines ensure that every faculty member implements these components. The presenters will share strategies to design and implement integrative learning assignments and the renewed enthusiasm faculty expressed as a result. Participants will discuss the sample strategies used by Montgomery College faculty for individual assignments and overall accountability, including course sites/portfolios, assignment wrappers, reflective surveys, student designed self-reflection guides, and real-world application assignments. They will evaluate which strategies might work for their institutions and brainstorm additional strategies.

Tammy Peery, Professor; Sharon Anthony, Professor and Department Chair; and Samantha Veneruso, Professor and Department Chair; and Melissa McConney, Professor—all of Montgomery College

Tower Salon A, Lobby Floor | Theme V: Intentionality, Transparency, and Assessment

Session 37: Hands-On General Education: Building a Rubric and Linking a Key Assignment

In this workshop, participants will engage in hands-on activities that model an AAC&U-inspired, collaborative, and consensus-building approach to rubric construction and signature assignment alignment. This process has been streamlined through multiple improvement cycles, resulting in the creation of nine assessment rubrics for the assessment of general education and institutional learning outcomes, multiple sets of key assignments across multiple disciplines, a facilitator’s guide to rubric development, and rubric primers for faculty. Facilitators will share their lessons learned and will provide participants with a Facilitator’s Guide set of resources, so that the process may be duplicated on their
own campuses. Participants are encouraged to bring a laptop or other device to work on a shared document during the workshop.

Carol Inouye, Director of General Education, Professor of Biological Sciences, and Julie Stein, Educational Effectiveness Project Manager—both of California State University–East Bay

BORGIA, MEZZANINE FLOOR | THEME: V. INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

Session 38: From Competition to Collaboration: Lessons Learned in Building a Shared General Education Identity

Two-year institutions must often navigate the complexities of competing interests within the institution, external state or accreditation requirements, and challenges such as transfer and credit limits. Without a unified vision and shared identity, these competing interests, external requirements, and challenges can foster a climate within the institution that impedes instructional excellence and decreases morale. Facilitators will share the story of one community college’s efforts to tackle these challenges and cultivate a shared identity as they navigated revisions to their general education curriculum and assessment process. This workshop will discuss challenges and provide tips, tools, and strategies for utilizing a general education program as a mechanism for building trust, creating a shared identity, building a positive assessment culture, and improving collaboration across departments, within a community college setting. Through this interactive workshop, participants will understand and identify ways in which a general education program can be structured and communicated for the purpose of building a unified identity, and they will be able to develop strategies to address challenges at their institutions.

Lauren Hall, Associate Director of Learning Outcomes Assessment, and Greg Fleisher, Associate Vice President of Academic Affairs—both of Howard Community College

4:30–5:30 P.M. CONCURRENT SESSIONS

ALEXANDRA’S, 32nd FLOOR, TOWER BUILDING

Session 39: DIALOGUE FOR LEARNING

Dialogues for Learning are designed for conversation on significant issues for 21st-century general education. This session will be focused by these questions:

- How can we organize general education to result in student integration of learning across content areas?
- How can general education designs improve students’ ways of knowing?
- How can general education be a sense-making and meaning-making experience for students?

Facilitator: Ashley Finley, Senior Advisor to the President and Secretary to the Board—AAC&U

OXFORD, 2nd FLOOR

Session 40: INNOVATION/IDEATION SESSION

This session includes two separate presentations with time for questions and comments. Each presentation will be twenty minutes followed by ten minutes of Q&A.

THEME II: AGENCY AND SELF-DIRECTION

Supporting Institutional Student Learning Outcomes (ISLOs): A Student-Centered First-Year Experience Program with Embedded HIPs

Participants will learn about a community college’s general education first-year experience (FYE) program consisting of three one-credit interdisciplinary courses taken within the first thirty credits. All courses include embedded high-impact practices (HIPs). Interdisciplinary Studies 101, the core of the program, is often linked to core general education courses and includes a signature assignment, thus creating a common experience for all first-year students. Students select their second two credits
from approximately fifteen one-credit courses on topics including undergraduate research, service-learning, and short-term travel. Also included are intensive weekend experiences such as poetry festivals, diversity retreats, and career exploration. Each one-credit course supports multiple General Education Institutional Student Learning Outcomes (ISLOs). Participants will (1) see an example of a community college FYE program embedding HIPs in a self-designed three-credit bundle, (2) consider how FYE courses may be linked to general education courses to support ISLOs, (3) discuss student choice in selecting experiential learning opportunities, and (4) identify opportunities at their own institutions for application and implementation.

Matthew Olson, Dean of Social Sciences, Interdisciplinary Studies and Online/Evening/Weekend Education, and Philip Sisson, Provost and Vice President—both of Middlesex Community College

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<tr>
<th>THEME II: AGENCY AND SELF-DIRECTION</th>
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<tr>
<td>Collegiate Seminar: Building Developmental and Integrative Learning through Signature Assignments</td>
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<td>Collegiate Seminar’s signature essay assignment is a deep dive into course material and can be the fulcrum that lets students examine their education, particularly as an invitation to transfer knowledge between seminar courses, and between the seminar courses and the major. Session facilitators will focus on the creation of the signature assignment and its use as a measure of student learning and as the pathway through which students reflect on the integrative relationships between the general education core and the major. Participants will focus on the principles of developmental learning and transfer of knowledge as ways of promoting integration of learning and the development of lifelong learners.</td>
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<tr>
<td>Ellen Rigsby, Associate Professor and Director of the Collegiate Seminar Program; José Feito, Professor; and Megan Mustain, Professor and Dean of the Core—all of Saint Mary’s College of California</td>
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<td>Session 41: INNOVATION/IDEATION SESSION</td>
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<td>This session includes two separate presentations with time for questions and comments. Each presentation will be twenty minutes followed by ten minutes of Q&amp;A.</td>
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<th>THEME I: PROFICIENCY</th>
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<td>Skill-Based General Education: Applying the LEAP Initiative to Focus on the Value of Learning</td>
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<td>The Wagner Plan for 21st-Century Learning applies AAC&amp;U’s LEAP Essential Learning Outcomes to general education. This session describes how a group of faculty members, called by the provost, led a major overhaul of general education, focusing on student skill development. The focal skills are intercultural understanding, creativity, critical reading, technological competency, information literacy, oral communication, and quantitative thinking. Faculty members evaluate how courses build skills and revise courses to provide additional skill development for students. Students are encouraged to see the value of general education, particularly a liberal arts education, through the lens of skill development. Participants will be familiar with LEAP Essential Learning Outcomes and VALUE rubrics and will be encouraged to examine their institutions’ curriculum and to consider strategies to adopt a skill-based focus. Discussion will focus on communicating the worth of general education to students.</td>
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<td>Nicholas Richardson, Associate Provost for Academic Affairs, and Amy Eshleman, Professor—both of Wagner College; Lily McNair, President—Tuskegee University</td>
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<th>THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT</th>
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<td>Advancing Faculty Leadership around Multiple Reform Efforts</td>
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<td>Revising a general education curriculum is hard enough, but what about when it happens alongside other significant reform initiatives? Campus reform efforts rarely come with the luxury to work on...</td>
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one big idea at a time. Managing workload, expectations, and resources across not one but multiple change initiatives can be overwhelming. This session will explore how Dominican University of California managed a general education revision while implementing a distinctive common learning experience and transitioning the entire curriculum from three to four credits in the span of two years. Discussion will focus on developing clear and transparent structures for reform efforts, engaging multiple layers of faculty leadership, and leveraging scarce resources. 

*Mojgan Behmand*, Dean of General Studies, and *Gigi Gokcek*, Director of Honors Program—both of Dominican University of California

**ELIZABETHAN D, 2nd FLOOR**

**Session 42: Pecha Kucha Session**

Each Pecha Kucha (“chit chat” in Japanese) presentation consists of twenty slides. Each slide runs for twenty seconds and the talk is carefully orchestrated to articulate key elements featured in each slide. Five Pecha Kucha presentations are combined with twenty-five minutes of discussion time to create the session.

**MODERATOR:** *Kate Drezek McConnell*, Assistant Vice President for Research and Assessment—AAC&U

**THEME II: AGENCY AND SELF-DIRECTION**

*Liberal Learning and the Realization of Our Humanity*

Liberal education can address its challenges by conceiving of education as the enhancement of basic characteristics of human nature. These include a desire for self-direction, a powerful curiosity, a strong impulse toward action, and a quest for achievement. These characteristics can be developed by curricula that emphasize opportunities for students to design and create projects that reflect their interests; articulation and achievement of goals in these projects; and tests of these ideas and actions against the realities of the external world. The development of basic human characteristics can help individuals become both liberally educated and prepared for successful careers. Engagement with the presentation will include discussion of the basic concepts, ideas about putting these into action, and the construction and implementation of courses that help bring the concepts into the curriculum.

*David Burrows*, Professor of Psychology and Director of Inclusive Pedagogy—Lawrence University

**THEME IV: EQUITY**

**General Education Assessment Processes and Social Justice**

Making connections between assessment and social justice has been explored from multiple perspectives such as turning students in to social justice agents, assessing faculty effectiveness in designing assignments that keep social justice and equity in mind, and determining if student outcomes are equitable. This pecha kucha will examine the potential for using assessment data as one of many tools to support institutional efforts to be an agent of social justice.

*Cassandra Jones*, Director of Assessment—Montgomery College

**THEME IV: EQUITY**

**My Kingdom for a Course: Guided Pathways and Income Inequality**

Students come to college now with a sense of urgency against a backdrop of burgeoning student debt, increasing income inequality, and the need for adaptive skills that match rapidly evolving jobs. This presentation will discuss an integrated approach to combat inequities and barriers to student success across multiple fronts. As one of the thirty institutions selected by American Association of Community Colleges for the initial national cohort implementing Guided Pathways, Wallace State Community College has developed comprehensive maps for curriculum, student services, and support that contribute to thematic unity around the principle of acceleration, particularly for students who are classified as underprepared and for those who face financial difficulties.

*Johnny McMoy*, College Dean, and *Matthew McCrickard*, Director of Advising—both of Wallace State Community College
Closing the Assessment Loop in General Education Programs
In 2014, University of Central Missouri revised its general education program following the LEAP initiative and developed a program consisting of ten competencies. The presenters will share their experiences implementing, refining, and closing the loop during the implementation of the new program. Participants will learn about establishing a decentralized assessment model based on faculty engagement. In addition, the presenters will highlight their experiences modifying institution-wide competency-based rubrics, developing a course certification process, and creating a faculty-led training model to build capacity.

Nhung Pham, University Assessment Coordinator, and Doug Koch, Vice Provost—both of University of Central Missouri

Creating Rubrics, Approving Courses, and Assessing a Liberal Arts Core Education
This session will provide tips, tools, and strategies for revising a liberal arts core education (LACE) curriculum with assessment at the forefront. Using their own institution as a case study, the presenters will discuss ways in which the university used their pillars of distinction to build the new core curriculum, develop student learning outcomes, and create assessment rubrics. Participants will consider rubrics as ways to develop ideas for new courses, evaluate the effectiveness of utilizing rubrics to approve courses designated as part LACE, and situate the assessment of LACE in relation to institutional and program learning outcomes.

Elizabeth Sturgeon, Associate Professor; Michele Starkey, Associate Provost; and Jen Chotiner, Professor—all of Mount Saint Mary's University

Session 43: Limiting Dissension and Bureaucracy and Enhancing Learning: Big Picture Solutions
This session is an open conversation concerning how a general education assessment process can be designed to engage disciplinary student work. Strategies will be shared to bring together all campus sectors to create one big picture for the undergraduate experience (e.g., curriculum and instruction, data on student learning, and assessment practices) that can lead to curricular enhancement. Misconceptions of bureaucratic processes that hinder assessment practice will be addressed. Session participants will be able to identify specific strategies that can be implemented at their institutions and recognize solutions for the issues of teaching, learning, and assessment.

Frederick Burrack, Director of the Office of Assessment—Kansas State University; Ryan Chung, Director of University Assessment and Testing—Oklahoma State University

Session 44: It Takes A Village: Using Diverse Talents and Backgrounds to Develop Online General Education Curriculum
Online education is a great way to bring diverse talents together to generate a quality general education curriculum. Learn how the political science department at Texas Tech University uses a team of people from diverse backgrounds (both personal/cultural backgrounds and professional backgrounds) who all work together to make our large online general education courses work. With more than five thousand students enrolled each semester, it takes a village!

Kristina Mitchell, Director of Online and Regional Site Education for Political Science; Sydney Laws, Ph.D. Candidate, Political Science; and Keir Anderson, Instructional Design Programmer—all of Texas Tech University
Session 45: Embedding Visual Literacy Goals in an Integrative General Education

What do present and future generations of students need to learn in order to be visually literate? Why is this learning more urgent now than ever? How do visual literacy goals relate to curriculum design that is genuinely inclusive, and how should they interconnect with other general education goals in four-year liberal arts institutions? Table-based activities and discussions will be led by two members of the future professoriate and two senior faculty with years of administrative and teaching experience. Working in small groups, participants will consider questions related to embedding visual literacy goals in an integrative general education design. Participants will brainstorm and learn about ways of understanding visual literacy as essential to creating equity, communicating effectively across identity differences, and solving complex real-world problems. They will leave with frameworks for integrating visual literacy with other literacies in the curriculum, and with goals and rubrics for visual communication.

Sarah Goodwin, Professor, and Jeffrey Segrave, Professor—both of Skidmore College; Hannah Goodwin, Assistant Professor—Mount Holyoke College; Hannah Segrave, Doctoral Candidate—University of Delaware

Session 46: Seismic Shifts in Approaches to Quantitative Reasoning

Faculty teams from multiple disciplines developed new quantitative reasoning (QR) courses designed to integrate curriculum from these disciplines, thereby increasing student engagement with required QR learning. These faculty will provide information about three such courses: (1) The Art(s) of Quantitative Reasoning, (2) Quantitative Reasoning in Civic Responsibility, and (3) Statistics for Social Justice. Participants will acquire information about the content, instructional techniques, assignments, and outcomes of the courses and share their own experiences related to QR courses. They will develop strategies for increasing students’ competence in and appreciation of QR by integrating mathematics with meaningful subject matter from other fields to create better informed, more engaged community members who achieve greater appreciation in completing QR requirements.

Susan Shimanoff, Associate Dean; Anita Silvers, Professor; Kym Morrison, Assistant Professor; and Savita Malik, College Success Director of Curriculum and Faculty Development—all of San Francisco State University

Session 47: General Education as Site for Interfaith Learning

The ever-increasing diversity of the United States means that we regularly encounter religious difference in our everyday lives. As such, knowing how to engage across lines of difference to work for the common good is an important skill in preparing students for responsible global citizenry. One effective method is to integrate interfaith and religious diversity competencies into general education. The presenter will share tactics, challenges, and learnings from the process of integrating interfaith components into their general education programs or core curriculum. Participants will have an opportunity to workshop ways to integrate interfaith elements into general education or core curriculum at their college or university.

Carolyn Roncolato, Director of Academic Initiatives—Interfaith Youth Core
GEORGIAN, MEZZANINE FLOOR
FACILITATED DISCUSSION | THEME III: INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

Session 48: Learning from Prototypes: Using Pilots and Iterations to Inform Curricular Reform
This session will focus on institutional approaches to foster integrative learning, specifically considering the value of prototyping approaches to developing and implementing high-quality educational interventions. Facilitators will share how their experiences and the results of prototyping approaches have influenced programmatic and curricular reform. Participants will engage in discussions and activities around three central issues inherent to prototyping approaches aimed toward the development and sustained implementation of integrative education designs that advance student learning: an iterative process, stakeholder involvement, and robust evaluation and assessment to allow for data-driven decision making. At the end of the session, participants will have an outline for a targeted process focusing on their institutional contexts.

Nicola Imbraciso, Director for Program Evaluation and Assessment of Student Learning, Center for Integrative Studies in Arts and Humanities; James Lucas, Assistant Dean Global Education and Curriculum; Claudia Vergara, Director for Program Evaluation and Assessment of Student Learning, Center for Integrative Studies in General Science; and Gabriel Ording, Director, Center for Integrative Studies in General Science—all of Michigan State University

OLYMPIC, 2nd FLOOR
FACILITATED DISCUSSION | THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

Session 49: Reinvent Assignments: To Assess the Process Rather than the Product of Learning in a Large Class
The Miracle of Thinking is one of the five compulsory general education courses at King Mongkut’s University of Technology Thonburi (KMUTT) in Thailand. It aims to enhance KMUTT undergraduate students’ proclivity to think innovatively. For the last six years, each semester, 1,200 to 1,500 students enroll in this course, and thirty to forty faculty members work in the role of facilitators. The course is rooted in a problem-based learning approach and design process to solve authentic problems and produce results that matter. Participants will be able to construct or break down an appropriate workflow for a project; explain the relationships between the outcomes and the grading in each part of a project or assignment; evaluate student work fairly in a large class or a class with students with a broad range of backgrounds, previous educational experiences, majors, or interests; and grade individuals working in groups.

Warong Thavara, Assistant Dean for Student Competency Development and Internationalization; Bundit Thipakorn, Vice President for Educational Development; Sasitorn Suwannathep, Dean, School of Liberal Arts; and Panalert Sirivongse, Head of General Education—all of King Mongkut’s University of Technology Thonburi

TOWER SALON A, LOBBY FLOOR
FACILITATED DISCUSSION | THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

Session 50: Digging Deeper in Assignment Design to Advance General Education Assessment
Assignments explicitly aligned with learning outcomes and evaluative criteria, including VALUE rubrics, provide powerful evidence of student learning. Session facilitators will share research and resources on assignment design work to initiate a discussion on how this can more deeply engage faculty in assessment, strengthen student learning, and offer a viable approach to general education assessment. Participants will (1) identify features of successful practices for supporting faculty to create effective
assignments, drawing from examples provided by facilitators and other participants, and (2) begin to articulate the value of assignment design work to students, faculty, the campus, and the creation of holistic general education assessment plans.

Gianina Baker, Assistant Director, National Institute for Learning Outcomes Assessment, and Natasha Jankowski, Director, National Institute for Learning Outcomes Assessment—both of the University of Illinois at Urbana-Champaign; Jillian Kinzie, Associate Director Center for Postsecondary Research and VALUE Institute—Indiana University

CALIFORNIA EAST, 2ND FLOOR
WORKSHOP—THEORY TO PRACTICE | THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT
Session 51: Connecting Faculty Development, Student Learning, and Practice: Building Habits through Intentional Program Design

Following a shift from a traditional content-centered distribution model to a core curriculum that emphasizes metacognition and modes of inquiry, the presenters will describe how they approached implementation holistically and sought to cultivate new ways of thinking in students and faculty alike. This process emphasizes the role of assignment creation (backward design, scaffolding, and learning outcomes) and opportunities for students to learn and practice different modes of inquiry. Participants will learn specific, borrowable strategies for linking course design, faculty development, and assessment and discuss how these strategies and practices can be adapted to their own institutions.

Cynthia Bair Van Dam, Faculty Chair, AU Core Committee, and Brad Knight, Director, AU Core—both of American University

ELIZABETHAN C, 2ND FLOOR
PRESENTED BY WATERMARK | THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT
Session 52: Leveraging Technology for General Education Learning Outcome Assessment

Join this session to learn how Hawaiʻi Pacific University leverages Watermark to engage faculty in the assessment of general education and institutional learning outcomes. The presenter will also detail how Watermark helps faculty present actionable data, set targets for expected performance, and analyze and graphically present results as percentages of students achieving at particular performance levels for rubric criteria. Finally, the presenter will summarize a process for closing the loop at the program level and preparing and publishing a narrative report of our efforts to use these results to continuously improve our teaching.

Valentina Abordonado, Assistant Dean for General Education—Hawaiʻi Pacific University
**ITALIAN/colonial foyer, mezzanine floor**

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<th>Time</th>
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<tr>
<td>8:00–11:00 A.M.</td>
<td>Conference registration</td>
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<td>8:00–8:30 A.M.</td>
<td>Breakfast</td>
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**8:30–9:30 A.M.  concurrent sessions**

**elizabethan C, 2nd floor**

**Session 53: Dialogue for Learning**

*Dialogues for Learning are designed for conversation on significant issues for 21st-century general education. This session will be focused by these questions:*

- How do we make siloed organizational structures coherent and purposeful?
- How do we critically examine and reshape academic structures and systems that were created for a different time and place?

*Facilitator: Kate Drezek McConnell, Assistant Vice President for Research and Assessment—AAC&U*

**tower salon a, lobby floor**

**Session 54: Innovation/Ideation Session**

*This session includes two separate presentations with time for questions and comments. Each presentation will be twenty minutes followed by ten minutes of Q&A.*

**Theme I: Proficiency**

**Collaborative Curricular Design: Removing Barriers for Student Learning**

*This presentation will describe the School of General Education’s collaborative curriculum process and how we break down barriers across our schools. This collaborative design approach brings different stakeholders together from across the university to ensure that we are assessing students effectively. The diverse perspectives from program and department leadership, course leaders, faculty subject matter experts, and curriculum experts, as well as students, ensures that our students receive the highest quality learning experience. The presenters will also demonstrate how focusing on data within a standardized design approach helps us build an outcome-driven curriculum that supports the needs of our adult learners. Participants will be able to describe the benefits of designing to the target learning audience, using data to make design decisions, and including multiple perspectives in the curriculum design process.*

*Kathy Ingram, Assistant Dean of Curriculum; Celine Santiago Bass, Academic Department Chair; and Jody DeKorte, Dean, School of General Education and Open College—all of Purdue University Global*

**Theme III: Integrative Learning and Problem-Based Inquiry**

**Bridge Courses as a Central Component of General Education**

*This session will describe the role of introductory-level bridge courses as one strategy for intentionally placing integration of perspectives at the core of a general education program. At Husson University, introductory-level bridge courses that integrate two or more independent fields of academic inquiry around a common theme are one important mechanism for ensuring purposeful integrative student learning. The presenters will share strategies for enhancing faculty engagement in bridge course development, examples of bridge courses, and examples of classroom activities in bridge courses. Participants will identify and develop strategies for designing introductory-level bridge courses focused on integration of different perspectives.*

*David Prescott, Assistant Professor, and Therese Anderson, Assistant Professor—both of Husson University*
CALIFORNIA EAST, 2ND FLOOR
FACILITATED DISCUSSION | THEME I: PROFICIENCY

The public perception of higher education is changing, and general education is at the forefront. How do faculty and administrators manage both large-scale trends/practices and internal/external pressures that have a direct impact on the capacity to deliver a 21st-century general education experience? Session facilitators from the Association for General and Liberal Studies (AGLS) will utilize preconference survey data to lead small-group discussions on some of today’s most pressing general education topics. Topics will include (1) equity and inclusion imperatives, (2) faculty and administrative leadership, (3) external dynamics, and (4) assessment structures (e.g., who is responsible, closing-the-loop, mode(s) of assessment, and balancing best practices with realistic expectations). Participants will develop concrete actions and proposals that can be applied on their home campuses.

Margaret Mulrooney, Associate Vice Provost, University Programs—James Madison University; Edward Klonoski, Associate Vice Provost, Undergraduate Student Affairs—Northern Illinois University; Rebecca Kohn, Dean of the College of Arts and Sciences—Arcadia University; Barika Barboza, Director, Learning and Program Evaluation—Miami-Dade College

OLYMPIC, 2ND FLOOR
FACILITATED DISCUSSION | THEME IV: EQUITY

Session 56: Everyone Counts: Reforming General Education Mathematics for Student Success
The realities of 21st-century life and career are that colleges and universities must do a better job of teaching and learning mathematics. While there is almost universal agreement that mathematical reasoning, problem solving, and quantitative literacy are essential elements of every well-educated college graduate, it is a disturbing reality that introductory mathematics courses are the greatest curricular stumbling block to college completion. This interactive session engages participants in a discussion of how to overcome the disciplinary, institutional, and regulatory challenges that far too often stand in the way of undergraduate general education reform in mathematics. Session attendees will participate in case study exercises to learn the key elements of this innovative model.

Dewayne Morgan, P-20 Program Director and Evaluator; and Stephanie Hall, Graduate Assistant and Doctoral Candidate—both of the University System of Maryland

ELIZABETHAN A, 2ND FLOOR
FACILITATED DISCUSSION | THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT

Session 57: Honest Assessment of Underprepared Students: Guiding the Ethically Perplexed to a Practical Paradigm
“. . . [T]each a man to fish and you feed him for a lifetime.” Maimonides’ axiom is a stepping-off point to talk about ways to build a 21st-century framework for general education focusing on realistic objectives and valid assessment. Participants will address some “uncomfortable” questions oriented toward a paradigm shift to developing praxis-oriented assignments for use in general education courses, creating ways to scaffold these as foundation for upper-division curricula, and providing measures for accurate, transparent assessment. Participants will consider challenges facing the underprepared or underqualified student in developing concrete strategies to (1) determine realistic and attainable, yet valid, student learning objectives for underprepared students; (2) design a general education course that provides a foundation not only for higher-level college courses but also, ideally, for immediate application in the student’s school- or work-life; and (3) link objectives and assignments to honest
assessment of learning outcomes, thus genuinely meeting mandated retention and completion projections.

Leslie Reynard, Professor—Washburn University; Audrey Allison, Associate Professor—Kennesaw State University; Brad Mello, Chair and Associate Professor—St. Xavier University

Borgia, Mezzanine Floor
Facilitated Discussion | Theme I: Proficiency
Session 58: STEM Education 2026 and Beyond
This talk will map a subset of the Big Idea themes on the future of STEM education. This interactive session will involve dialogue between the conference participants on the future of STEM education. The session will provide participants the opportunity to conceptualize the future of undergraduate STEM education; characterize impending societal (demographic, economic, cultural, technological) changes that will affect STEM education; and identify potential challenges and best practices in STEM education. At the end of the conference, the attendees will learn about the efforts of the new Project 2026 initiative at the Division of Undergraduate Education at the National Science Foundation.

Pushpa Ramakrishna, Program Director—National Science Foundation

California West, 2nd Floor
Workshop—Theory to Practice | Theme I: Proficiency
Session 59: Interdisciplinary Humanities Learning at the University of Dayton
This workshop will provide an overview of University of Dayton’s Humanities Commons program—the Core Program and First-Year Arts Immersion experience that it comprises—and help participants to think about developing similar programs at their own institutions. The University of Dayton Core Program was founded in the 1980s and offers students a two-and-one-half-year interdisciplinary curriculum including a learning-living community while allowing fulfillment of many requirements. Most innovative is the first-year, two-semester course sequence about the West and the World from the origins of civilization to the present. Team-taught by eight faculty from English, history, philosophy, and religious studies, the course embodies the entire Humanities Commons. Participants will be able to (1) recognize the benefits of a truly interdisciplinary pedagogical approach to general education components, (2) identify the integrative and harmonious relationship between curricular and cocurricular elements of a highly successful high-impact program, and (3) take first steps at tailoring a core or first-year learning immersion experience in connection with their own university’s general education learning outcomes.

Phyllis Bergiel, Lecturer, Coordinator for Academic Initiatives for the College of Arts and Sciences; Aili Bresnahan, Assistant Professor and Humanities Commons Coordinator; Marissa McCray, Core and Humanities Visibility Coordinator; and William Trollinger, Professor and Core Program Director—all of the University of Dayton

Elizabethan D, 2nd Floor
Workshop—Theory to Practice | Theme II: Agency and Self-Direction
Session 60: Presence of Mind: Modeling Integrated, Whole Student Support
Today’s students have more pressure to credential, are overextended with enrichment activities and jobs, report elevated anxiety and other mental health challenges, and are, in Rhonda Magee’s phrase, “radically distracted”—by technology, social media, and an increasingly volatile political/civic climate. Responding to the need for integrated student support, the Norlin Scholars Program at the University of Colorado, Boulder, has developed a comprehensive, inquiry-based learning, teaching, and mentoring model that shows that even small interventions can make a difference in students’ lives. Interventions/practices include mindfulness, silence, play, technology fasts, self-reflection, mentorship, and more. Join the session to hear about the programming and pedagogy, participate in and take with you a range of practices, and talk with others about providing whole-student support at your institution.
with supportive collaborators. 

Jim Walker, Norlin Teaching Faculty—University of Colorado, Boulder

**GEORGIAN, MEZZANINE FLOOR**  
**WORKSHOP—THEORY TO PRACTICE | THEME IV: EQUITY**

**Session 61: The Alaska Native General Education Initiative at the University of Alaska Anchorage**

In fall 2018, incoming students at the University of Alaska Anchorage (UAA) will take an Alaska Native–themed (AKNT) course as part of their thirty-four-credit general education program. The culmination of decades of advocacy and hard political work, the AKNT initiative directly addresses the UAA mission and establishes a curricular identity for Alaska’s diverse native peoples. Using the UAA multicampus experience as a case study, the presenters will discuss how developing shared high-level student learning outcomes allowed UAA to break from a course-compliance model and move toward an outcomes-driven collaborative process that allows students to meet the AKNT initiative in the majors and programs as well as in multiple general education categories. Participants will identify an equity-focused curricular area, draft initial high-level SLOs, and identify a slate of “close enough” courses. The session will close by identifying tips, tools, and strategies for initiating an equity-based discussion of how—paradoxically—general education advances institutional distinctiveness and student identity.

Dan Kline, Director of General Education; Maria Williams, Associate Professor; and Beth Leonard, Director of Alaska Native Studies—all of the University of Alaska Anchorage

**Session 62: The Economy’s Curriculum: Rethinking Our Academic and Business Models**

Higher education and the economy have always had a unique relationship, like a secret handshake. The original deal, which continues today, is that higher education will take millions of people out of our economy and that in two to six years, these now institutionally credentialed individuals will join the workforce, ready to bring new ideas and skills. While the expectations and urgent needs of our economy have changed exponentially, the curriculum has remained stagnant and prescriptive. This session will delve into the “business” side of the academy and will open a debate with participants about how higher education must change and evolve, embrace multiple technologies, forge strategic partnerships, and rethink its entire working model to help our current and future students.

Richard DeCapua, Director for the U.S.—OneClass, and Brian McCoy, Professor of Psychology—Nichols College

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

| Elizabethan D, 2nd Floor |  
| **Session 63: Innovation/ Ideation Session** |  
| This session includes two separate presentations with time for questions and comments. Each presentation will be twenty minutes followed by ten minutes of Q&A. |  
| Elizabethan D, 2nd Floor |  
| **Theme II: Agency and Self-Direction** |  
| Developing Researcher Agency through Engagement in Co-curricular Assessment |  
| Student engagement with research is a well-documented high-impact practice (HIP). This session will provide a review of the implementation and institutionalization of a program in student affairs through which undergraduate students are trained in research and assessment methodology and co-construct assessment frameworks for pursuing projects researching the student experience. Participants will explore principles of participatory research methods and learner agency as they review the steps for implementation of an undergraduate research collaboration developed in |
partnership with student affairs to examine aspects of the student experience.

Kristen McKinney, Director, Student Affairs Information and Research Office, and Jorge Alcaraz, Graduate Student Researcher—both of the University of California—Los Angeles

THEME II: AGENCY AND SELF-DIRECTION

An Uncommon Approach: Reimagining the Common General Education Curriculum

Goucher College has recently introduced a new general education curriculum, the Goucher Commons, that emphasizes interdisciplinary, problem-based approaches that encourage student agency and collaborative learning. These courses shift away from a strictly disciplinary-based transmission of information toward a skills-based inquiry model, allowing students the agency to pursue questions of personal value. Unlike traditional distribution requirements, the Goucher Commons reimagines “breadth” by introducing students to contemporary issues in courses outside of the disciplines, which do not count toward a major. Lessons learned from a preliminary analysis of data from two semesters of implementation will be shared and discussed. Based on preliminary survey data as well as qualitative analysis of student work with VALUE rubrics, participants will deduce the impact of the Goucher Commons and extrapolate whether elements of this curricular approach might work on their campuses.

Janet Shope, Associate Provost for Faculty Affairs, and Robin Cresiski, Director, Center for the Advancement of Scholarship and Teaching—both of Goucher College

ELIZABETHAN A, 2ND FLOOR

FACILITATED DISCUSSION | THEME I: PROFICIENCY

Session 64: Career Services and the General Education ePortfolio: Helping Students Build Their Brand

By establishing university-wide learning goals relevant to all of our majors as well as to the cocurricular options on campus, Thomas Jefferson University set the stage for a strategic partnership between general education and career services. Our ePortfolio process fosters integrative learning and metacognition as students reflect not only on work from their majors and the core curriculum but also on the nonclassroom learning that occurs in experiences such as internships, study abroad, or leadership in student organizations. Participants will (1) review an ePortfolio-based approach to fulfilling university-wide learning goals, (2) identify how the mission of career services can overlap with general education, and (3) consider curricular frameworks that help students curate the contents of their ePortfolios to summarize their skill sets and to articulate personal narratives that define their “brands” as they enter the job market.

Tom Schrand, Associate Dean of General Education; Valerie Hanson, Program Director, Hallmarks Core Curriculum; Tracy DePedro, Director of Career Services; and Patrick Ryan, Associate Director of Career Education—all of Thomas Jefferson University

ELIZABETHAN B, 2ND FLOOR

FACILITATED DISCUSSION | THEME I: PROFICIENCY

Session 65: Assessing Diversity Learning: Programmatic Experiences that Reflect Instructional Outcomes

This session will explore how diversity learning in general education can be embedded in disciplinary contexts. Participants will discuss how discipline-based learning outcomes, assessment tasks, and measurement tools enable a general education assessment process that is authentic to student understandings and attitudes. Examples of learning outcomes and associated measures integrated in programs and across students’ educational experience at a large research university will guide discussion. Participants will be able to (1) define learning in diversity, (2) experience how to help programs and units focus learning outcome and aligned assessments, and (3) examine a variety of
sources that can expose student learning.

Frederick Burrack, Director of the Office of Assessment—Kansas State University

Borgia, Mezzanine Floor
Facilitated Discussion | Theme III: Integrative Learning and Problem-Based Inquiry

Session 66: General Education and the Interoperability Puzzle
The online general education program of Southern New Hampshire University recently implemented a prescribed program tailored to today’s adult learner. This session will both showcase the university’s successes and lessons learned while also laying the groundwork for developing a general education competency framework built for the adult learner of tomorrow. Participants can expect to learn how the AAC&U VALUE rubrics can be used to inform an online and workforce-relevant general education framework, and the value of incorporating a multiunit development process that interweaves the relevant design principles toward creating an authentic learner experience.

Priscilla Hobbs, Associate Dean; Anthony Siciliano, Executive Director, General Education; and Jake Deschuiteneer, Curriculum and Assessment Developer—all of Southern New Hampshire University

Georgian, Mezzanine Floor
Facilitated Discussion | Theme IV: Equity

Session 67: Striving for Inclusive Excellence in a General Education Program: Examining Racial and Ethnic Disparities in Student Learning
Grand Valley State University analyzed assessment data and found clear disparities in learning by race and/or ethnicity for most of the outcomes in our general education program. Our goal is to help participants consider what their institutions can do to address such disparities within their own programs. The presenters will offer three different perspectives on the disparities our data reveal and share strategies for addressing these disparities. The presentation will describe strategies for cultivating more inclusive classrooms with the goal of ensuring higher levels of achievement of the learning outcomes for all students, a data-driven approach to exploring potential causal factors to the discrepancies, and several initiatives focused on improving student success in areas where disparity is the greatest. Participants will learn why assessment data should be disaggregated by student demographics, how to explore causal factors in racial and/or ethnic differences in assessment data, and techniques to eliminate the disparity in student learning.

C. Griffin, Director, General Education Program; Wendy Burns-Ardolino, Professor; and Ellen Schendel, Assistant Vice President for Academic Affairs—all of Grand Valley State University

California West, 2nd Floor
Workshop—Theory to Practice | Theme II: Agency and Self-Direction

Session 68: Developing Agency and Promoting Equity and Integrative Learning across the Core Curriculum
This session showcases two first-year core general education courses from Gonzaga University’s recently revised curriculum, the First-Year Seminar (FYS) and Communication and Speech. As the cornerstone of Gonzaga’s Jesuit, humanistic education, the core promotes lifelong learning, critical and creative thinking, and discernment in pursuit of the common good. Both the FYS and Communication and Speech support the first-year core theme, “Understanding and Creating,” and the core question, “How do we pursue knowledge and cultivate understanding?” The FYS, a new core course, promotes student agency and supports the transition to university intellectual life. Communication and Speech has been substantially redesigned from a skills-based approach with prescriptive speech techniques to a critical thinking, equity-focused course featuring problem-based assignments. Participants will be invited to
engage in small-group activities (including applied improvisational exercises), will encounter innovative course models and activities, and will be able to apply/adapt ideas and exercises that support equity and student agency.

**Molly Kretchmar-Hendricks**, University Core Director and Professor of Psychology, and **Jonathan Rossing**, Associate Professor and Chair of Communication Studies—both of Gonzaga University

**ELIZABETHAN C, 2ND FLOOR**

**WORKSHOP—THEORY TO PRACTICE | THEME V: INTENTIONALITY, TRANSPARENCY, AND ASSESSMENT**

**Session 69: Calibration Meetings as a Key Tool in Developing Authentic Participation in General Education Assessment**

This session describes a university’s efforts to develop and implement a new general education program designed from the ground up around a system of shared program goals and learning objectives, crossing once sacred disciplinary boundaries or silos. The key to making this system work effectively is program goal calibration groups. Participants will learn about our model of assessment calibration, consider the various obstacles to cross-disciplinary assessment, and have the opportunity to examine and discuss real-life examples of this calibration process.

**Kirk Moll**, Assistant Professor, and **Sherri Bergsten**, Associate Professor—both of Shippensburg University of Pennsylvania

**GRAND BALLROOM, MEZZANINE FLOOR**

11:00 A.M.—12:00 P.M. **CLOSING PLENARY**

**Learning Happens Everywhere: Strategies for Assessing Cocurricular Experiences**

**Amelia Parnell**, Vice President for Research and Policy—NASPA

Higher education institutions are filled with opportunities for students to engage with others outside of the classroom. The personal and professional skills that students acquire in cocurricular environments are often highly valuable to their academic progression and career preparation. As more institutions recognize the benefit of integrating campus experiences, it will be important for professionals to appropriately identify and measure cocurricular learning. This plenary will highlight how institutions across the United States are increasing their provision of cocurricular opportunities and refining their approaches for assessing the learning that happens in those spaces. Woven throughout the plenary will be four effective strategies that support the concept that learning happens everywhere.
Mobilizing an Outcomes-Based Approach for General Education Using Design Thinking Principles

Date: Friday, February 15
Time: 1:45-2:45 pm

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Meeting Space Floorplan

St. Francis Heights 32nd Floor

Mission Bay

12th Floor  St. Francis Suite

Golden Gate

Lobby Level Tower Salons

11|08|18

Mezzanine Floor  AAC&U Registration and Plenary Sessions

Second Floor

Lobby Level Colonnade

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