Conference on General Education, Pedagogy, and Assessment

Reflection and Meaning-Making in Turbulent Times

February 20–22, 2020 • Jacksonville, Florida

CONFERENCE PROGRAM

#AACUGenEd
Dear Colleagues,

Welcome to Jacksonville and the Association of American Colleges and Universities (AAC&U) Conference on General Education, Pedagogy, and Assessment: “Reflection and Meaning-Making in Turbulent Times.” We are delighted to share this opportunity to explore how higher education is navigating its key challenges while maintaining steady progress toward quality and equity through general education, pedagogy, and assessment. While the atmosphere around and inside higher education is undeniably turbulent, it is critical that educators remain passionate about the pursuit of a liberal education for all students and take time for reflection and meaning-making about the work that we do. This conference provides just such an opportunity.

While AAC&U’s Conference on General Education, Pedagogy, and Assessment has always provided opportunities to examine new approaches to general education that are developmentally nuanced and feature high-impact practices to benefit students from diverse backgrounds and with different levels of preparation, we have expanded our vision for this event to also look more concertedly at the pedagogical practices in general education that result in the learning outcomes that we want for our students. This includes considering not only classroom teaching practices but also the evidence about learning that informs our practice and the assignments we give students, which ultimately produce the artifacts and evidence we use for assessment.

By looking at all aspects of the learning process, we can ensure that our approaches to general education, pedagogy, and assessment promote the integration of knowledge and the development of higher-order learning skills and abilities rather than a set of unconnected introductory courses; connect with the learning goals of the major, the work of student affairs, and the goal of preparing students for lifelong learning, agency, and self-direction; serve as the foundation for equity in preparing current and future civically engaged leaders; act as a potentially powerful tool for retention, completion, and the collection of evidence of learning proficiency; and provide valuable and enduring professional development for the current and future workforce. Indeed, these are the foci of our time together over the next few days.

Thank you for joining with colleagues from across the country to share efforts to create intentional and integrated programs, to assess our current practices, and to generate evidence of high-quality learning for all students within our educational experiences. We hope that you leave both inspired and informed in ways that will prove useful in transforming general education, pedagogy, and assessment to prepare all students for work and life in the twenty-first century.

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

C. Edward Watson
Associate Vice President for Quality, Pedagogy, and LEAP Initiatives and CIO
SCHEDULE AT A GLANCE

Thursday, February 20, 2020

10:00 a.m.–7:00 p.m. Conference Registration
2:00–5:00 p.m. Pre-Conference Workshops (separate registration and fee required)
7:00–8:15 p.m. Welcome and Keynote Address
   *Promise and Peril in Higher Education: Building an Equitable, Creative, Prosperous, and Sustainable Future through Socially Directed Science and Technology*
   Christine Ortiz—Massachusetts Institute of Technology and Station1
8:15–9:15 p.m. Welcome Reception and Posters

Friday, February 21, 2020

7:30 a.m.–5:00 p.m. Conference Registration
8:00–8:45 a.m. Breakfast and Newcomers Welcome
9:00–10:00 a.m. Plenary Session
   *A Learner-Centered Approach to Teaching General Education Courses*
   Terrence J. Doyle—Ferris State University and Learner-Centered Teaching Consultants
10:15–11:15 a.m. Concurrent Sessions
11:30 a.m.–12:30 p.m. Concurrent Sessions
12:30–2:15 p.m. Lunch on Your Own
2:30–3:45 p.m. Concurrent Sessions
4:00–5:15 p.m. Concurrent Sessions

Saturday, February 22, 2020

7:30–11:00 a.m. Conference Registration
8:00–8:30 a.m. Continental 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
   *Fostering Diversity, Equity, and Inclusive Pedagogy: A Social Neuroscience Perspective*
   Jennifer Kubota—University of Delaware
The Association of American Colleges and Universities thanks the following sponsors for their generous support of this conference.

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Boston-based Mentor Collective is a leading mentorship program provider led by a team passionate about creating equity and access. Founded in 2014, Mentor Collective partners with universities with a mission to provide every student with a relevant mentor to promote student success. Mentor Collective’s student-centered and outcomes-driven approach to mentorship gives every student the opportunity to succeed and every institution the ability to deliver the highest value of their education.

**LatinosinHigherEd.com** was founded in 2006. LatinosinHigherEd.com is the first Latinx professional employment web site designed specifically for the higher education community. It was launched in response to a growing concern about the need to promote career opportunities in higher education for the growing Latinx population. This site helps employers connect with the largest pool of Latinx professionals in higher education in the United States, Puerto Rico, and internationally by disseminating employment opportunities to registered candidates and a national network of Latinx-serving organizations.

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OneClass started out on a mission to be an Ed Tech company that puts students first. Every day, OneClass saves students hours of filtering through unrelated and outdated content from the web to be successful in the classroom. Since 2010, our ultimate goal has been to deliver study resources that are immediately useful and relevant to any knowledge seeker on our platform. Our innovative platform has already attracted over 2.6 million registered students worldwide who have collectively contributed over 14 million pages of content, including class notes, study guides, videos, tutorials, and more, spanning across more than 56,000 different courses.

**Parchment**

Parchment was built on the belief that credentials matter. From high school graduation to higher education and onto employment, Parchment is there to store, send, receive, and award the digital credentials that open the doors of opportunity. Since 2003, 40 million transcripts, diplomas, and certificates have been exchanged within our network. We aim to support the education community by transforming a time consuming and costly paper process into an automated digital experience. Parchment’s goal is to help learners turn their credentials into opportunities.

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The Association for General and Liberal Studies (AGLS) is a community of practitioner-scholars that provides strategic, effective, and innovative support for peers engaged in the day-to-day work of general and liberal learning in 21st-century higher education.
AAC&U thanks the following individuals for their time and expertise in helping to develop the conference themes and program.

**Florida International University**  
Stephanie Doscher  
*Director, Office of Global Learning Initiatives*

**Florida State College at Jacksonville**  
Ian P. Neuhard  
*Associate Provost of Liberal Arts and Science*

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*Provost*

**Florida State University**  
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Kyna Betancourt  
*Assistant Dean for General Education, Assessment and Communication*

**University of South Florida St. Petersburg**  
Morgan Gresham  
*First-Year Composition Coordinator; Associate Professor of English*

**University of West Florida**  
Claudia J. Stanny  
*Director, Center for University Teaching, Learning, and Assessment*

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*Vice Chancellor for Academic Affairs*

**Webster University**  
Bruce Umbaugh  
*Professor of Philosophy*

**Wofford College**  
John D. Miles  
*Dean of Institutional Effectiveness and Academic Planning*
AAC&U CONFERENCES

AAC&U offers a series of annual conferences, collaboratively designed and led by experienced practitioners, to foster reflection, discovery, innovation, and action on critical and emerging issues in undergraduate education. We hope your time at this conference provides an opportunity to come together with colleagues from across a broad spectrum of higher education roles and institutions for discussions that are practical, tangible, and transformative. 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 AAC&U conferences, please let us know.

Siah Annand, Director of Conference Planning, annand@aacu.org
Jacqueline Martin, Program Manager of AAC&U Conferences, martin@aacu.org
JoEllen Alberts, Program Coordinator, alberts@aacu.org

UPCOMING AAC&U CONFERENCES

Diversity, Equity, and Student Success: The Power of Collective Action
March 19–21, 2020 ● New Orleans, Louisiana

Global Citizenship for Campus, Community, and Careers
October 8–10, 2020 ● Miami, Florida

Transforming STEM Higher Education
November 5–7, 2020 ● Arlington, Virginia

General Education, Pedagogy, and Assessment
February 11–13, 2021 ● San Diego, California

OPPORTUNITIES TO CONNECT

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

- Badge ribbons indicating areas of interest are 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.
The program of events below lists all conference sessions. Updates and announcements will be posted at the conference registration desk and through the Guidebook app. Information about the app was emailed to all registrants and is available on the AAC&U website and at the registration desk.

Conference Themes
The 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.

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

**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.

**Engaged Pedagogy, 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.

**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.

**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
- **Poster Sessions** are visual displays. Presenters are available throughout the poster session to discuss the work shared on their posters.
- **Workshops** provide an interactive environment for conference attendees to bridge theory with practice and to deeply examine, explore, and/or experience relevant theories and implementation strategies.
- **Dialogues for Learning** provide time for colleagues to examine timely and potentially provocative topics of similar interest through iterative sharing of expertise and experiences. They provide an opportunity to work through issues, ideas, and challenges from multiple perspectives.
- **Pecha Kucha Sessions** include a series of six-minute presentations and a group discussion. Each presentation combines slides and commentary to convey a creative endeavor, research finding, or other interesting activity related to the conference themes.
PROGRAM OF EVENTS

THURSDAY, FEBRUARY 20, 2020

SECOND FLOOR
10:00 A.M.–7:00 P.M. CONFERENCE REGISTRATION

2:00–5:00 P.M. PRE-CONFERENCE WORKSHOPS
Separate registration and fee required. Please inquire at the registration desk for availability.

GRAND 2, SECOND FLOOR

Workshop 1: Maximizing Learning Within Your General Education Curriculum
At the heart of most general education programs is what takes place in individual courses and individual classrooms across campus. A well-designed general education curriculum is ultimately only as good as the teaching and learning practice that takes place within the courses that comprise the curriculum. The workshop will focus on this reality by considering general education learning from multiple perspectives. It will begin by highlighting programmatic opportunities provided by different models of general education along with the learning outcomes that each model is designed to foster. The session then will investigate what we know empirically about how students learn and consider practical pedagogical strategies that leverage that foundation. Course design and leveraging high-impact practices (HIPs) will be included within the scope of this pedagogical discussion. Attendees will also consider data-driven sources for course improvement efforts, including end-of-semester evaluations and the results of learning outcomes assessment activities, as well as how to best utilize that information. Individuals are encouraged to bring materials (e.g., course syllabi, assignments); time will be provided to engage in course revision activities. Participants will leave this interactive workshop with concrete, evidence-based strategies they can employ in their general education curriculum and courses.

C. Edward Watson, Associate Vice President for Quality, Pedagogy, and LEAP Initiatives and Chief Technology Officer—AAC&U

GRAND 3, SECOND FLOOR

Workshop 2: Creating Opportunities for Meaningful and Intentional Assessment
As stakeholders (including faculty) engage in assessment, a question that repeatedly arises is how faculty work can be effectively and efficiently included in general education assessment processes. This workshop will share how the All-In-One-Assessment (AIOA) model answers that question by centering assessment efforts on assignments faculty develop within their classes based on AAC&U VALUE rubrics. The presenters will introduce the AIOA model, provide an overview of how it has been implemented, and guide participants through how it may be useful on their campuses. The AIOA model allows assessment to address the core goal of improving student learning while also monitoring students’ skills over time and simultaneously across courses. All components of the assessment process, including grading and reporting at the program-level, are collected through an efficient process that emphasizes the connections that
lead to an aligned system of curriculum, outcomes, and assessment.

M. David Miller, Professor of Research and Evaluation Methods—University of Florida; and Tammie Cumming, Associate Provost of Institutional Effectiveness and Assistant Vice President, and Isana Leshchinskaya, Assessment Specialist—both of City University of New York Brooklyn College

ST. JOHNS, THIRD FLOOR

Workshop 3: Fostering and Assessing Reflective and Integrative Learning, Together

In 2010, the University of Massachusetts Amherst implemented an upper-division general education requirement, the integrative experience (IE), designed to provide a structured context for students to reflect on their own learning and explore the connections between the broad exposure of general education and the more focused exposure of their major. Instructional development and formative assessment have been embedded in the IE program from its inception, and in spring 2019, the General Education Council conducted its first full review of the IE program. The results of this review, in combination with evidence from the ongoing assessment conducted throughout the early years of the program, have generated important insights into how to advance and improve the campus’s efforts to foster reflective and integrative learning. These insights are informing formative feedback to departments, ongoing review processes, and instructional support. In this workshop, participants will draw from the results of the UMass Amherst experience, as well as their own and each other’s efforts, to identify methods to enhance their own campus initiatives to foster and assess reflective and integrative learning. We will focus on each of the following: defining reflective and integrative learning, curricular design and review processes, tools for assessment, and using results to design instructional development tools and opportunities.

Martha L. A. Stassen, Associate Provost and Director, Office of Academic Planning and Assessment; Rebecca Petitti, Doctoral Candidate and General Education Council Graduate Assistant; and Claire Hamilton, Associate Provost and Director, Center for Teaching and Learning—all of the University of Massachusetts Amherst

CITY TERRACE 4, THIRD FLOOR

Workshop 4: Making VALUE Work on Your Campus: Successful Strategies and Lessons Learned

For more than a decade, AAC&U VALUE rubrics have helped campuses engage in authentic assessment of their students’ learning and development. The challenge of any assessment rests on how the results can actually be used in practice for improvement. This interactive workshop will empower participants to fully utilize the VALUE rubrics on their campuses. Informed by empirical evidence from the VALUE Institute highlighting key aspects of assignment work and design, this workshop will employ a “train the trainer” modality not only to expose participants to best practices and resources using the VALUE rubrics but also to empower them to return to their campuses primed to lead implementation of the VALUE assets-based approach to assessment within their own institutional culture and context, including related faculty development. The workshop will highlight examples of how the VALUE approach to assessment has been used to support accreditation.

Tara Rose, Director of Assessment—Louisiana State University, and Kate Drezek McConnell, Assistant Vice President, Research and Assessment—AAC&U
Promise and Peril in Higher Education: Building an Equitable, Creative, Prosperous, and Sustainable Future through Socially Directed Science and Technology

We live in an exciting era of transformation in science and technology with ever-increasing global connectedness that has the potential for tackling the enduring problems of humanity, but also is rife with ethical and social perils. Education in science and technology, rooted in equity, inclusion, sustainability, and social inquiry, is more important than ever to our societal, economic, and cultural survival, let alone progress. Simultaneously, university systems across the globe face both challenges and opportunities as we aim to engage a more diverse community of learners, leverage new pedagogies and technologies, and cultivate a productive relationship between academic and industrial spheres. Professor Ortiz will discuss trends and opportunities for bridging disciplinary boundaries and professional practices to cultivate deep learning, personal transformation, and civic responsibility through socially directed scientific and technological inquiry. Building on her experience as a scientist, engineer, researcher, educator, administrative leader, and social entrepreneur, she will share her insights from visiting institutions across the world and facilitate discussion for envisioning and fostering change in higher education.

Christine Ortiz, Morris Cohen Professor of Materials Science and Engineering—Massachusetts Institute of Technology, and Founder—Station1

Poster 1: Reflection at Furman: Engaging the Campus to Deepen Student Learning
Reflection is at the heart of transformative education. In this poster, participants will discover how one institution is engaging in reflection across campus to deepen student learning, especially in general education courses.

Stephanie M. Knouse, Associate Professor of Spanish and Executive Reflection Fellow—Furman University

Poster 2: A Systemic Retention Framework for Hispanic-Serving Institutions
Increasing retention successfully is a system-wide effort. This poster will provide a framework for higher education professionals—from deans to student services, admissions, and alumni office staff—to understand how each of these roles and departments is critical in providing a robust and effective retention strategy for students. The session will frame your challenges in a new way and provide strategies to overcome these challenges through a systemic lens.

Ashley Nielsen, Research Faculty and Title III Grant Director—Antioch University

Poster 3: Gen Ed Distributed: Creating a Common Core with Unique Regional Identities
The three separately accredited institutions of the University of South Florida (USF) are consolidating into one. This means that three individual general education curricula also
must consolidate while finding a way for each geographically distributed location to preserve its unique regional identity. This World Café presents participants with USF’s general education consolidation as a case study to discuss how geographically distributed partners can work toward a common goal while preserving what makes them distinctive.

Kyna Betancourt, Assistant Dean of General Education, Assessment, and Academics, and Scott Besley, Associate Professor and General Education Council Chair—both of University of South Florida–Tampa

Agency and Self-Direction

Poster 4: Your Research University Should House English Composition in a University College
Virginia Commonwealth University (VCU) is a Research 1 institution with a high percentage of in-state, Pell-eligible, minority, and first-generation undergraduate students, but has made significant progress in improving retention and graduation rates and closing equity gaps. Central to this success has been the First-Year Composition/First-Year Seminar Program, housed in the Department of Focused Inquiry in the University College. We will address how institutions with differing administrative structures may adapt many of VCU’s strategies to support their students’ success.

Constance C. Relihan, Dean of University College, Melissa C. Johnson, Chair of Focused Inquiry, and Virginia W. Totaro, Director of Assessment for University College—all of Virginia Commonwealth University

Poster 5: Engagement and Purpose: GE Sophomore Seminars as a High-Impact Practice
American universities have embraced high-impact practices (HIPs) to improve persistence and academic engagement for freshmen and seniors. But sophomores, who typically receive minimal institutional attention, often struggle with a complex, confusing mix of wonder, boredom, and angst. For institutions and faculty, this “sophomore drift” may manifest in higher drop-out rates and seemingly bored, disengaged students. This poster will focus on how meta-disciplinary sophomore seminars embedded in general education may be used to fulfill multiple student outcomes for second-year students, including developing a sense of purpose, academic engagement, integrative learning, critical thinking, and building academic skills.

Michelle E. Jolly, Professor of History—Sonoma State University

Poster 6: The Somebodiness Project—First-Year Experience and Vocational Exploration
The Somebodiness Project is the culmination of a first-year experience course designed to help students better achieve the promise of a liberal arts education within an exclusively healthcare-focused college. Our course design focused around a common campus read, Colson Whitehead’s The Nickel Boys, and was implemented by a team of ten faculty plus administrative support from advisors and campus ministry. We provided students with tools to critique structural barriers to higher education success, for
themselves and for others, and to embrace student retention as a mechanism to, as a student put it, “stick it to the man.”

Gina J. Camodeca, Chair and Professor of Humanities; Briana J. Jegier, Associate Professor of Health Administration and Public Health; and David T. R. Stewart, Assistant Professor of Chemistry—all of D'Youville College

Poster 7: Next-Gen Gen Ed: Design Thinking and Curriculum Review
This poster will present work that engages with the role of general education in STEM-heavy colleges and universities. It will provide a paradigm for campus engagement in the process of review and redesign via the methodology articulated by design thinking.

Stefka Hristova, Associate Professor of Digital Media—Michigan Technological University

Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry

Poster 8: Converting the College Classroom to Centers
If you have ever wondered how to maximize academic learning time while still delivering the required content and meeting the needs of individual students, converting your class to centers might be the answer. Discover how one college professor transformed her class from lecture to learner-centered instruction and boosted engagement, confidence, and achievement.

Vicki Schmidt, Assistant Professor of Curriculum and Instruction—McPherson College

Poster 9: Impact of First-Year Seminar on Students’ Retention and GPA
This poster will share an overview of Qatar University’s first-year seminar, including the model and recent assessment of effectiveness. The goal of the course is to prepare students to use performance skills, thinking skills, and their personal qualities to succeed at the university. The course was designed to connect students to campus resources and emphasize their roles as citizen scholars through assignments structured around a civic topic of their choice.

Wael Yousef, Assistant Professor in the Core Curriculum and Chair of the Assessment Committee—Qatar University

Poster 10: The Component of Problem Solving with Critical Thinking
This poster will share a study on components of problem solving with critical thinking that demonstrates data synthesis between expert opinions and related theoretical frameworks, as well as confirmatory analysis of the synthesis results to ensure it is in compliance with the learning contexts of general education and is statistically reliable. The results can be used as the basis for conducting further educational action research employing other approaches such as structural equation modeling, research and development, and experimentation. They can also serve as the guidelines for designing holistic or individual problem solving and critical thinking for general education students, including training programs or supplementary activities.

Metinee Tanongkit, Philosophy Lecturer, and Jitpinya Choomsai Na Ayuthaya, Director of Innovative Learning Center—both of Srinakharinwirot University
Poster 11: The Power of the Plan: Increasing Engagement and Success in CBE Math Courses
When major-specific and general education courses can overlap in covering complex concepts, what might seem irrelevant on its own (a common problem for general education courses) becomes essential, helpful, and illuminating. In a pilot project, preliminary student metrics show how term planning in a competency-based education (CBE) setting can increase engagement and success in math courses. The poster will explore issues specific to online CBE curriculum design and delivery at Western Governors University.
Sharon Kehl Califano, Director of General Studies Strategy, and Josie Rodriguez, Director of General Education Curriculum and Assessment—both of Western Governors University

Poster 12: Cooperative Learning: Structuring Interdependence and Individual Goals
Assessing cooperative interactions and individual performances within teams is a progressive process that develops throughout a course of study. For students in cooperative groups, the need for clear expectations and feedback on progress, as well as fair assessment protocols, is essential. This poster presents research findings that will help attendees build their capacity for (1) designing, implementing, and evaluating strategies for assessing cooperative team interactions and (2) creating, utilizing, and evaluating strategies for assessing the performance of individuals within teams.
Matt Spindler, Instructional Designer—Northeast Wisconsin Technical College

Poster 13: Civic Engagement as a Course-Level Strategy for Integrative Learning
We surveyed students in courses across five disciplines with and without civic engagement and found significant growth in integrative learning for those students in courses that included a civic engagement component. This research supports teaching civic engagement across the curriculum to promote integrative learning skills and as a pathway to building more holistic programs to meet integrative learning goals.
Maia Bailey, Associate Professor of Biology, and Julia Camp, Associate Professor of Accountancy—both of Providence College

Poster 14: Research and the Intellectual Life of First-Year Students
Some faculty worry that first-semester students are not ready to produce quality research, and we agree. Their research questions will be shaky, their methodologies flawed, and their findings weak. However, what if none of that matters, because the quality of their methodologies and findings are not the point? At Southern Connecticut State University, inspired by a Council on Undergraduate Research conference and the AAC&U Inquiry and Analysis Value Rubric, we decided the point was to help students develop a sense of intellectual belonging and developed the First-Year Research and Artistry Experience (FYRE), implemented now in all seventy-two sections of the first-year seminar. After four years, we now know that this is the point: through "playing with
FYRE," new students experience curiosity, pride, joy, and ultimately, a sense of belonging.

Nicole Henderson, Professor of English and Director of the First-Year Experience; Dyan Robinson, Assistant Director of the First-Year Experience; and Brian Johnson, Professor of English and Coordinator of English Composition—all of Southern Connecticut State University

**Poster 15: Open Educational Resources versus Traditional Textbooks**

This session will look at the results of a study finding no differences in course grades between a class that used a traditional textbook and a class that used open educational resources (OERs). A detailed examination of differences in individual student grades and student use of course materials will be shared. The presenter will offer analysis of how the study suggests OERs support equity in student academic success.

Isabelle Chang, Assistant Professor of Psychology—Temple University

**Poster 16: Problem-Based Inquiry in Statistics: Cross-Curricular Applications**

This poster will highlight the engaging qualities of assignments developed for a general audience statistics course, which is administered both in-seat and online to approximately 80 percent of the student body. Since implementing these assignments, positive results are indicated by observed student engagement, DFWI rates, teaching evaluations, and a general education assessment tool based on the AAC&U VALUE rubrics.

Rachel B. Manspeaker, Associate Professor of Mathematics and Quality Enhancement Plan Implementation Director, and Valerie Granger, Assistant Professor of Mathematics and Quantitative Literacy Center Director—both of Coker University

**Poster 17: Planting the Seeds for Integrative Studies across Penn State University**

Based on the adoption of more than 155 new integrative studies courses designed to help fulfill new general education program requirements across Penn State University’s twenty undergraduate campuses, participants will be shown how to design the essential elements of their own integrative studies course. Overcoming challenges in integrative studies course design and delivery that can arise related to very large versus small class sizes, introductory versus well-prepared students, traditional versus online and hybrid instruction, faculty staffing, and student recruiting will also be displayed.

Margaret J. Slattery, Assistant Dean and Director of General Education—Pennsylvania State University, Jennifer L. Hillman, Professor of Psychology—Pennsylvania State University Berks College, and Nicole Andel, Associate Teaching Professor of English—Pennsylvania State University, University College

**Poster 18: Detecting Bull**** in an Interdisciplinary Community of Learners**

This poster presents the process and results of how a trio of professors from different disciplines used the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model of instructional design to build a three-course interdisciplinary learning community dedicated to teaching students how to detect and deal with BS in public and
scientific discourse. The poster includes information on how we developed shared learning outcomes and integrative assignments, student artifacts, and our initial data on student learning gains not only in our content areas, but also in terms of developing their meta-literacy and critical thinking skills. In short, we will show you how we helped our students become more capable BS detectors.

Adrienne Button, Head of Library Teaching and Outreach for Oxford College—Emory University

Equity

Poster 19: Black Male Student Persistence at Predominantly White Institutions
This poster presentation is based on a qualitative research study examining the level and impact of social, academic, and individual support for first-year black male students as they attempt to navigate the challenges they face while attending predominantly white institutions (PWIs) of higher education in northeastern Pennsylvania. The distinctive nature of this study is that it goes beyond much of the quantitative research that has been conducted to date and delves deeper by providing actual testimonies of the lived experiences from members of this student group and tangible recommendations that colleges and universities can implement to offer meaningful support. The results of this study speak to the pervasiveness of this issue and serve as a call to action for PWIs across the nation.

Yerodin Lucas, Director of Equity and Inclusion and Title IX Coordinator—Marywood University

Poster 20: Eliminating Barriers and Creating Inclusivity: Diversity, Equity, and Inclusion
This poster will present information on a program to eliminate barriers and create inclusivity in a community college setting. Starting in April 2018 and continuing today, this interactive program is being presented in two academic divisions. The poster will provide an outline of the training along with the pedagogy to teach inclusion, equity, and inclusion to multiple stakeholders. Initial results show strategies created by faculty, staff, and administrators to engage students from various ethnicities, backgrounds, cultures, generations, races, and perspectives.

Denise H. Barton, Senior Professor of Business Administration—Wake Technical Community College

Poster 21: Outcomes of Active Learning Activities by Using Social Media in Large Classes
This poster will share an analysis of outcomes of active learning activities incorporating social media in large general education classes. Active learning by using social media can further classroom or education research to enhance the evaluation of general education students’ learning outcomes and soft skills regarding necessary skills for living with others, working, and becoming effective citizens.

Soontaree Sakulprahmne, Lecturer, Innovative Learning Center—Srinakharinwirot University
Poster 22: Integrative Learning: The Foundation of General Education
Snow College designed and implemented a new integrative general education program that begins with a foundational integrative course. The course is team-taught by professors from three distinct disciplines, focuses on one topic, and asks students to collaborate, research, and pull together information from at least three disciplines as they formulate and support an argument. Attendees will discover the difficulties of building and implementing an integrative general education program, and have opportunities to explore potential collaborations and assessments using their own areas of expertise.

Melanie Jenkins, Assistant Vice President of Academic Affairs; David Allred, Professor and Chair of English; Lindsay Chaney, Associate Professor of Biology—all of Snow College

Intentionality, Transparency, and Assessment

Poster 23: The Value of Explaining General Education at Salt Lake Community College
Salt Lake Community College is building student intentionality in general education through faculty-created multimedia pedagogical tools. Visit this poster and learn how, through a collaborative process, faculty created and are using multimedia introductions to general education and specific designations in our general education program. See the videos and handouts, learn about our process for creating them, and see the data that resulted from an experimental evaluation of them, showing improved knowledge of and affect toward general education as well as increased understanding of general education learning outcomes.

David Hubert, Associate Provost for Learning Advancement; Kristen Taylor, Associate Professor of Biology; and Colin Moore, Assistant Professor of Political Science—all of Salt Lake Community College

Poster 24: Many Hands Make Right Work: Maximize Faculty Engagement in Gen Ed Redesign
Whitworth University, a small liberal arts institution serving about 2,300 undergraduates, developed a unique, effective process to maximize faculty and student participation in a transformational general education redesign that resulted in one-third of the faculty participating in model building and an overwhelming approval (88 percent) of the implemented model. This poster will take participants through the main challenges of accessibility in a campus-wide curricular redesign and demonstrate how to teach faculty about incorporating GEMS into their curriculum.

Mark Killian, Associate Professor of Sociology and Director of Shared Curriculum—Whitworth University

Poster 25: Lessons Learned: How a General Education Review Informed Our Assessment Process
As a result of a comprehensive general education review completed by a cross-campus faculty group at an urban community college, several systematic changes were instituted
to gain faculty buy-in and participation. At the completion of the review, new general education requirements were adopted, the Core Curriculum Council was created to oversee the general education core as well as general education assessment, and a cochair model was introduced and adopted across several newly established academic integrity committees. The Core Curriculum Council developed new general education assessment outcomes, a general education vision statement, and a new general assessment process using modified VALUE rubrics for the following areas: communication, critical reasoning, community and civic engagement, quantitative or financial literacy, and interpersonal and personal skills.

Jelena Ozegovic, Faculty Director, Center for Teaching Excellence, and Jerry Pope, Dean of Arts, Communications, and Humanities Division—both of Kansas City Kansas Community College

Poster 26: A Collaborative Process for Constructing a General Education Assessment Plan
Typically, the coordination of general education assessment in higher education institutions can be challenging since it involves numerous faculty and departments, not to mention the additional difficulty of reaching consensus among various groups. This poster presents an application of Maki’s (2010) collaborative assessment process to the development of a general education plan at the University of Hawai‘i at Mānoa. The intent is for the proposed approach to offer insight and inspiration to assessment professionals who provide support to faculty in assessing student learning.

Cari Ryan, Assessment Coordinator—University of Hawai‘i at Mānoa

Poster 27: A General Education Data Collection Refresh
This poster will share how the general education data collection process at Oakwood University was transformed from mundane to meaningful. Developed by an interdisciplinary collaborative group, the new process leads to data that are more accurate, robust, and useful for continuous improvement.

Denise J. Shaver, Director of Institutional Effectiveness and Planning, and Karen Benn Marshall, Assistant Provost for Undergraduate Education—both of Oakwood University

Poster 28: Assessing Student Learning: Faculty Perceived Behavioral Control
This poster will explore the ways in which faculty articulate their ability to assess student learning through a qualitative, deductive content analysis of university program assessment reports. Perceived behavioral control was utilized to explore how faculty express their ability to assess student learning and particularly the challenges they face in doing so. Results suggest faculty view their ability to assess student learning as a work in progress.

Sylvia Mendez, Associate Professor of Education and Chair of the Department of Leadership, Research, and Foundations—University of Colorado Colorado Springs
Poster 29: Mission-Driven General Education
Tiffin University’s mission is to link knowledge to professional practice. In less than two years, Tiffin University went from inspiration to implementation of a five-course, scaffolded core curriculum that exhibits this mission. The driving force behind the curriculum was to create a student learning experience that provided emotional intelligence skills needed for jobs after graduation.
Kerry Jones, Coordinator of Academic Excellence and Effectiveness; Stephanie Opfer, Assistant Professor of English and Chair of Graduate Humanities; and Michelle Maus, Assistant Dean of Assessment and Liberal Studies and Associate Professor of Healthcare Administration—all of Tiffin University

Poster 30: Revising General Education to Enhance Intentionality, Reflection, and Assessment
Over the past four years, Carthage College has completed a significant revision and reconceptualization of its general education framework based on a thorough review of assessment data, clearly defined learning outcomes, and a commitment to making the purpose of the general education curriculum explicit. The revised general education framework incorporates a distinctive focus on student reflection that spans individual course requirements, as well as a commitment to equitable outcomes for all students. In sharing our experience, we hope to embolden other institutions and share effective strategies for undertaking general education reform.
Dana Garrigan, Associate Provost for Planning and Assessment and Associate Professor of Biology and Maribel Morales, Assistant Professor of Modern Languages—both of Carthage College

Poster 31: Using GEMs and Digital Adaptive Learning to Improve Students’ Knowledge
While our study is primarily concentrated on political science undergraduate students, our results speak to the broader undergraduate/core student population. We seek to demonstrate the importance of effective assessment in digital adaptive learning environments, particularly how such strategies can provide cognitive, behavioral, and affective feedback. Participants will understand how such feedback can be utilized to generate better student learning outcomes and demonstrate increased student knowledge and meaning-making.
Sherri Mora, Undergraduate Program Coordinator for Political Science and Public Administration; Jamie Falconnier, Student Development Specialist; and Thomas Varacalli, Core Curriculum Coordinator—all of Texas State University
Poster 32: Methods and Tools for Assessing the General Education Program
The poster will showcase both qualitative and quantitative methods for assessing student learning in different general education subareas, including quantitative and analytical reasoning, reading imaginative literature, and others, and presents rubrics, prompts, survey questions, and other assessment tools. It will demonstrate how data are collected, analyzed, and used to improve student learning in various general education areas.

Tatiana M. Nazarenko, Dean of Curriculum and Educational Effectiveness, and Stephen M. Contakes, Professor of Chemistry and Chair of the General Education Committee—both of Westmont College

Poster 33: The Assessment of Financial Education for Underserved Students
Awareness of the importance of financial literacy is growing, yet transferable models for financial education are still in development. This poster will detail the development of a financial literacy course at a liberal arts college. The course was developed in partnership with a well-known financial services firm but taught by college faculty. Distinctively, students at the college are generally low-income and significantly lacking in financial knowledge. Course assessment data demonstrate significant pre-to post-test gains in financial knowledge of more than 100 percent as well as increases in self-reported financial knowledge, confidence, and financial self-efficacy.

Ian Norris, Associate Professor of Marketing and Chair of Psychology—Berea College
FRIDAY, FEBRUARY 21, 2020

SECOND FLOOR
7:30 A.M.–5:00 P.M.  CONFERENCE REGISTRATION

BALLROOM FOYER 4 & 5, SECOND FLOOR
8:00–8:45 A.M.  BREAKFAST

GRAND 2, SECOND FLOOR
8:00–8:45 A.M.  NEWCOMERS WELCOME

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 Liberal Education and America’s Promise (LEAP) initiative together provide content, a framework, and practical guidance for the undergraduate educational experience.

Lynn Pasquerella, President—AAC&U
*Breakfast will be available in the room.

GRAND 4–8, SECOND FLOOR
9:00–10:00 A.M.  PLENARY SESSION

A Learner-Centered Approach to Teaching General Education Courses
Over the past twenty years, research findings from neuroscience, biology, and cognitive science have provided extraordinary insights into how the human brain takes in, processes, and retrieves new information. These insights provide the foundation for the learner-centered teaching process, a process that puts the student at the center of the learning process. This presentation will discuss several ways to implement a learner-centered teaching practice in general education courses. The session will examine methods for developing clear rationales for why general education course content is an important element of a complete college education and what lifelong learning skills it reinforces; connecting emotionally with learners—the key to getting and keeping their attention; checking and, when needed, fixing prior knowledge deficits; using a multisensory teaching practice to create multiple memory pathways; using familiar patterns when teaching new content; and using a questioning practice that focuses on recall to strengthen memory and long-term comprehension.

Terrence J. Doyle, Professor Emeritus of Reading—Ferris State University, and CEO—Learner-Centered Teaching Consultants
10:15–11:15 A.M.  CONCURRENT SESSIONS

GRAND 3, SECOND FLOOR

Session 1.1 Pecha Kucha Session
A Pecha Kucha (“chit chat” in Japanese) consists of a visual presentation (twenty slides that run for twenty seconds each) and commentary from the presenter regarding elements featured on the slides. The session includes three presentations and time for discussion.

Moderator: Kate Drezek McConnell, Assistant Vice President, Research and Assessment—AAC&U

Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry
Meaningful Connections: Fostering Integrative Learning through GE Capstones
In this session, we will present an overview of the Rollins Foundations in Liberal Arts program’s capstone courses, which are interdisciplinary in nature and employ problem-based learning. Participants will consider how signature assignments from these capstone courses, as well as final presentations and interviews at a campus-wide summit, challenge students to relate general education coursework to academic and professional goals. Participants will be asked to imagine how capstone courses in general education can create integrative learning across disciplines; curricular and cocurricular boundaries; and from the classroom to professional and global challenges.

Amy Armenia, Professor and Chair of Sociology and Jana Mathews, Associate Professor of English—both of Rollins College

Intentionality, Transparency, and Assessment
Lessons Learned from a Decade of General Education Assessment
For over a decade, Grand Valley State University (25,000 students) has collected course-based assessment data to document student learning in the general education program. Along the way, we have had successes and failures in designing and implementing a robust, effective, and efficient assessment plan. This session will cover how much data to collect, the frequency of data collection, administrative support, data storage, data depiction, developing meaningful reports, analyzing data by student demographics, and how to aggregate course-based data to the program level. The “work-in-progress” nature of the program ensures that we will continue to revise the program to help ensure that all students will have the skills and knowledge that society demands.

C. “Griff” Griffin, Director, General Education Program—Grand Valley State University

Intentionality, Transparency, and Assessment
Cornerstone: Improving Student Learning Outcomes in the Freshman Seminar
Starting in the fall of 2010, Abilene Christian University began to reenvision the orientation seminar for its approximately 1,000 freshmen. This resulted in the creation of Cornerstone, an academically-centered orientation seminar designed to develop mentoring relationships, advance critical thought about sources of
knowledge, and promote critical examination of moral, ethical, social, and spiritual issues. Integrating a wide range of innovative teaching tools, Cornerstone uses large forum lectures in combination with small classroom sections taught by university faculty. Focusing on a common assignment that has been assessed by the same team of external reviewers for ten years, this session will discuss the program’s assessment and review processes, developed through the use of design thinking principles, and the interventions that have been taken to close the gaps in the university’s student learning outcomes.

Adam Trey Shirley, Director of Cornerstone and Assistant Chair of Art and Design—Abilene Christian University

**Grand 1, Second Floor**
Proficiency | Dialogue for Learning

**Session 1.2: Strengthening Guided Pathways to Ensure Students Are Learning**
Hundreds of colleges across the country are implementing the guided pathways framework to advance student success. Early evaluations have shown considerable progress on the first three pillars of the framework, (1) clarify the paths, (2) help students get on a path, and (3) help students stay on their path. The Association of American Colleges and Universities, in collaboration with the Center for Community College Student Engagement at the University of Texas at Austin, is currently working with twenty community colleges to build institutional capacity and to develop resources that will help institutions strengthen their efforts to advance work on the fourth pillar—ensure students are learning—as part of the Guided Pathways framework. This session will discuss project activities and strategies to ensure students are learning including the design of a scalable, research-based teaching, learning, and assessment model.

Tia Brown McNair, Vice President for Diversity, Equity, and Student Success and Executive Director for the TRHT Campus Centers—AAC&U; Michael Young, Associate Dean of General Education, Interdisciplinary Studies, and Honors—Salt Lake Community College; and Jennifer M. Kilbourne, Assistant Dean for Curriculum and Assessment—Community College of Baltimore County

**Clearwater, Third Floor**
Proficiency | Dialogue for Learning

**Session 1.3: The Importance of Including Community Colleges in University Gen Ed Changes**
After redesigning its general education curriculum to match current best practices recommended by AAC&U’s LEAP Essential Learning Outcomes, the University of South Florida (USF) realized it did not engage an extremely important partner: Hillsborough Community College (HCC). This World Café discussion will present USF and HCC as a case study to emphasize the importance of including community colleges in university curricular changes and challenge participants to think about ways to provide efficient crosswalks for transfer students.

Kyna Betancourt, Assistant Dean of General Education, Assessment, and Academics—University of South Florida, and Karen Griffin, Director of Associate in Arts Programs, Associate in Arts Degrees—Hillsborough Community College
Session 1.4: Engaging Faculty in Core Curricular Change
Faculty are the key to general education reform—and often one of its biggest stumbling blocks. In this session, three administrators involved in delivering new general education experiences discuss the unique challenges of recruiting and retaining faculty to teach outside their comfort zones in courses configured to meet the needs of twenty-first-century undergraduates—as well as state legislatures and accreditation agencies. Brief presentations by each of the three facilitators will be followed by experience-sharing and brainstorming on best practices from audience members. **Trysh Travis**, Associate Professor and Faculty Liaison to the Quest Curriculum Committee—University of Florida; **Jeanette Herman**, Assistant Dean for Academic Initiatives and Director, Bridging Disciplines Programs, School of Undergraduate Studies, English—University of Texas at Austin; and **Cary Levine**, Associate Professor of Art History and Faculty Director, Ideas, Information, and Inquiry Curriculum—University of North Carolina at Chapel Hill

Session 1.5: Creating an Integrative Gen Ed Program through Intentional Faculty Development
This interactive session invites participants to experience the cornerstone of Rollins College’s innovative general education program: Foundations Colloquia. These hands-on, pedagogically driven workshops help faculty to see beyond the disciplinary borders of traditional distribution models and work with colleagues across divisions to create multifaceted integrative learning experiences for students. Topics will include surfacing the boundaries of disciplinarity for integrative learning, cocurricular/experiential learning, and “real-world” relevance/career-readiness. Participants should expect to work in community, developing practical, transferable solutions for common “stuck points” familiar to teaching and learning in general education programs across institutional types and/or stages of curricular development/redesign. **Lucy Littler**, Lecturer in English and Faculty Coordinator for General Education; **Emily Russell**, Associate Professor of English and Associate Dean of Academics; **Mattea Garcia**, Associate Professor of Communication and Faculty Coordinator for General Education; and **Tricia Zelaya-Leon**, Director of Career Development—all of Rollins College

Session 1.6: WURI: A New Ranking System to Foster Universities’ Real Contribution to Society
This session will provide an overview of the World’s Universities with Real Impact (WURI) ranking system and offer details on how to apply to be named as a global top 100 university. Developed by the Hanseatic League of Universities, the WURI invites applications in four categories: (1) industrial applications of research and education; (2) value-creating startups and entrepreneurship; (3) social responsibility, ethics, and humanity; and (4) student mobility and openness. Unlike traditional ranking systems that ask you to submit past statistical data, WURI requests a description of the innovative programs which your university has developed and
implemented along any of the above four criteria. Those who submit applications will also be appointed as a judge to evaluate the contending universities’ innovative programs for final entry in WURI. This process will allow the participants to learn more about the innovative programs of other universities.

Hwy-Chang Moon, Director General—WURI Evaluation System and Professor Emeritus—Seoul National University

Intentionality, Transparency, and Assessment | Dialogue for Learning

Session 1.7: A Facilitated Discussion on What a General Education Course Is and Should Be

A general education curriculum should be more than just a list of courses. But at the end of the day, the course is nearly always the entity we use for embedding student learning outcomes, applying rubrics, performing assessment, and conducting faculty development. In this “Dialogue for Learning” session, participants will cocreate knowledge through engaging with several questions to determine what a general education course is and should be, with the goal of exploring how courses fit together into a coherent general education curriculum. We also will discuss impediments to curricular revision and ways to promote better connections between courses and broad learning goals on our home campuses.

Bridget G. Trogden, Associate Dean of Undergraduate Studies and Associate Professor of Chemistry, Karen High, Professor of Engineering and Science Education, and Scott Brame, Professor of Environmental Engineering and Earth Science—all of Clemson University

Intentionality, Transparency, and Assessment | Dialogue for Learning

Session 1.8: Certifying Student Soft-Skill Competency via Cross-Disciplinary Assessment

Davenport University (DU) has developed a soft-skill certification process designed to make evidence of student learning in its DU Excellence System learner outcomes transparent to all stakeholders, including faculty, students, and employers. Participants in this roundtable will discuss the process of developing certification in these soft-skill competencies; faculty engagement in the integration and organization of general education outcomes across the disciplines of business, technology, and health; and the logistics of developing a transparent assessment process accessible to multiple internal and external stakeholders.

Irene Bembenista, Vice Provost for Assessment and Graduate Studies, and Wayne Sneath, Program Director for Experiential Learning, English, and Social Science—both of Davenport University

Intentionality, Transparency, and Assessment | Dialogue for Learning

Session 1.9: Curricular and Course Design for General Education and Disciplinary Learning Outcomes

Over the past six years, the Minerva Schools at Keck Graduate Institute have built a general education program designed to promote mastery and knowledge transfer of approximately eighty defined learning outcomes organized into four core competencies: critical thinking,
creative thinking, effective communication, and effective interaction. This program integrates seamlessly with disciplinary courses. Every course supports multiple learning outcomes, ensures that students have opportunities for spaced practice, and scaffolds student learning by providing opportunities for application in multiple contexts. In this collaborative session, participants will consider new ways to structure their own programs to support these educational goals. Participants will also explore the relationship between specific knowledge, generalizable cognitive skills, and the project-management and personal/interpersonal habits often relevant to future employers.

**Josh Fost, Associate Dean for Curriculum and Assessment; Suzanne Kern, Assistant Professor of Natural Sciences and Capstone Head Instructor; and Raymundo Gonzalez-Leal, Recent Graduate—all of the Minerva Schools at Keck Graduate Institute**

**DAYTONA, THIRD FLOOR**

**Intentionality, Transparency, and Assessment | Sponsored Session | Watermark**

**Session 1.10: Fueling Rapid Improvement and Pedagogical Discussion with General Education Assessment**

Join the University of Scranton to learn more about the challenges and successes of their Interim General Education Assessment Plan. After initially developing custom data collection tools to facilitate faculty assessment projects, the limitations of these tools eventually led the University of Scranton to implement Aqua by Watermark. In this presentation, participants will learn how Scranton uses Aqua’s streamlined assessment process to make rapid cycle improvements and generate pedagogical discussions among faculty across programs and colleges. Examine Scranton’s use of data collection software to facilitate assessment projects, and learn how they assess GE student learning outcomes embedded within major courses.

**Nicholas P. Truncale, Interim Coordinator of General Education Assessment and Physics and Engineering Faculty and Richard A. Walsh, Assistant Provost of Operations and Data Analytics Officer—both of University of Scranton**

**11:30 A.M.—12:30 P.M. | CONCURRENT SESSIONS**

**GRAND 3, SECOND FLOOR**

**Proficiency**

**Session 2.1: Pecha Kucha Session**

A *Pecha Kucha* (“chit chat” in Japanese) consists of a visual presentation (twenty slides that run for twenty seconds each) and commentary from the presenter regarding elements featured on the slides. *The session includes three presentations and time for discussion.*

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

**Core Revision: Lessons Learned and Ongoing Opportunities, Four Years In**

This presentation will showcase the process of core (general education) revision undertaken by one small, religiously affiliated, liberal arts, four-year university, with an emphasis on “lessons learned” (e.g., what has worked, remaining challenges) now that our new core is in its fourth year of implementation. The presentation also will highlight opportunities to continue to develop our new
core to enhance integrative, interdisciplinary teaching and learning; to engage with faculty and staff colleagues across the institution to create a more cohesive educational experience for students; and to more fully realize high-impact educational practices and meaningful assessment. Participants will be able to reflect on how the “lessons learned” and opportunities for further development might apply to their own institutions.

**Molly Kretchmar-Hendricks, University Core Director and Professor of Psychology—Gonzaga University**

**Competency Card Sharks: Building Support for Outcomes through Card Games**
Help faculty and staff connect institutional-level outcomes to the discipline-specific learning activities and curriculum through the power of play. Card game-based activities can be used to enhance faculty and staff understanding and adoption of high-level outcomes such as critical thinking, communication, or integrative learning. We provide a tested example of multiple games for aligning course activities and outcomes and mapping curricula to general education outcomes.

**Craig K. Pepin, Professor and Assistant Dean for Assessment—Champlain College**

**Student Connections with General Education: A Bridge to Local and Global Issues**
Students’ personal and academic experiences serve as a bridge to meaningful connections with an internationalized curriculum by helping them better address real-world issues. Given the unique placement of two-year community and technical colleges in the regions they serve, place-bound students can draw from local, regional, and international spaces as they develop critical thinking, empathy, and problem-solving both inside and outside their fields of occupation. This session will share how students in technical colleges make connections with global learning opportunities in their general education courses. Learning was further deepened in their programs of study. Implications for faculty and administration will be shared to help enhance global learning opportunities at home in two-year colleges to aid students in critical reflection, resulting in social change.

**Rachel A. Dobranc, Communications Instructor—Waukesha County Technical College**

*City Terrace 7, Third Floor*

**Proficiency | Dialogue for Learning**

**Session 2.2: Motivating Student Learning across the Curriculum**
Motivation is critical for all learning. Without it, learning simply doesn’t happen. In this interactive workshop, participants will identify and discuss challenges they face in motivating students to learn in academic disciplines that cross the curriculum. Participants will share ideas for meeting the challenge of motivating student learning, and they will explore research-based strategies that have proven effective. We will focus on leveraging intrinsic vs. extrinsic
motivations in course and lesson designs, as well as techniques for providing effective feedback.

Robert DiYanni, Instructional Consultant, and Anton Borst, Instructional Consultant—both of New York University

CITY TERRACE 9, THIRD FLOOR
Agency and Self-Direction | Sponsored Session | Mentor Collective
Session 2.3: Mentorship across the Student Career: Building Diverse Communities for Student Success
Research has long shown that peer mentorship contributes to student success by cultivating a sense of belonging, increasing retention, and supporting career connections. However, delivering a peer mentorship program that serves the needs of all students and demonstrates measurable outcomes is a challenging task with limited resources. This session will include reflections by George White, the Managing Director of the Office of Student Access and Success at Lehigh University, and Gretchen Presley, Mentor Collective’s Senior Partnerships Director, on why Lehigh University chose to institutionalize mentorship and how they were able to scale their initiative to provide over 70 percent (1,000+) of their incoming students with a trained peer mentor. They will share findings and strategies that academic leadership should employ to prioritize the best practices of mentorship as part of the solution to student success.

George White, Managing Director, Office of Student Access and Success—Lehigh University and Gretchen Presley, Senior Partnerships Director—Mentor Collective

CLEARWATER, THIRD FLOOR
Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry | Dialogue for Learning
Session 2.4: Performing Citizenship and Civil Discourse in Gen Ed: The Power of the Vote
This session will offer participants an examination of a unique core curriculum class using an engaged community-based pedagogy titled Theatre as Social Change at Georgia College (GC), in which both GC students and at-risk public high school students explore race, gender, and class and the power of the vote in turbulent times. Utilizing theatre techniques developed by Brazilian theatre theorist Augusto Boal and transferable to other disciplines, participants will engage in a problem-based performance of civil discourse to promote positive debate and voting behaviors. Using AAC&U VALUE rubrics and reflection assessments, participants will understand how to promote student passion and purpose for social issues.

Karen J. Berman, Chair of the Department of Theatre and Dance—Georgia College and State University

GRAND 2, SECOND FLOOR
Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry | Dialogue for Learning
Session 2.5: Engaging Students in Relevant Project-Based Learning to Effect Change
One challenge currently facing higher education is preparing students for an ever-changing future workforce, perhaps for jobs that do not yet exist. Additionally, we are charged with preparing students to be good human beings in a diverse and complex world. This session will highlight an innovative new general education curriculum that prepares students in both their
profession and life by combining majors, minors, and certificates. Participants will have the chance to evaluate current challenges within their own institutions, collaborate with colleagues experiencing similar challenges, and engage in activities to examine new possibilities to ensure students leave higher education ready for their career and their life.

Laurie Edmondson, Professor of Education, and Lori Slater, Director of the Alternative Track Special Education Program—both of Drury University

**GRAND 1, SECOND FLOOR**
*Equity | Dialogue for Learning*

**Session 2.6: Building Community at SDSU: A Three-Pronged Approach to Gen Ed Reform**
Learn how San Diego State University (SDSU) managed challenges such as structural silos, changing leadership, and structural constraints in its general education (GE). In an attempt to make meaning and sense of general education, SDSU created a three-pronged approach to equitably capture the voices and perspectives of various constituents: (1) “Spread the Word,” (2) “Let’s Talk,” and (3) “Meeting You Where You Are.” This approach focuses on creating a cohesive community, one that will support the creation of institutional learning outcomes so we can move on to establishing the structural changes needed to support a general education system that is both supported by faculty and staff and relevant to all students regardless of background. This session will focus on the sharing of challenges and best practices.

Virginia P. Loh-Hagan, Director of Liberal Studies, and Norah P. Shultz, Associate Vice President for Academic Affairs and Student Achievement, Sociology—both of San Diego State University

**RIVER TERRACE 2, THIRD FLOOR**
*Intentionality, Transparency, and Assessment | Dialogue for Learning*

**Session 2.7: Reflection and Integration in Learning: Assessing Students’ Experience**
More colleges and universities are promoting the intentional design of integrated and reflective learning experiences. This session will feature recent findings from the National Survey of Student Engagement (NSSE) to explore students’ exposure to reflective and integrated experiences and the relationship to habits for lifelong learning and future employment. Session leaders then will invite participants to discuss these results and approaches to increasing reflection activities for assessment and improved student learning.

Jillian Kinzie, Associate Director, Center for Postsecondary Research and NSSE—Indiana University Bloomington

**ST. JOHNS, THIRD FLOOR**
*Intentionality, Transparency, and Assessment | Dialogue for Learning*

**Session 2.8: From Statewide System Executive Order to the Seawolf Experience: An Odyssey**
Caught between a distribution system imposed by the statewide university system and a desire for an integrated and intentional general education (GE) experience, Sonoma State University (SSU) found itself in the position of many universities, struggling with core questions of GE reform. How can caught-in-the-middle campuses still avoid the checkbox by using pathways, transitional programming, and clear design to foster students’ sense of purpose, critical problem solving, and integration between GE and majors? In the face of bureaucratic demands for standardization, how can campuses create distinctiveness, foster faculty innovation, and encourage buy-in to develop an intentional undergraduate experience? This presentation will
explore how other campuses embedded in large systems can learn from SSU’s creation of the Seawolf Experience.

Karen Moranski, Senior Associate Vice President of Academic Programs and Dean of Graduate and Undergraduate Studies, Michelle E. Jolly, Professor of History, and Jennifer Lillig, Professor of Chemistry and Chair of Educational Policies Committee—all of Sonoma State University

RIVER TERRACE 3, THIRD FLOOR
Intentionality, Transparency, and Assessment | Dialogue for Learning
Session 2.9: Developing a Playbook of Good Responses to Gen Ed FAQs
Anyone doing general education work for even a short while gets some questions over and over again. Facilitated roundtable discussions in this session will help document good responses and best practices to respond to common questions and criticisms we encounter in our work. Results from the session will add to those from the Association for General and Liberal Studies (AGLS) meeting last September to contribute to a “playbook” to help general education leaders effectively represent the benefits for students and the value of what we do in general education.

Bruce Umbaugh, President—Association for General and Liberal Studies; Barika Barboza, Director of Learning and Program Evaluation—Miami Dade College; and Joyce Lucke, Executive Director—Association for General and Liberal Studies

12:30 P.M.—2:15 P.M. LUNCH ON YOUR OWN

2:30 P.M.—3:45 P.M. CONCURRENT SESSIONS

GRAND 3, SECOND FLOOR
Agency and Self-Direction | Workshop
Session 3.1: Critical Reflection: A Foundation for Scaffolded Civic Programming
This workshop will introduce critical reflection as a mechanism for students to synthesize their academic, experiential, and civic experiences in order to understand their own agency. The Center for Civic Leadership at Rice University incorporates a scaffolded approach to civic engagement, with critical reflection as one of its foundations. This was done through an intentional examination of all processes that led to a meaningful faculty/staff professional development experience. Through an engaging discussion and activities, participants will understand a framework for integrating critical reflection and begin identifying a plan for doing so within their own institutional contexts and goals for students, faculty, and staff.

Jessica Khalaf, Associate Director in the Center for Civic Leadership, and Danika Brown, Director of Curriculum and Fellowships, Center for Civic Leadership—both of Rice University
**River Terrace 2, Third Floor**  
*Agency and Self-Direction | Workshop*

**Session 3.2: Engaging Students’ Attitudes, Perceptions, and Experiences with General Education**

This session will examine the importance of understanding the perceptions and experiences students have surrounding general education and highlight the efforts of our campus to engage this critical population. The session leaders will discuss a variety of methods and chronicle our efforts, including student events, partnerships with student government, and the creation and implementation of a campus-wide survey. Participants will build on lessons learned and create plans to engage students on their own campuses.

Michelle Pautz, Assistant Provost for the Common Academic Program and Professor of Political Science, and Judy Owen, Common Academic Program Coordinator—both of the University of Dayton

**St. Johns, Third Floor**  
*Equity | Workshop*

**Session 3.3: The Learning We Expect: Bridging Student and Faculty Assumptions**

We know that equity and proficiency go together: we must meet students “where they are.” Yet faculty development rarely focuses on operationally specifying, identifying, and mapping where that is. In this workshop, we will practice one strategy developed at our comprehensive, public, predominately undergraduate university. Our general education council and a team of ten faculty have started mapping not just “student learning outcomes” but student expectations coming in. Faculty report that they find the process eye-opening, it enhances their general education course design and delivery, and it helps their undergraduates discern and navigate the gap between freshman expectations and faculty expectations. The takeaway for this session is a draft plan for a pilot professional development program to identify student learning expectations at your institution.

Linda Howell, Co-Chair of the General Education Council and Director of the Writing Program and Center; and Ash Faulkner, Instructor in the Writing Program and Center—both of the University of North Florida

**Grand 1, Second Floor**  
*Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry | Workshop*

**Session 3.4: Freeing Their HIPs: Integrating High-Impact Practices and Faculty Autonomy**

High-impact practices (HIPs) are linked with student engagement and persistence. However, institutions must balance their desire to integrate HIPs with respect for faculty autonomy and departmental priorities. Through small-group discussions facilitated by the workshop leaders, participants in this session will discuss how best to balance these goals at their own institutions. We frame the workshop around the experience at the University of Colorado Colorado Springs (UCCS) as we designed, launched, assessed, and maintained a campus-wide general education program organized around HIPs. Specific topics include (1) developing faculty buy-in and seeking faculty input, (2) intentional design for faculty and departmental freedom, (3) grace and
flexibility in rollout, (4) engaging faculty in assessment, and (5) ensuring continued quality and fidelity.

David Moon, Professor of Political Science and Director of the Compass General Education Curriculum; Phillip Haisley, Senior Instructor and Assessment Coordinator of the Compass General Education Curriculum; Sylvia Mendez, Associate Professor of Education and Chair of the Department of Leadership, Research, and Foundations; Sarah E. Long, Assistant Director, Gateway Program Seminar; Niki Juhl, Sustainability Chair of the Compass General Education Curriculum and Instructor of Chemistry and Biochemistry; Omar Montoya, Director of Gateway Program Seminar and Senior Instructor of English, and Michelle Neely, Director of Writing across the Curriculum and Assistant Professor Attendant of English—all of the University of Colorado Colorado Springs

GRAND 2, SECOND FLOOR
Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry | Workshop
Session 3.5: General Education Assessment, Faculty Engagement, and Student Success
Bringing together faculty across the Indiana University South Bend campus to develop shared student learning outcomes as part of assessing the general education program, general education directors used a nominal process that effectively generated consensus. By the end of this session, participants will be able to explain how the nominal group process can be used to develop shared student learning outcomes for various categories of general education (e.g., visual literacy, global cultures, quantitative reasoning). Using the finalized student learning outcomes created through consensus, participants will create one row of a draft assessment rubric.

Elaine Roth, Professor of English and Co-Director of General Education, and Kristyn Quimby, Assistant Dean of the College of Health Sciences and Co-Director of General Education—both of Indiana University South Bend

CLEARWATER, THIRD FLOOR
Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry | Workshop
Session 3.6: ISAE! Changing the Deictic Nature of Assessment Dialogue and Practices
In this session, we will discuss the use of the VALUE rubrics and an inter-rater rubric used by Texas Southmost College (TSC) as a heuristic method to change the deictic nature of assessment dialogue and practices at our institution. Attendees will learn how to assess whether scaffolding and connecting student learning outcomes across general education and majors are occurring at the course level. The Inter-Rater Signature Assignment Evaluator Rubric will facilitate attendees’ ability to identify gaps in transparency and usability of assignments in an effort to take a more holistic approach to whole-program assessment. Upon completion of this workshop, attendees will possess the basic skills to incorporate this approach in a short timeframe upon return to their institutions.

Karen M. White-Goyzueta, Director, Curriculum and Assessment—Texas Southmost College
**DAYTONA, THIRD FLOOR**

**Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry | Workshop**

**Session 3.7: Maximizing the VALUE of Rubrics: Troubleshooting Rubric-Based Assessments**

AAC&U VALUE rubrics are effective tools for assessing student learning, establishing institutional benchmarks, and developing programmatic learning goals. VALUE rubrics have been used extensively by Temple University’s general education program in assessment, curriculum development, and faculty development efforts. Despite their clear value, however, the VALUE rubrics also present challenges when put to use. This session invites higher education professionals to join in a discussion of issues that are commonly encountered in rubric-based assessment and strategies for addressing challenges. Members of Temple’s general education assessment team will share experiences with rubric-based assessment and facilitate breakout discussions on (1) ensuring the quality of data generated, (2) analyzing the validity of results, and (3) interpreting and taking action on the basis of results.

**Dana Dawson, Associate Director of General Education, and Molly Sapia, Research Assistant for General Education—both of Temple University**

**CITY TERRACE 7, THIRD FLOOR**

**Intentionality, Transparency, and Assessment | Workshop**

**Session 3.8: Lean Institutional Effectiveness and General Education Assessment**

This session will present the Lean Thinking methodology, which provides an institution with an adaptable and evidence-based practice for demonstrating continuous improvement. The Lean Thinking methodology produces assessment rigor that converts program changes into consistent results, which demonstrate proof of continuous improvement. Lean Thinking methodology provides the institution with a way to demonstrate continuous improvement in its programs and assessment processes. With Lean Thinking methodology, academic programs are able to create an agile assessment cycle that produces concrete evidence of continuous improvement. The assessment cycle created with Lean Thinking will allow a program to identify an improvement that needs to be made, make the necessary changes, and provide evidence of improvement in a clear and precise way. This methodology also accelerates the assessment cycle (thus closing the loop faster) by allowing a program to collect data results in a more efficient way.

**Bliss Adkison, Associate Director of Academic Affairs and SACSCOC Liaison—University of North Alabama**

**RIVER TERRACE 3, THIRD FLOOR**

**Intentionality, Transparency, and Assessment | Workshop**

**Session 3.9: Designing and Assessing an Integrated Four-Year Capstone Experience**

This workshop will present a study of how Champlain College’s Education and Human Studies Department developed its four-year capstone experience and its critical components. The capstone experience prepares and supports students to integrate all of their college learning into a significant career-launching project. This session will explore how assessment was used to develop the capstone, how key learning outcomes have been developed and measured, and how faculty continue to use this feedback to make programmatic and curricular changes.

**John T. Stroup, Associate Professor of Education—Champlain College**
Session 3.10: Using General Education Assessment Results to Generate Intervention Plans
The Community College of Baltimore County (CCBC) has had a general education assessment process in place for more than ten years. Faculty design and implement common graded assignments and score them using customized rubrics aligned to defined general education outcomes. Using CCBC’s general education outcomes assessment framework, workshop participants will interpret results and develop classroom intervention strategies as a means of continuous improvement. The session will also highlight current uses of CCBC’s general education assessment process as part of the college’s infusion of high-impact practices in highly enrolled general education courses.

Jennifer M. Kilbourne, Assistant Dean for Curriculum and Assessment; Elizabeth Shrader, Coordinator of General Education Outcomes Assessment; and Glenda Breaux, Director of Institutional Assessment—all of the Community College of Baltimore County

Session 4.1: Pecha Kucha Session
A Pecha Kucha (“chit chat” in Japanese) consists of a visual presentation (twenty slides that run for twenty seconds each) and commentary from the presenter regarding elements featured on the slides. The session includes four presentations and time for discussion.

Moderator: Kate Drezek McConnell, Assistant Vice President, Research and Assessment—AAC&U

A Social Action Capstone to Empower Student Agency for Social Justice
In this session, participants will be visually immersed while learning about a social action capstone course model that enhances students’ individual agency to address social issues. The model has three integrated aims: building on one’s individual passion for a specific social justice topic, applying academic training (building sociological imagination and social justice perspectives), and contributing to the social world. While seeing images from actual student projects and course materials, participants will be introduced to strategies to support students in developing either an individual community-based project or student research project.

Laura C. Atkins, Director of Service-Learning and Assistant Professor of Sociology—Jacksonville University

Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry
#SOCMEMES: Visualizing Sociology and Social Theory
By mixing easy-to-use web tools with course and general education outcomes, while adding a dash of humor, the #SOCMEMES project is an example of how a light, fun, and summative experience can yield measurable results in the undergraduate classroom.

Colin E. Suchland, Professor of Sociology and Chair of Assessment—Lincoln Land Community College
Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry

Beyond Gen Ed: Addressing Big Questions Whilst Meeting the Bar

This presentation will provide creative steps and innovative approaches to enhance general education. Through shared discussion, the panel will provide diverse faculty perspectives on UF Quest, a new program at the University of Florida. Participants will discuss current challenges in creating courses that not only meet general education criteria but also offer innovative and meaningful opportunities that enhance student learning outcomes and genuine faculty engagement. Presenters will share their experiences through UF Quest course development and implementation and will discuss novel approaches for providing institutional support to meet faculty needs.

Allyson A. Haskell, Instructional Designer for Information Technology; John Krigbaum, Professor of Anthropology and Co-Chair of Quest Curriculum Committee; and Jaime Ahlberg, Associate Professor of Philosophy—all of the University of Florida

Equity

Building a University-Wide GE in a Complex Institutional Landscape

This case study documents in two vignettes the framework and process for the successful development of a university-wide general education program for the Ohio State University. The new program has more academic rigor, allows students to move more freely between academic programs, and provides opportunities for faculty in every college to teach students from across the university. Although some aspects of the process are unique to the institution because of the complexity of the process and diversity of the stakeholders involved, broader lessons about communication, participation, and organization can be abstracted from several points.

Marymegan Daly, Associate Dean of Undergraduate Education and Professor of Evolution, Ecology, and Organismal Biology, and Laura Podalsky, Chair and Professor of Spanish and Portuguese—both of the Ohio State University

CITY TERRACE 9, THIRD FLOOR
Proficiency | Workshop
Session 4.2: Making Meaning through Faculty Learning Communities

Faculty learning communities (FLC) are useful tools for advancing faculty conversations on interdisciplinary issues; however, their impact hinges on strategic planning and consideration of institutional resources. The presenters will share their experience implementing an FLC on the topic of contextualizing general education competencies in the business discipline. Included in the discussion will be common structural elements of FLCs, such as logistics and assessment design, and situational factors to consider when designing an FLC, including equitable practices in faculty professional development. Participants will leave the session with a framework for an FLC that is appropriate for their institutional context.

Margaret Shippey, Director of Faculty Development and Classroom Engagement, and Barika Barboza, Director of Learning and Program Evaluation—both of Miami Dade College
Session 4.3: Engaging Faculty and Students in Assessment of Integrative GEP Outcomes
This interactive session will invite participants to engage colleagues from a variety of institutions to explore integrative learning in general education, develop introductory criteria for authentic assessment of integrative learning, and develop an introductory plan for engaging faculty and students to improve general education program (GEP) assessment. The session will be facilitated by faculty and administrators from a variety of disciplines who are leading a full-scale revision of general education at a large research university and will include discussion of innovative tools and technologies for meaningful assessment of learning that can be scaled to suit a variety of institutional contexts.

Melody A. Bowdon, Associate Vice Provost of Learning Innovation and Associate Dean of Undergraduate Studies; Rosalind Beiler, Associate Professor of History and General Education Program Lead Faculty Member; and Lindsay Neuberger, Associate Professor of Communication and General Education Program Assessment Fellow—all of the University of Central Florida

Session 4.4: You Collected Data. Now What? Practical Moves for Faculty Engagement
How can faculty make meaning out of educational assessment data and use it to guide continuous improvement? This “Workshop—Theory to Practice” session will move you from the data collection stage through the process of collaboratively making data-driven improvements to teaching and learning. In practicing what we preach, this session will be highly hands-on, guided by a booklet to promote discussion and reflection during the workshop and after. By the end of the session, you will be able to (1) identify assessment data that can generate meaningful conversations about student learning, (2) practice analyzing assessment data through a mock retreat exercise, (3) reflect on strategies to engage faculty in productive discussions about assessment data, and (4) prioritize action items for implementation at your home institution.

Bridget G. Trogden, Associate Dean of Undergraduate Studies and Associate Professor of Chemistry—Clemson University and Kathryn D. Kloepper, Director of Quality Enhancement Plan and Associate Professor of Chemistry—Mercer University

Session 4.5: Adventures in Student-Generated Learning
In this workshop, which addresses all of the named conference themes in tandem, student leaders and a faculty member will guide participants through an immersive and reflective experience in student-generated learning. Participants will have the opportunity to independently and collaboratively design projects that prioritize student agency, engagement with the course material, and connection to a wider community.

Beth D. Benedix, Professor of World Literature, Religious Studies, and Community Engagement; Emma Houston, English and Spanish Major, Class of 2020; and Jacob Correa, Psychology Major, Class of 2021—all of DePauw University
CLEARWATER, THIRD FLOOR

Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry | Workshop

Session 4.6: Creating Civic Engagement Opportunities in First-Year Learning Communities
In this workshop, the facilitators will present literature on evidence-based practices that show how learning communities can help students reach a number of academic milestones and develop connections to the campus and community. Specifically, the focus will be on student engagement within learning communities of general education classes that can help students develop bridges of understanding between disciplines and to cocurricular activities. Upon completion of this workshop, participants will be able to provide an example of how they can incorporate cocurricular, service learning, or civic engagement activities in building their own coursework for learning communities.

Chastity M. Blankenship, Assistant Professor of Social Science, and Lisa M. Carter, Associate Professor of Criminology—both of Florida Southern College

GRAND 2, SECOND FLOOR

Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry | Workshop

Session 4.7: Career Prep + Community Engagement = An Intro to the Pragmatic Liberal Arts
The Hamilton Holt School at Rollins College serves a diverse body of adult learners. At the heart of its revised general education curriculum is a required Introduction to the Pragmatic Liberal Arts. Each section carries the college’s Community Engagement Designation. Nonprofit partner organizations include after-school programs, aging adult communities, and refugee populations. Students will articulate the value of their community engagement projects by working with our Center for Career and Life Planning. Join us to think creatively about empowering students to take ownership of their curriculum through engaged learning and scaffolded reflection.

Erik Kenyon, Director of Student and Faculty Engagement, Hamilton Holt School; Meredith Hein, Director, Center for Leadership and Community Engagement; Anne Stone, Associate Professor of Communication; and Tricia Zelaya-Leon, Director of Career Development, Center for Career and Life Planning—all of Rollins College

CITY TERRACE 7, THIRD FLOOR

Equity | Workshop

Session 4.8: Cooperative Learning and Equity
In conceptualizing how to structure learning pathways for building capacity for teamwork, it is important to consider the individual personhood of all students; where they come from, how they see themselves, and what they are pursuing (and why) are critical. All students bring into a context their own unique structure of intersectionalities based on their lived experiences. Those experiences are shaped by how others view them and respond to their actions. The purpose of this session is to share the results of a phenomenological study conducted to describe the essential structure of the lived experience of students of color in heterogeneous cooperative learning teams in three large courses of study. Findings relate to symbolic interactionism and reveal themes around individual agency, attribution, and social trust.

Matt Spindler, Instructional Designer—Northeast Wisconsin Technical College
**RIVER TERRACE 2, THIRD FLOOR**

*Intentionality, Transparency, and Assessment | Workshop*

**Session 4.9: The Importance of Context and Intentional Assignment Design in Assessment**

This session will address the importance of sampling “authentic” student work using assignments intentionally designed to measure specific student learning outcomes. Workshop leaders will present the results from two empirical studies, which indicate the probability of receiving a higher score tends to occur in course-embedded contexts using assignments specifically designed to meet rubric criteria and that require a greater degree of mastery. This will be followed by a series of activities that ask participants to design assignments aligned with one of the VALUE rubrics.

*John D. Hathcoat, Associate Professor of Psychology and Associate Director of Learning Outcomes Assessment—James Madison University*

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**SUNDAY, FEBRUARY 22, 2020**

**SECOND FLOOR**

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<td>7:30–11:00 A.M.</td>
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**BALLROOM FOYER 4 & 5, SECOND FLOOR**

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<tr>
<td>8:00–8:30 A.M.</td>
<td>CONTINENTAL BREAKFAST</td>
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<td>8:30–9:30 A.M.</td>
<td>CONCURRENT SESSIONS</td>
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**CITY TERRACE 7, THIRD FLOOR**

*Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry | Dialogue for Learning*

**Session 5.1: Responding to Assessment Resistance: Confronting the Criticisms Directly**

Resistance to assessment work can arise from a number of sources beyond inertia or lack of concern for student learning. For example, the best way to respond to the distinctive challenges of collecting reliable evidence of collaborative, artistic, or ethical learning is not yet clear. This workshop will directly confront recent criticisms of learning outcomes assessment and develop strategies to successfully respond to legitimate concerns about the goals, usefulness, and methodology of assessment work.

*Stephen H. Kellert, Director of Assessment and Professor of Philosophy—Hamline University*

**RIVER TERRACE 2, THIRD FLOOR**

*Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry | Dialogue for Learning*

**Session 5.2: Everyone Can Play: Integrative Learning across General Education**

This dialogue will generate ideas for assignments in a range of disciplines and class formats that both facilitate integrative learning and enable assessment of that learning. Informed by a year of discussions with faculty from different schools and disciplines at a complex university, the facilitators will share examples and lead discussion to generate further ideas for assignments.
that encourage students to make meaning from their general education courses individually and in combination with their majors.

**Suzann W. Lupton,** Assistant Dean, O’Neill School and Executive Director of the Center for Service and Learning, and **Jennifer Lee,** Assistant Dean for Academic Affairs, Herron School of Art and Design, Art History—both of Indiana University–Purdue University Indianapolis

**GRAND 2, SECOND FLOOR**
**Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry | Dialogue for Learning**
**Session 5.3: Assessing Student Growth in Innovation Challenge Scenarios**
This session is designed to help instructors develop, design, and implement assessments to measure student growth in creativity, commitment, communication, and critical thinking. Participants will leave with drafts of these assessments and outlines for implementation.

**Sarah M. Beno,** Postdoctoral Fellow, and **Diane C. Tucker,** Professor of Psychology and Director of Science and Technology Honors Program—both of the University of Alabama at Birmingham

**GRAND 1, SECOND FLOOR**
**Equity | Dialogue for Learning**
**Session 5.4: Transfer for Equity: Making the Ideal Practical | Dialogue for Learning**
If your general education program is so special, why do you accept transfer courses? If completion is so important, why do general education programs vary so much? General education is caught in the middle of demands for transferability, coherence, completion, evidence, and equity. This session will focus on the tension among completion objectives, guided pathways, transfer pathways, and general education program design, and about equitable ways to help transfer students learn, make sense of their world, and complete degrees.

**Bruce Umbaugh,** Professor of Philosophy and Director of the Global Citizenship Program, and **Christina Gilbert,** Associate Director of Transfer Recruitment and Community College Partnerships, Office of Admission—both of Webster University; **Samantha Streamer Veneruso,** Professor of English and Chair of General Studies—Montgomery College; and **Meg Mulrooney,** Associate Vice Provost and Professor of History—James Madison University

**GRAND 3, SECOND FLOOR**
**Intentionality, Transparency, and Assessment**
**Session 5.5: Pecha Kucha Session**
A Pecha Kucha (“chit chat” in Japanese) consists of a visual presentation (twenty slides that run for twenty seconds each) and commentary from the presenter regarding elements featured on the slides. The session includes three presentations and time for discussion.

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

**Adding Local Flavor, Turning National Initiatives into Local Best Practices**
To engage faculty from a wide variety of disciplines in the delivery and assessment of the general education curriculum, Rochester Institute of Technology developed unique assessment tools and resources to fit its curriculum and institutional culture. All of this work was grounded in best practices to engage faculty in meaningful and authentic
assessment consistent with national initiatives.

**Leah Bradley, Assistant Director of Educational Effectiveness Assessment—Rochester Institute of Technology**

**Assessing Equity and Achievement Gaps via ePortfolio**
The mission of Salt Lake Community College (SLCC) stresses the importance of inclusivity and diversity. Since 2012, SLCC has been using ePortfolios to assess the general education learning outcomes. For the 2019 general education assessment, we used the ePortfolio for the first time to disaggregate data to highlight equity and achievement gaps among our students. This presentation will address our findings concerning gaps among genders, first-generation students and non-first generation students, and races.

**Michael Young, Associate Dean of General Education, Interdisciplinary Studies, and Honors, and Emily Dibble, ePortfolio Coordinator, ePortfolio—both of Salt Lake Community College**

**What Were They Thinking? Adding “Arts & Creativity” to the Curriculum**
American scholars have lamented the separation of fine arts from the liberal arts and the neglect of the fine arts in liberal education. The University of Kentucky is one of the few institutions in the United States with a non-humanities-based arts/creativity requirement in its general education curriculum. This presentation will (1) tell the story of how this inquiry-based curricular requirement came about, (2) describe the ways in which it has been implemented, and (3) raise questions of how to deliver and assess different and sometimes conflicting understandings of creativity as a core educational value.

**Jane McEldowney Jensen, Associate Professor of Educational Policy Studies and Evaluation—University of Kentucky**

**CLEARWATER, THIRD FLOOR**
**Intentionality, Transparency, and Assessment / Sponsored Session / Parchment**
**Session 5.6: The Parchment Platform: The Unified Student Experience for Transcripts, Diplomas, Certificates, and Badges**
Registrar offices manage more than just transcripts. What efficiencies could be created if there was one platform to support the management of all credentials including diplomas, certificates, and badges? Parchment’s platform doesn’t simply span print and digital workflows but integrates and enhances them. It’s more than just a transaction. Credentials are the currency in a meaningful exchange.

**Elizabeth Allison, Account Executive, and Sarah Rappa, National Manager of Higher Education Solutions—both of Parchment**

**CITY TERRACE 9, THIRD FLOOR**
**Intentionality, Transparency, and Assessment / Dialogue for Learning**
**Session 5.7: Cultivating Leaders through Core Curriculum**
Louisiana State University recently revised and rebranded its general education curriculum to bring it more in line with current best practices. The new integrative learning core framework is
based on a set of proficiencies and institutional values to cultivate in our graduates through the curriculum. This session will provide insights—processes, challenges, and lessons learned—for other public research institutions considering reforming general education.

Tara Rose, Director of Assessment—Louisiana State University

RIVER TERRACE 3, THIRD FLOOR
Intentionality, Transparency, and Assessment | Dialogue for Learning
Session 5.8: Demonstrations of Proficiency across CBE and Traditional Learning Models
Brandman MyPath, a competency-based learning modality, recently underwent a program assessment for the Bachelor of Business Administration (BBA) Program, which required a cross-cutting assessment design that would intentionally evaluate whether students are engaging meaningfully when compared with the traditional BBA program. This program assessment utilized the input of multiple stakeholders to determine if competency-based education final assessments and traditional signature assignments were providing transparent evidence of demonstrated proficiency and effective scaffolding of learning between both programs. This workshop will provide you with the knowledge, resources, and tools to immediately begin expanding program assessments at your institution to think more broadly about learning outcomes among programs.

Diana Gilmer Echols, Tutorial Assistant Professor of Business—Brandman University

9:45–10:45 A.M.  CONCURRENT SESSIONS

GRAND 3, SECOND FLOOR
Proficiency
Session 6.1: Pecha Kucha Session
A Pecha Kucha (“chit chat” in Japanese) consists of a visual presentation (twenty slides that run for twenty seconds each) and commentary from the presenter regarding elements featured on the slides. The session includes three presentations and time for discussion.

Moderator: Kate Drezek McConnell, Assistant Vice President, Research and Assessment—AAC&U

An Efficient Peer-Mentoring Program to Promote Professional Competency
The Human Biology Section at the University of Southern California has developed and implemented a peer-mentoring approach focused on observation, feedback, and reflection. The process is efficient and effective: each faculty member briefly observes, and is observed by, a colleague at least once a semester. Feedback is given to the observed faculty in the format of two compliments and two suggestions and is meant as a constructive criticism that leverages the knowledge and expertise of individual faculty members to foster the academic excellence of the whole program. Additionally, this peer-mentoring approach is expected to promote a supportive departmental culture and a more integrated curriculum, and ultimately improve the students’ learning experience.

Gioia Polidori, Director of Undergraduate Studies and Assistant Professor of Teaching—University of Southern California

Connecting General Education Goals with NACE Career Readiness Competencies
Do you struggle to convince your undergraduate students that their required
curriculum is indeed preparing them for post-graduation employment? The National Association of Colleges and Employers (NACE) Career Readiness Competencies align with learning goals often found in undergraduate core curricula and can be a great tool for helping students make the connection between general education requirements and career preparedness. This presentation will introduce participants to the NACE Career Readiness Competencies and show how Temple University’s general education program has integrated NACE materials into faculty development and student outreach efforts.

Dana Dawson, Associate Director of General Education—Temple University

Global Views of Career Readiness in Second Language Requirement Sequences
In this session, participants will gain an understanding of the conceptual frameworks underlying career readiness models and explore how they can be best integrated to support international, intercultural, and global learning. With a focus on second/foreign language classes, the presentation will include practical examples of how this approach was applied to a multi-section intermediate Spanish course, using student-centered texts produced by career readiness programs at US and Argentine universities. In this multiple literacies approach, the cross-cultural texts facilitate an understanding of career readiness as culturally embedded products that become the focus of analysis themselves. The presentation will conclude with suggestions for transferring the activities across languages, proficiency levels, and institutions.

Sara Mack, Senior Lecturer and Coordinator of Spanish and Portugese—University of Minnesota–Twin Cities

CITY TERRACE 7, THIRD FLOOR
Proficiency | Dialogue for Learning
Session 6.2: The Flexible Facilitator Leadership Model and Integrative Learning by Design
The Community College of Philadelphia (CCP) is an associate’s degree–granting institution serving approximately 17,000 students who are predominately from underserved groups and in many cases contend with intersectional inequalities. CCP has implemented a flexible facilitator leadership model (informed by leadership-as-practice) that has proven to increase faculty engagement in and ownership of general education and enables a faculty-driven, multidisciplinary process of revising general education as an intentional integrative learning practice aimed improving general education coherence for both faculty and students. In this theory-to-practice workshop, facilitators will share the guiding principles and best practices that enable the flexible facilitator leadership model and describe how it promotes integrative intentional learning. Distinctive and transferrable highlights include the integration of general education with guided pathways work, the proven efficacy with diverse faculty groups, and the presentation of practical and sustainable means for countering the silo effect.

Amy A. Birge-Caracappa, Coordinator of Curriculum Development and Professor of English; Deb Rossi, Department Chair and Professor of Allied Health; and Girija Nagaswami, Associate Professor of English—all of Community College of Philadelphia
Session 6.3
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.
Moderator: C. Edward Watson, Associate Vice President for Quality, Pedagogy, and LEAP Initiatives and Chief Technology Officer—AAC&U

Experiences That Matter: Equipping Today’s Students for Tomorrow’s World
How can undergraduate institutions operationalize, scale, and sustain experiential learning initiatives—and should they? Explore how the University of Georgia implemented and continues to scale a requirement that each of its nearly 29,000 undergraduate students engage in experiential learning prior to graduation. Join this dialogue, which will highlight equity, critical social issues, and assessment while also exploring practical institutional governance and operational design elements.
Andrew H. Potter, Director of University Experiential Learning, and Madeline Smith, Director of Assessment, Administration, and Instruction—both of the University of Georgia

(Re)Developing Effective Assessment of Applied Learning
After successfully closing out a Quality Enhancement Plan (QEP) focused on enhancing applied learning opportunities for students in 2018, university leadership continued to support the initiative beyond the QEP required timeline. While assessment of the initiative had showed that we could improve the ability of students to demonstrate their learning through reflection and track progress on specific learning outcomes (e.g., transfer and application of knowledge), subsequent strategic planning revealed a need to improve assessment moving forward. Thus, this session will focus on the process of (re)developing effective assessment of applied learning as we transition from a QEP focused on applied learning to an Office of Applied Learning.
James DeVita, Associate Professor of Applied Learning, and Lea Bullard, General Education Assessment Coordinator—University of North Carolina Wilmington

Session 6.4: Let’s Get Rid of the “Non-major”
In many respects, general education programs represent the education of the non-major. However, use of the label “non-major” carries a number of negative connotations that affect how general education courses and programs are perceived, discussed, valued, designed, and delivered. In this highly interactive session, you will collaborate with other participants to (1) identify the implications of the term “non-major” for students, instructors, advisors, and institutions; (2) develop terms to replace “non-major” that are appropriate for your discipline; and (3) devise strategies for introducing the newly developed terms to others in the discipline and/or institution.
Christopher G. Murphy, Associate Provost for Curriculum and Liberal Learning—The College of New Jersey
Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry | Dialogue for Learning

Session 6.5: Inquiry-Based Curriculum Development: The Challenge of Changing Academic Culture

This interactive workshop will engage participants in the process of redeveloping content-focused courses in order to embrace inquiry-based learning and metacognition. Attendees will be introduced to scholarship on inquiry-based learning and metacognition. They then will examine the implementation process of curricular change at the presenters’ institution and the lessons learned regarding course design, faculty development, and assessment. Participants will have an opportunity to practice the course redesign process, revealing the shift in thinking that goes into an inquiry-based course.

Alex Breiding, Program Coordinator of Core Curriculum, and Chuck Cox, Faculty Director of Complex Problems and Hurst Senior Professorial Lecturer in Writing Studies—both of American University

Session 6.6: Digital Humanities and Social Sciences to Engage in 21st-Century Meaning-Making

This session will introduce the Digital Humanities and Social Sciences (DHSS) as a pedagogical and assessment tool for engaging in reflective meaning-making in general education courses. Designed for faculty with little to no experience with digital technologies, this session will identify a resource for supporting DHSS pedagogies and assessments that enhance critical and active opportunities for meaning-making in and with the digital world. Participants will leave the workshop with an understanding of DHSS, how DHSS can enhance students’ contextualized reflection and meaning-making in general education courses, and ways to model these pedagogies and assessments for faculty and staff in participants’ home institutions.

Samantha Cutrara, Curriculum Innovation Specialist—York University

Session 6.7: Transforming General Education to Ensure Meaning-Making

Participants will examine the transformative mechanisms a comprehensive research university employs to reimagine general education as a sequential program that focuses on student engagement with the critical issues of our time and the connection of learning to students’ academic programs and lives as a tool for meaning-making. We will present the challenges we have overcome and continue to face and our process for developing an innovative assessment protocol—a type of “digital place” that captures what we value in general education. Participants will discuss and share their approaches and challenges to the development and assessment of meaning and sense-making in general education.

Timothy S. Brophy, Professor and Director of Institutional Assessment; M. David Miller, Professor of Research and Evaluation Methods and Director of the School of Human Development and Organizational Studies in Education; Andrew Wolpert, Associate Professor
Session 6.8: “Why Do Students Cheat?”: Reasons and Institutional Responses
The most common response to why students cheat is that they are lazy or seeking a shortcut to allow them more time for noncurricular activities. However, there are social and psychological phenomena beyond the assumptive explanation. The stress of finding the perfect job, combined with the extraordinary cost of higher education, adds a level of anxiety and pressures unique to current college students. This session will explore the various reasons a student may cheat, the impact of technology and academic honesty, and various ways participants can address this issue on their home campuses.

Richard J. DeCapua, Vice President for Academic Affairs—OneClass

Fostering Diversity, Equity, and Inclusive Pedagogy: A Social Neuroscience Perspective
Diversity and inclusion are critical to maintaining excellence in our institutions. Fortunately, as the demographics of our campuses change, individuals are more likely to engage with others who are from different backgrounds. Although this increasingly inclusive atmosphere provides new opportunities, fostering a diverse, equitable, and inclusive environment has been challenging. In this session, Jennifer Kubota and participants will unpack these challenges and examine factors that improve open-mindedness, understanding, compassion, and inclusiveness using evidence from both social science and neuroscience.

Jennifer Kubota, Director, Impression Formation Social Neuroscience Lab and Assistant Professor, Department of Psychological and Brain Sciences and Department of Political Science and International Relations—University of Delaware
Register by March 2 to Participate in the 2019–20 VALUE Institute

The VALUE Institute is a resource for documenting, reporting, and using learning outcomes evidence to improve student success in college. Participating higher education programs, institutions, and states provide student work samples to be scored using the VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics and receive data and reports that contextualize and benchmark results.

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