FROM MISSION TO ACTION TO EVIDENCE:  
Empowering and Inclusive General Education Programs

Kansas City Marriott Downtown | Kansas City, Missouri  
February 19 – February 21, 2015

Dear Colleagues,

Welcome to Kansas City and AAC&U’s Network for Academic Renewal conference, From Mission to Action to Evidence: Empowering and Inclusive General Education Programs. The title of this year’s general education and assessment conference reflects a nationwide dialog swirling around higher education. How are campuses connecting mission with action and evidence to effectively and equitably advance academic, professional, and personal success for all students? What is the mission of higher education in a democratic society that depends on an educated and engaged citizenry and a global society that requires knowledge and abilities to address real-world issues from multiple perspectives with interest in a better life for all? What actions must campus leaders take to manifest their goals and what is the place and role of general education? And how will campus practitioners know if they are succeeding in preparing students for their envisioned future?

Each of your institutions has uniquely developed an institutional mission and general education program based on specific commitments, students, faculty, and resources. Yet certain principles—LEAP Principles of Excellence—remind us that we also can share common commitments to support high-quality learning for all students at every college or university. How can higher education maintain its strength through diversity while also acknowledging core principles, such as making excellence inclusive; fostering civic, intercultural, and ethical learning; and assessing students’ ability to apply learning to complex problems? How can every college and university make high-quality education the norm for every student—not just for the advantaged few? And how are campuses conceptualizing, designing, implementing, and assessing general education to realize this transformation of higher education?

We are here to share and learn from the ways in which you are engaging to rethink and advance equity-minded and student-centered frameworks for general education and assessment. We hope you leave with a better sense of how campuses are intentionally designing general education programs and assessments to promote these frameworks. For example, the ways in which programs are implementing the outcomes that employers and academic professionals insist our students need; the fruitful ways of linking student learning and real-world problems through engaging students in Signature Work; and how to gather evidence of demonstrated competence at progressive levels of improvement in order to facilitate student transfer not just between institutions but also for the transition to meaningful lives and careers. We hope you will be challenged to use these discussions to think deeply about the commitments you have made at your institution—to your students, to your faculty and staff, and to the community in which you reside.

We look forward to learning from you and with you. Thank you for participating in this conference and in our collective mission—a liberal education for all students.

Terrel Rhodes, Vice President  
Quality, Curriculum, 
Assessment—AAC&U

Ashley Finley, Senior Director  
Research and Assessment—AAC&U

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

Karen Ann Kalla, Director  
Network for Academic Renewal—AAC&U
AAC&U thanks the sponsors below for their generous contributions. Conference sponsors are colleges, universities, associations, nonprofit organizations, and businesses that participate in the program and/or provide financial or in-kind support. Through their contributions, sponsors enhance the conference experience for everyone.

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**Academic Partner**

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

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

**www.agls.org**

**Featured Sessions**

**Liberal Education and America’s Promise**

Throughout the conference program, sessions noted with the **Liberal Education and America’s Promise** (LEAP) designation highlight the innovative work of colleges and universities that are members of AAC&U’s LEAP Campus Action Network. The LEAP Campus Action Network brings together campuses and organizations committed to liberal education; helps them to improve their efforts to ensure that all students achieve essential liberal education outcomes; and shines a spotlight on educational practices that work. Participants in these sessions will learn how members of the network are using the LEAP framework and resources to advance their educational improvement efforts. For information about LEAP visit [www.aacu.org/LEAP](http://www.aacu.org/LEAP).
OPPORTUNITIES TO CONNECT

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

Participants will have the opportunity to participate in facilitated affinity group discussions on the topic of primary interest to them. The topics are the five conference themes:

- conceptualizing general education;
- designing general education;
- garnering support and approval for a new general education program;
- implementing a new general education program; and
- assessing general education.

Participants will be encouraged to follow the same discussion theme from Friday to Saturday to advance a coherent and iterative conversation that builds on ideas gleaned and lessons learned throughout the conference.

Along with your name badge, you will receive a ribbon that matches the affinity discussion topic that you selected when you registered for the conference. Additional ribbons will be available at conference registration for those who have not yet selected an area of interest. Please select the one that best represents your primary area of interest and reason for attending the conference. These ribbons are designed to help you connect with attendees who share the same interest.

Sign-up sheets for lunch and dinner groups will be available in the registration area.

Please let us know how these networking opportunities worked for you and give us your suggestions for future networking opportunities when you complete the online conference evaluation form.

Join the conversation on Twitter at hashtag #AACUGenEd15.
Thursday, February 19, 2015

10:00 a.m. – 7:00 p.m. Conference Registration, Membership Information

2:00 – 5:00 p.m. Pre-conference Workshops *(separate registration and fee required)*

7:00 – 8:00 p.m. Keynote Address: General Education for the New Face of America
*Leslie E. Wong,* President—San Francisco State University

8:00 – 9:15 p.m. Reception and Poster Sessions

Friday, February 20, 2015

7:45 – 8:15 a.m. Continental Breakfast

8:15 – 9:15 a.m. Plenary: Very Secret Diaries of a General Education Reform Team
*Lori J. Carrell,* Vice Chancellor for Academic Affairs and Student Development—University of Minnesota Rochester

9:45 a.m. – 10:45 a.m. Affinity Group Discussions

11:00 a.m. – 12:00 p.m. Concurrent Sessions

12:00 – 1:45 p.m. Luncheon *(separate registration and fee required)*
The VALUE Imperative
*Peggy Maki,* Educational Assessment Consultant

2:00 – 5:00 p.m. Concurrent Sessions

5:00 – 7:00 p.m. The LEAP Challenge Forum: Preparing Students to Create Solutions for Our Future
*Timothy K. Eatman,* Faculty, Higher Education and Co-Director, Imagining America, and *Holly Zahn,* Communications Coordinator, Imagining America and Class of 2012—both of Syracuse University; *Mary Beth Love,* Chair and Professor of Health Education, *Savita Malik,* Director of Curriculum and Instruction, Metro Academies, and *Destinee Lanns,* Biology Major and Math Tutor, Metro Academies—all of San Francisco State University; and *Catherine Pride,* Associate Professor of Psychology, and *Elise Martin,* Dean of Assessment—both of Middlesex Community College
Moderator: *Gail Evans,* (Retired) Dean of Undergraduate Studies—San Francisco State University and Senior Fellow—AAC&U

Saturday, February 21, 2015

8:00 – 8:30 a.m. Continental Breakfast

8:30 – 9:30 a.m. Affinity Group Discussions

9:45 – 11:00 a.m. Concurrent Sessions

11:15 a.m. – 12:15 p.m. Closing Plenary: Politics of Change: Putting It All Together and Anticipating Campus Responses
*José Cruz,* Provost and Vice President for Academic Affairs—California State University, Fullerton; and *Loraine Phillips,* Assistant Vice Provost, Institutional Effectiveness and Reporting—The University of Texas at Arlington
PRELIMINARY PROGRAM OF EVENTS

THURSDAY, FEBRUARY 19, 2015

10:00 a.m. – 7:00 p.m.          Conference Registration and Membership Information  COUNT BASIE FOYER

Please stop by the conference registration desk for your program, badge, and membership information.

2:00 – 5:00 p.m.          Pre-Conference Workshops

These workshops are ticketed events. For details and availability, please visit the conference registration desk.

MARY LOU WILLIAMS ROOM, THIRD LEVEL

Workshop 1: Bridging the Benefits of General Education and Making Excellence Inclusive
To forge sustainable pathways for institutional and student success, campuses must examine the organizational framework of their general education programs in light of the diversity of postsecondary students and effective strategies for achieving equity in student achievement. Participants will review a set of equity principles and questions to engage in a self-assessment of their current general education programs. They will discuss curricular designs and develop recommendations to increase access to and success in high-quality learning environments for all students. Facilitators will address the student, faculty, and institutional benefits of developing critical intersections between the goals for general education and making excellence inclusive.

José Moreno, Professor of Latino Education and Policy Studies—California State University, Long Beach; and Tia Brown McNair, Senior Director for Student Success—AAC&U

BENNIE MOTEN ROOM, THIRD LEVEL

Workshop 2: It Takes a Village: General Education Faculty-Administration Partnerships
General education development, implementation, assessment, and revision affect all aspects of an academic institution’s structure, demanding intentional coordination, collaboration, and communication between faculty and administration. This workshop features approaches to forming productive general education partnerships from three institutional types: a new community college, a research university, and a small comprehensive university. Workshop participants will strategize about such partnerships at their home institutions. The American Conference of Academic Deans welcomes faculty and administrators from all institutional types.

Scott Evenbeck, President—Stella and Charles Guttmann Community College; Jim Salvucci, Dean of the School of Humanities and Social Sciences—Stevenson University; and Lisa Myobun Freinkel, Vice Provost for Undergraduate Studies—University of Oregon

This workshop is presented by the American Conference of Academic Deans (ACAD)

JULIA LEE ROOM, THIRD LEVEL

Workshop 3: Clear Vision in Murky Waters: Using Gap Analysis to Enhance Institutional Cultures of Assessment
Gap analysis techniques, widely used in business environments, are readily adaptable for effective use in higher education. They are particularly useful for supporting integration and alignment of general education assessment across traditional boundaries between disciplines and administration. Dr. Henderson will address key concepts and methods essential to gap analysis and demonstrate how to apply them to general education. Participants will analyze their institution’s assessment culture through the creative application of gap analysis. They will consider how to use gap analysis to investigate faculty perceptions, compare the actual culture of assessment with the desired culture, and identify action steps for improvement.

Carol G. Henderson, Associate Provost—Ithaca College

TRUMAN ROOM A, MUEHLEBACH TOWER

Workshop 4: Motivating and Empowering Faculty to Teach for General Education and Disciplinary Knowledge
As institutional leaders increasingly recognize the need to create a new and more powerful general education program, they also recognize that genuine faculty support—not just compliance—is an absolute necessity. Participants will leave with a big picture of how to obtain faculty support for general education; a list of possible strategies for achieving that support; and their own thoughts on how to adopt and adapt these possibilities into specific strategies and actions at their own institutions. This workshop will be helpful for individuals with organizational responsibilities related to strengthening and enhancing general education programs.

L. Dee Fink, National Consultant in Higher Education
TRUMAN ROOM B, MUEHLEBACH TOWER

Workshop 5: Norming: Collectively Engaging in Evidence-Based Discussions about Student Learning

Student learning assessment has always been an important aspect of institutional improvement and student success. Engaging students and faculty in ongoing and systematic assessment, however, is difficult at any institution. One effective method for increasing the involvement of faculty, instructors, and students in direct assessment is using rubrics to assess student learning. Participants will discuss implementing and norming rubrics, engaging faculty and students in using rubrics, and utilizing data to inform actionable interventions to improve student learning. Participants will engage in interactive activities that can be used at their institutions and learn about the pitfalls and successes of employing rubrics.

Karla Guilford-Shipp, Instructor, Humanities Department—Tidewater Community College; Ashley Finley, Senior Director of Assessment and Research, and Terrel Rhodes, Vice President, Office of Quality, Curriculum, and Assessment—both of AAC&U

12TH STREET ROOM, LOBBY LEVEL

Workshop 6: Using the Degree Qualifications Profile and Dynamic Criteria Mapping to Help Build a Community of Practice for Assessment and Learning

Quality Collaboratives: Assessing and Reporting DQP Competencies in the Context of Transfer is an AAC&U project engaging two-year and four-year campuses working on issues of learning outcomes, curricular change, high-impact practices, and assessment. Drawing on the work of the Quality Collaboratives partnership between IUPUI and Ivy Tech, facilitators will discuss how to use student writing as a prompt for faculty to develop collective expectations for writing in general education that span two- and four-year institutions. Using the DQP and VALUE rubrics, participants will approach English composition in a new way.

Mel Wininger, Senior Lecturer in English—Indiana University-Purdue University Indianapolis; and Susan Albertine, Vice President, Office of Diversity, Equity, and Student Success—AAC&U

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

KEYNOTE ADDRESS: General Education for the New Face of America

Leslie E. Wong, President—San Francisco State University

America’s evolving new demographic face is present on many campuses. This new generation is more race and class sensitive, wise to street-culture, and active within their communities both real and virtual. Their college expectations challenge us to craft educational experiences that resonate with this different awareness. Their spin on what is relevant and useful offers colleges and universities a creative moment, especially with general education content. We should not misjudge this moment.

8:00 – 9:15 p.m. Reception and Poster Session

Theme 2: Designing General Education

Poster 1: Integrating Student Learning across the Disciplines: Tagging Courses for Skill and Value Development

The structure of the Elmhurst College Integrated Curriculum is informed by the Essential Learning Outcomes of AAC&U’s Liberal Education and America’s Promise (LEAP) initiative. A particular feature of the Integrated Curriculum, which was lacking in Elmhurst’s prior General Education program, and that allows the college to track skill and value development across the disciplines, is tagging. Courses may be tagged for particular skills or values, requiring that they attain outcomes in the development of that area. For each of the seven tags in the program, the faculty has worked to develop detailed learning outcomes which can apply across disciplines. Tagging is not a matter of course content; it is a matter of the learning processes required to successfully complete assignments or work in the course—the how, not the what. This poster will describe the tagging feature and its inherently interdisciplinary nature.

Ted K. Lerud, Associate Dean of the Faculty—Elmhurst College

Theme 2: Designing General Education | LEAP Featured Session

Poster 2: Connecting the General Education Curriculum to Liberal Arts Goals and Campus Culture

General education revision at Ursinus College began with campus conversations connecting general education to liberal arts goals. Ideas from faculty members and students were mapped to LEAP Essential Learning Outcomes (ELOs) and VALUE rubrics while retaining language articulated at Ursinus. The college’s commitment to asking enduring questions, as exemplified by the liberal arts gateway course, the Common Intellectual Experience, was connected to ELOs by posing categories of outcomes as
questions. This work lays the foundation for additional curricular revision and assessment. This poster will examine the ways in which campus wide contributions of and commitments to liberal education embed the revision process in campus culture. **Rebecca Kohn**, Assistant Dean for Academic Affairs and Professor of Biology, and **Talia Argondezzi**, Director of the Writing and Speaking Program—both of Ursinus College

**Theme 3: Garnering Support and Approval for a New General Education Program**

**Poster 3: Persistence, Inclusion, and Belief in Transformational Change: A Process that Works!**

Too often, campus leaders begin a general education reform process by assigning a committee to develop models to bring to the full faculty. All too often, and in some cases after years of effort, the proposal is ultimately voted down and the campus is back to square one. To avoid such a debacle, Wesley College chose a process where the faculty committee facilitated the process but did not direct the content of the new core. Instead, experts in general education reform were brought to campus for full faculty input and discussion. The result? A completely new core was developed and approved in a relatively short time period. This poster will describe this inclusive process for revising general education. **Jeffrey Gibson**, Associate Dean for Curriculum and Program Development, and **Jack Barnhardt**, Chair of the Curriculum Committee—both of Wesley College

**Theme 4: Implementing a New General Education Program**

**Poster 4: Ensuring Transfer Student Success in Information Literacy within a General Education Program**

This poster will outline the Information Literacy (IL) requirement of the new General Education program at the University of North Carolina Wilmington and will address how the university’s transfer and non-transfer students differ in IL skills. The steps in the creation of an IL exam for general education competency credit for transfer students, identification of campus partners, student test groups, test versioning, and the compilation and use of psychometric data to improve the exam will be shared. Unique aspects of the IL test, including the inclusion of a research essay, will also be provided. **Vonzell Yeager**, University Studies Librarian—University of North Carolina Wilmington

**Theme 5: Assessing General Education**

**Poster 5: Assessing General Education by Establishing a Center for Teaching and Learning**

In 2011, Boston University’s College of General Studies established the Center for Interdisciplinary Teaching and Learning to encourage implementation and assessment of high-impact practices. This poster will demonstrate how participants can establish a center for teaching and learning that encourages faculty to be more intentional about their use of high-impact practices, so they can help strengthen students’ ability to integrate, transfer, and apply their knowledge. **Megan M. Sullivan**, Associate Dean for Faculty Research and Development and Director of the Center for Interdisciplinary Teaching and Learning—Boston University

**Poster 6: Right-sizing a General Education Curriculum**

Participants will learn how one institution developed a better understanding of students' choices for meeting specific general education requirements through an analysis of course offerings, targeted transcript analyses, and focus groups with graduating seniors aimed at exploring their experiences with general education. The poster will identify methods to describe how students are navigating general education at participants’ institutions. The data thus generated can provide a springboard to decisions about appropriate diversity and accessibility of options available to students at a given institution. **Caroline R. Noyes**, Deputy Director, Center for the Enhancement of Teaching and Learning—Georgia Institute of Technology

**Poster 7: The Devil is in the Details: Implementing and Assessing a General Education Program**

The presenters’ experience in implementing and assessing a revised general education is one of many parts; the devil in the details is ever present. The parts include developing: (1) criteria to approve thematic courses; (2) a means for assessing different courses pursuing the same learning goal; (3) a curriculum map; (4) an assessment process to select courses in a fair, systematic, and reasonable way; (5) a communications strategy for promoting the new model among students and faculty; and (6) the habit of discussing the findings and making revisions in pursuit of continuous improvement. This poster will share specific tools and products that were created in each of these six instances. **Krista Prock**, Assistant Professor, Rohrbach Library, and **Patricia Norred Derr**, Associate Professor of History—both of Kutztown University of Pennsylvania
Theme 5: Assessing General Education

Poster 8: Having Your Cake and Knowing It’s Actually Cake, Too: Validity and Reliability in Assessment Data
Colleges across the country routinely collect data to measure performance in institutional-level learning outcomes; however, feasibility concerns often require schools to prioritize either validity or reliability at the expense of the other. In some cases, large samples of student work are gleaned directly from class assignments, thereby offering artifacts that validly represent the curriculum. In other cases, small batches of samples are assessed by trained faculty, which ensures acceptable levels of inter-rater reliability. This poster shares information about how Marietta College (Ohio) designed an institutional-level program based on AAC&U VALUE rubrics that both ensures validity and fosters reliability.

Joseph M. Sullivan, Director of Assessment—Marietta College

Theme 5: Assessing General Education

Poster 9: A Longitudinal and Multifaceted Evaluation of Students’ Information Literacy and Communication Skills
This poster highlights an innovative, interdisciplinary assessment of information literacy and communication skills. The poster will describe a comprehensive series of online tutorials and face-to-face instruction on library research that incorporated teaching and assessing writing, reading, speaking, and listening, while embedding information literacy instruction. The evaluation of the library tutorials and the first two courses in the sequence reveal areas of significant student learning and items for improvement.

Nathan K. Lindsay, Associate Provost—University of Montana, Stephen Dilks, Professor of English and Irish Literature, Diane Hunter, Head of Teaching and Learning Services, Miller Nichols Library, and Steven Melling, Lecturer in Communications Studies—all of University of Missouri-Kansas City

Theme 5: Assessing General Education | LEAP Featured Session

Poster 10: Eight Ways to Make Learning Outcomes Visible to Students through Technology
Faculty aspire to create meaningful learning outcomes for students. But how do institutions make students aware of those important learning outcomes? Using technology, faculty and administrators can develop plans to communicate general education and program learning outcomes to students, parents, employers, and the public. This poster offers specific ideas that participants can implement on their own campus.

Nancy Mitchell, Director of Undergraduate Education Programs—University of Nebraska-Lincoln

FRIDAY, FEBRUARY 20, 2015

7:30 a.m. – 5:00 p.m.  Conference Registration and Membership Information  COUNT BASIE FOYER, SECOND LEVEL

7:45 – 8:15 a.m.  Continental Breakfast  BASIE BALLROOM, SECOND LEVEL

8:15 – 9:15 a.m.  Plenary  BASIE BALLROOM, SECOND LEVEL

Very Secret Diaries of a General Education Reform Team

Lori J. Carrell, Vice Chancellor for Academic Affairs and Student Development—University of Minnesota Rochester

Want reform? Wondering how to make it happen? Concerned about departments or faculty members who might...resist? Sneak into this session and be sure you are not followed. A team of general education reformers and implementers at a regional, comprehensive university recorded their secrets in a journal and locked it away. Recently, one defector from that team has bravely decided to go public. That courageous defector will disclose entries revealing practical secrets such as how to build faculty senate consensus around a LEAP-inspired reform, how to create hundreds of new courses infused with high-impact practices, how to engage community partners and alumni, and how to transform higher education. Following the presentation, your silence about these secrets is expected.

9:15 a.m.  AAC&U Publications Table Opens  COUNT BASIE FOYER, SECOND LEVEL
9:45 – 10:45 a.m.  Affinity Group Discussions

These two-part discussions will begin on Friday and reconvene on Saturday, 8:30 – 9:30 a.m. Please join in discussion that you selected when you registered for the conference. Your registration materials included a ribbon for the session in which you indicated an interest. Participants are encouraged to follow the same discussion theme from Friday to Saturday to advance a coherent and iterative conversation that builds on ideas gleaned and lessons learned throughout the conference. Those who did not select a discussion theme are invited to join the discussion of their choice.

**ANDY KIRK ROOM, THIRD LEVEL**

**Conceptualizing General Education**
For institutions that are just beginning the conversation of general education reform, or are in the very initial stages of discussion.
*Terrel Rhodes, Vice President, Quality, Curriculum, and Assessment—AAC&U; and Alison Moore, Associate Professor of Chemistry, College of Arts and Sciences, Belmont University*

**JULIA LEE ROOM, THIRD LEVEL**

**Designing General Education**
For institutions that have committed to making the culture change on their campuses, and are now meeting to develop a new approach to general education.
*Lorraine Phillips, Assistant Vice Provost, Institutional Effectiveness and Reporting—The University of Texas at Arlington; and David Paris, Vice President, Integrative Liberal Learning and the Global Commons—AAC&U*

**BENNIE MOTEN ROOM, THIRD LEVEL**

**Garnering Support and Approval for a New General Education Program**
For institutions that have designed/developed a new general education program, but now need to obtain approval from faculty, the academic senate, administrators, etc.
*Gail Evans, (Retired) Dean of Undergraduate Studies—San Francisco State University and Senior Fellow—AAC&U; and Karen Kalla, Director, Network for Academic Renewal—AAC&U*

**TRUMAN ROOM A, MUEHLEBACH TOWER**

**Implementing a New General Education Program**
For institutions that have approved a new general education program and are in the process of developing a governance structure, approving courses for the new curriculum, etc.
*Anne Kelsch, Director of Instructional Development at the University of North Dakota; and Kathy Wolfe, Professor of English—Nebraska Wesleyan University and Senior Fellow—AAC&U*

**MARY LOU WILLIAMS ROOM**

**Assessing General Education: Beginning Group #1**
For institutions just getting started with assessment: backward design; using actual student work; using shared expectations for level of performance over time (e.g. VALUE rubrics); integrating/linking course/co-curricular work to each other with space for reflection (e.g. e-portfolios); and connecting with those at different stages. Discussions will focus on where participants are with assessment of general education.
*Nancy Mitchell, Director of Undergraduate Education Programs, Professor of Advertising, University of Nebraska-Lincoln; and Dawn Whitehead, Senior Director for Global Learning and Curricular Change—AAC&U*

**BASIE BALLOON B**

**Assessing General Education: Beginning Group #2**
For institutions just getting started with assessment: backward design; using actual student work; using shared expectations for level of performance over time (e.g. VALUE rubrics); integrating/linking course/co-curricular work to each other with space for reflection (e.g. e-portfolios); and connecting with those at different stages. Discussions will focus on where participants are with assessment of general education.
*Lee Knefelkamp, Professor Emerita, Teachers College – Columbia University and Senior Scholar—AAC&U; and Debra Humphreys, Vice President, Communications, Policy, and Public Engagement—AAC&U*
BASIE BALLROOM C

Assessing General Education: Intermediate/Advanced Group #1

For institutions interested in growing capacity for a systemic commitment to assessment: backward design; using actual student work; using shared expectations for level of performance over time (e.g. VALUE rubrics); integrating/linking course/co-curricular work to each other with space for reflection (e.g. e-portfolios); and connecting with those at different stages. Discussions will focus on where participants are with assessment of general education.

Peggy Maki, Educational Assessment Consultant; and Elizabeth Dickens, Program Associate, Integrative Liberal Learning and the Global Commons—AAC&U

BASIE BALLROOM A

Assessing General Education: Intermediate/Advanced Group #2

For institutions interested in growing capacity for a systemic commitment to assessment: backward design; using actual student work; using shared expectations for level of performance over time (e.g. VALUE rubrics); integrating/linking course/co-curricular work to each other with space for reflection (e.g. e-portfolios); and connecting with those at different stages. Discussions will focus on where participants are with assessment of general education.

Ashley Finley, Senior Director for Assessment and Research, and Lisa Russell O’Shea, Senior Director of Development—both of AAC&U

11:00 a.m. – 12:00 p.m. Concurrent Sessions

BASIE BALLROOM C | Theme 1: Conceptualizing General Education

CS 1: General Education in a Mobile App: The Competency-Based Experience

Participants will be able to describe general education within a competency-based environment from student and faculty perspectives and explain how liberal learning tenets from the traditional credit-hour environment are replicated in the competency-based environment.

Competency-based education programs are disrupting the traditional focus on seat time and credit hours in favor of direct assessment of knowledge and skills mastery. For many, the idea of general education entails grappling with complex questions and learning cross-cutting skills in the company of fellow classmates and a faculty guide. How, then, can general education be translated into a fully-online, self-paced model in which students have neither traditional classmates nor traditional instructors? The facilitators will present real-time demonstrations of the general education curriculum in Brandman University’s competency-based bachelor of business administration program, showing on-screen student and faculty perspectives.

Jeremy Korr, Dean of Arts and Sciences, and Ellen Baker Derwin, Assistant Professor of Communications—both of Brandman University

MARY LOU WILLIAMS ROOM, THIRD LEVEL | Theme 1: Conceptualizing General Education

CS 2: Helping Students Connect: Integrative Liberal Learning

Participants will learn about the concept of integrative liberal learning and some examples of programs designed to strengthen the work of liberal arts colleges and higher education generally.

The idea of weaving together curricular paths and connecting curricular, co-curricular, and community activities is an important idea underlying AAC&U’s LEAP Challenge. A more integrative approach to liberal learning, one that builds coherence in the curricular pathways students follow across disciplines and areas of study, especially through problem-centered inquiry, is more likely to develop and document the skills and knowledge appropriate for the 21st-century workplace. Similarly, separating formal academic instruction from learning experiences in the co-curriculum and communities beyond the classroom misses opportunities to expand students’ understanding of the meaning and application of their developing knowledge and skills. Supported by grants from The Teagle Foundation and The Andrew W. Mellon Foundation, a group of fifteen liberal arts colleges developed a variety of approaches and projects promoting integrative liberal learning. The presenters will discuss some examples of this work and share a project-related statement.
on principles and practices of integrated liberal learning and faculty leadership promoting it.

Karen Brakke, Special Assistant to the Provost and Associate Professor of Psychology—Spelman College; Linda Eisenmann, Provost—Wheaton College; Susan Merriam, Associate Professor of Art History—Bard College; and David C. Paris, Vice President, Office of Integrative Learning and the Global Commons—AAC&U

12TH STREET ROOM, LOBBY LEVEL | Theme 2: Designing General Education

CS 3: Restoration and Renaissance: Uncovering the Hidden Masterpiece

Participants will articulate core values to preserve and develop a heightened sense of connection between core and institutional mission, engage in dialogue, and find ways to involve the entire campus community in the general education revision process.

The Ursuline Studies Program has been in existence since 1992. With the hiring of a new director in 2012, revision seemed timely. The goals of the revision are to help students better understand the core, preserve what works well in terms of outcomes and best practices, and develop a thriving vitality that will garner engagement and support from faculty, staff, and students. With the question of relevance driving change, committee members seek to increase mission and institutional coherence within all areas of the college.

Mary Frances Pipino, Director of the Ursuline Studies Program, Mark A. Kyle, Assistant Professor of Biology, and Natalie Kertes-Weaver, Professor of Religious Studies—all of Ursuline College

ANDY KIRK ROOM, THIRD LEVEL | Theme 4: Implementing a New General Education Program

CS 4: Making General Education Reform Stick: Using an Organizational Change Model to Guide Implementation

Participants will identify and develop strategies for addressing organizational factors influencing persistence of general education change within their institutions.

A significant goal of general education reform is to move from perceiving changes as “it’s that new thing” to perceptions that the revised program is part of the institutional fabric. This session presents a model of organizational change, focusing on organizational characteristics that influence the persistence of general education reform efforts. Presenters will discuss how organizational characteristics are influencing implementation of Ithaca College’s Integrative Core Curriculum (ICC) both positively and negatively, and participants will have an opportunity to discuss strategies to address the organizational characteristics in their own institutions that facilitate or hamper efforts to institutionalize change.

Danette Ifert Johnson, Vice Provost for Academic Programs, and Michael Buck, Clinical Associate Professor of Physical Therapy—both of Ithaca College

JULIA LEE ROOM, THIRD LEVEL | Theme 5: Assessing General Education

CS 5: Establishing Rubric Reliability: Considerations for Calculating Inter-rater Reliability

Participants will identify obstacles to obtaining reliable rater scores, discuss concerns such as rater design when choosing an approach to calculate inter-rater reliability, and strategize ways to improve reliability analysis.

Rubric reliability is essential, especially if the results are to be used for institutional comparisons (Banta, 2012; Rhodes, 2012; Rhodes and Finley, 2013). However, minimizing the degree of systematic error in rater judgments is not easy, even with extensive training (Eckes, 2011). And if systematic error is left unexplained, false or unfair conclusions about student learning may be drawn. The presenter will share lessons learned from applying the VALUE rubric for written communication to explain the importance of reliable rater scores, and compare two approaches to calculate inter-rater reliability. Guidelines for evaluating various statistical methods will be presented and discussed.

Assunta Hardy, Director of Academic Assessment—Dixie State University

BENNIE MOTEN ROOM, THIRD LEVEL | Theme 5: Assessing General Education

CS 6: Information Literacy from Rubric to Assignment Design

Participants will reconsider traditional research assignments and challenges they present to students; consider rubric language and what can/not be assessed; and develop methods for increasing student information literacy awareness.

This session will highlight the work completed by the Fitchburg State University and Mount Wachusett Community College Quality Collaborative Dyad Assessment Scholars Information Literacy team. Major impediments to student
information literacy competency often lie in assignment structure. The focus in assignments is frequently on completion, rather than on the process of engaging with information. Careful assignment design is essential in addressing persistent student information literacy issues. Drawing on experiences with assessment and information literacy rubric development, the presenter will emphasize effective assignment terminology, addressing how there can be a difference between what instructors ask for and student interpretation.

Kisha G. Tracy, Assistant Professor, English Studies and Director, Center for Teaching and Learning—Fitchburg State University

Basie Ballroom A, Second Level | Theme 5: Assessing General Education
CS 7: Aligning Student Achievement of Essential Learning Outcomes with Teaching Methods

Participants will discuss the teaching methods found most effective in helping general education students make progress on essential learning outcomes.

This presentation will report on findings from analyses of IDEA Student Ratings of Instruction (SRI) data collected from a national sample of students taking general education classes from 2002-2011. Results of Bayesian Model Averaging will identify specific teaching methods that are most highly associated with student progress on select LEAP Essential Learning Outcomes in general education courses. Furthermore, in response to greater focus in the Academy on a core set of outcomes (e.g., LEAP ELOs), research was conducted, and the resultant new IDEA learning objectives related to quantitative literacy, civic engagement, ethical reasoning, and global learning will be introduced.

Stephen L. Benton, Senior Research Officer, and Patricia Sullivan, Director of Product Development—both of The IDEA Center

Basie Ballroom B, Second Level | Theme 5: Assessing General Education
CS 8: Changing the Assessment Paradigm: Accountability to Improvement and Use to Influence

Participants will acquire an understanding of the multiple ways to conceptualize and measure the influence of the assessment process and findings on improvements in educational practices and student learning.

How will you know if your general education program is successful? Accurate appraisal of the contribution of learning assessment findings requires a paradigm shift. The presenters will share a reconceptualization of the aims of assessment, as a process for transforming thinking of internal and external stakeholders about teaching and learning, and a more inclusive model of possible uses of assessment evidence. This session will engage faculty and administrators in the consideration of more inclusive models of influence stemming from a collaborative research project, involving The University of Nebraska-Lincoln, Kansas University, and Duke University and supported by the Spencer Foundation. These models include: process-based as well as findings-based sources of influence; multiple dimensions of intermediate effects and distal results; multiple levels of influence; and a time dimension. Participants will be engaged in a discussion of the applicability of the models of influence on their campuses.

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

Truman Room B, Muehlebach Tower | Theme 5: Assessing General Education
CS 9: Assessment Week: Engaging Faculty to Address General Education Assessment Challenges

Participants will strategize regarding implementation of an Assessment Week to engage faculty in assessing general education outcomes, including brainstorming performance tasks designed to document student learning around difficult-to-assess goals.

There are significant challenges in designing and implementing meaningful assessments for general education outcomes, particularly those often characterized as difficult to assess, such as quantitative reasoning, civic engagement, oral communication, and others. This session provides an opportunity to consider how “Assessment Week,” an implementation strategy focused on seniors and conducted using specially developed signature assignments (in this case performance tasks), can engage faculty in effective assessment of challenging outcomes. After discussing the concept and
the process of task development, participants will hear about example tasks and, in small groups, explore ideas for tasks to assess outcomes important on their own campuses.

*Joan Hawthorne, Director of Assessment and Accreditation, Anne Kelsch, Director of the Office of Instructional Development, and Tom Steen, Director of Essential Studies—all of University of North Dakota*

TRUMAN ROOM A, MUEHLEBACH TOWER

**CS 10: AAC&U Newcomers’ Welcome and Introduction to LEAP**

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

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

*Bethany Zecher Sutton, Chief of Staff and Coordinating Director for LEAP, Office of the President—AAC&U; and Kathy Wolfe, Professor of English—Nebraska Wesleyan University and Senior Fellow—AAC&U*

12:00 – 1:45 p.m. Luncheon

_This luncheon is a ticketed event. For details and availability, please visit the conference registration desk._

IMPERIAL BALLROOM, MUEHLEBACH TOWER

The VALUE Imperative

_Peggy Maki, Educational Assessment Consultant_

At the turn of this century, AAC&U launched its landmark higher education initiative: Greater Expectations. This groundbreaking work led to the development of LEAP outcomes and aligned VALUE rubrics. Dr. Maki will explore the exemplary ways in which the VALUE rubrics: (1) are fueling unprecedented levels of dialogue, collaboration, curricular and co-curricular re-design, and educational practices focused on shared expectations for student learning; and (2) are challenging conventional practices, such as standardized tests and transfer practices. She will conclude with a call for deepening and broadening the application of VALUE rubrics to student work across all of our institutions as a shared higher education commitment to achieve equitable outcomes with all students—no matter when they matriculate or transfer into our institutions or how they design a degree pathway.

2:00 – 3:30 p.m. Concurrent Sessions

**Basie Ballroom B, Second Level | Theme 1: Conceptualizing General Education**

**CS 11: The LEAP Challenge, Signature Work, and GEMs**

Participants will learn about the LEAP Challenge and its relationship to Signature Work and curricular design, particularly in general education.

The LEAP Challenge is to make Signature Work a goal for all students—and the expected standard of quality learning in college. In Signature Work, a student uses his or her cumulative learning to pursue a significant project related to a problem she or he defines. In the project conducted throughout at least one semester, the student takes the lead, producing work that expresses insights and learning gained from the inquiry and demonstrating the skills and knowledge she or he has acquired. Faculty and mentors provide support and guidance. The best Signature Work does not occur in isolation. However it is pursued—in a capstone course or in research conducted across thematically linked courses, or in another field-based activity or internship such as practicums, community service, or other experiential learning—the student must be prepared throughout his or her studies to do this kind of work. AAC&U’s companion initiative General Education Maps and Markers (GEMs) provides the guidelines for designing and evaluating general education programs.
that will prepare all students to do Signature Work.

Lee D. Baker, Dean of Academic Affairs of Trinity College and Professor of Cultural Anthropology and Sociology—Duke University; Paul Sotherland, Coordinator of Educational Effectiveness and Professor of Biology—Kalamazoo College; Kathy Oleson, Professor of Psychology—Reed College; Nancy Brickhouse, Deputy Provost for Undergraduate Affairs—University of Delaware; and David C. Paris, Vice President, Office of Integrative Learning and the Global Commons—AAC&U

ANDY KIRK ROOM, THIRD LEVEL | Theme 2: Designing General Education

CS 12: Collaboration of Academic and Student Affairs to Build a Comprehensive General Education Program

Participants will identify strategies to integrate academic and student services to develop learning experiences and involve the campus in general education change.

This presentation will focus on best practices for engaging the university community in developing a general education curriculum and first-year experience from the ground up. The facilitators will discuss methods used for promoting engagement across the campus. The facilitators will present some of the issues of planning, budgeting, publicizing, and implementing the general education curriculum and first-year experience. Participants will engage in active learning to generate possible applications on their campus. A summary of lessons learned through evaluating the process of managing these initiatives will be shared.

Ann Vendrely, Professor of Physical Therapy, Chair of the General Education Task Force, Reinhold Hill, Dean, College of Arts and Sciences, and Aurelio Valente, Dean of Students, Associate Vice President for Academic Affairs—all of Governors State University

JULIA LEE ROOM, THIRD LEVEL | Theme 3: Garnering Support and Approval for a New General Education Program

CS 13: Garnering Support through Meaningful Revision of Your Curricular Proposal

Participants will explore methods of gathering critical input and meaningful feedback from faculty on curricular proposals and will discuss strategies for building consensus to enact curricular change.

Campus leaders and committees who attempt general education reform face myriad pressures from campus constituents, many of whom are reluctant contributors to the revision process. In this session, presenters will discuss the process of developing a new general education program at small, private colleges where faculty plays a central role in curricular development and governance. Using lessons learned during a two-year comprehensive revision to Millsaps College’s Core Curriculum, presenters will discuss three crucial factors in their general education reform: (1) how to develop an aggressive timeline that still provides room for feedback and major adjustment in several stages of development; (2) how to build and sustain momentum and keep the committee engaged and encouraged; (3) how to maintain an open dialogue that identifies and addresses campus-wide concerns and incorporates critical feedback into what may have been conceived of as a final proposal.

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

BENNIE MOTEN ROOM, THIRD LEVEL | Theme 3: Garnering Support and Approval for a New General Education Program

CS 14: Creating a Shared Vision and Consensus for General Education Reform

Participants will learn of a multi-level, inclusive approach to general education reform and identify steps to forge institutional consensus that links mission, program aspirations, and commitment to a shared culture of innovation and accountability.

The best time to build consensus for a new or revitalized general education program is during the design process. This session will demonstrate that by including college and community stakeholders from inception and taking a multi-level, active design workshop approach, the entire community can take ownership of the program design process and build trust, making everyone more willing—even excited—to endorse a final product. Participants will engage in short versions of our interactive workshop process that draws on both internal and external expertise to craft a vision, outcomes, and structure for a general education program.

Tammy Stuart Peery, Assistant Professor of English, Michael Farrell, Chair of Art, and Samantha Streamer Veneruso, Professor of English—all of Montgomery College
Participants will (1) learn about an outcome-based general education program using rubrics across the curriculum to assess signature assignments; and (2) discuss the merits of interdisciplinary faculty development when undertaking general education reform.

In a multi-year process, California State University-Channel Islands (CSUCI) faculty worked in interdisciplinary teams to adapt and develop general education rubrics, vet them with student work from across lower and upper division curriculum, and norm their use of the rubrics. Through design and assessment workshops, faculty adapt or develop assignments, focus on developing student competencies through scaffolding learning, practice applying relevant rubrics, and integrate assessment into grading practices. Learn about CSUCI’s path to implementing an outcomes-based general education that simultaneously facilitates integrative student learning, assessment of learning at course and program levels, and student reflection on individual learning through portfolios of curated, assessed work.

Marie Francois, Interim Director of Undergraduate Studies, Professor of History, Catherine Burriss, Associate Professor of Performing Arts, General Education Committee Member, and Beth Hartung, Interim Assistant Provost—all of California State University-Channel Islands

Participants will explore structural features that help or hinder general education program administration.

Representatives of Association for General and Liberal Studies (AGLS) will describe various governance or administrative structures of general education programs and discuss the strengths and weaknesses of these structures relative to achieving expected outcomes. They will invite participants to discuss elements that lead to effective administration of general education programs. They will also address resolutions to specific administrative problems that concern those attending the session including strategies used to achieve ends central to curriculum reform and program coordination.

Larry R. Peterson, Director of Accreditation, Assessment, and Academic Advising—North Dakota State University; and Thomas B. Steen, Director of Essential Studies—University of North Dakota

Participants will gain strategies for developing a curricular and institution-wide assessment culture, develop tools for engaging in meta-assessment practices, and have the opportunity to analyze their own assessment frameworks.

This interactive workshop is designed for faculty and administrators interested in developing intersections between general education, departmental, and institutional assessments. Participants are invited to bring their institutional materials for hands-on discussion of utilizing assessment data for campus-wide conversations about improvements in teaching and learning with an emphasis on meeting the needs of diverse student cohorts. Faculty assessment leaders from Cabrini College will provide examples from their current Comprehensive Review Year, illustrating how that data informs departmental and institutional assessment programs designed to serve increasingly underprepared students.

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

Participants will learn how to conduct authentic assessment of student learning using the LEAP VALUE Rubrics and how to utilize assessment data to generate faculty dialog.

When the LEAP Essential Learning Outcomes became part of Bergen Community College’s general education curriculum, the general education committee began to implement a faculty driven college-wide general education assessment practice. Faculty was invited to submit student artifacts representative of the LEAP outcome of Intellectual and Practical
Skills so that the college could see whether students nearing completion of their degrees were demonstrating integrative learning. An assessment committee used the LEAP VALUE rubrics to evaluate the work. Participants will see how this assessment project has provided a snapshot of teaching and learning across the curriculum and evidence that students have developed 21st century core skills.

Gail Fernandez, Chair, General Education Committee, and Yun Kim, Vice President of Institutional Effectiveness—both of Bergen Community College

TRUMAN ROOM B, MUEHLEBACH TOWER | Theme 5: Assessing General Education
CS 19: Developing and Implementing Signature Assignments for Teaching, Learning and Assessment

Participants will consider signature assignments and the role they can play in engaging both students and faculty in teaching and learning.

Doane College is in the first year of implementing a new general education program that includes courses in seven interdisciplinary areas, experiential learning, and a central series of three liberal arts seminars. Using the threads of traditional and advanced learning outcomes scaffolded across the three seminars, faculty are implementing an assessment program based on two signature assignments in each seminar. The signature works are submitted and assessed by instructors using developmental rubrics within LiveText and reports on the data from the first year seminar have already been shared with faculty and fostered valuable discussion for implementation in the next two seminars.

Kate Marley, Associate Vice President for Academic Affairs and Professor of Biology—Doane College; and Robert Budnik, Co-Founder—LiveText

Sponsored by LiveText

BASIE BALLROOM A, SECOND LEVEL | Theme 5: Assessing General Education
CS 20: HEDs Up: Assessing General Education

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

Moderator: Joan Hawthorne, Director of Assessment and Regional Accreditation—University of North Dakota

LEAP Featured Session
Cold, Hard Facts about Organizing Effectively to Assess Integrated and Applied Learning
University of Nebraska-Lincoln conducted mixed methods research to discover how organizing for assessment (both by the institution and within departments) made a difference in faculty buy-in. Participants will learn about an innovative year-long, faculty-led, peer-to-peer effort to develop best practices for assessing the integrated and applied learning outcome in our capstone courses that resulted in significant shifts in faculty engagement. Findings from faculty surveys and a content analysis of their assessment reports helped identify what worked and what didn’t to help advance the LEAP goal of involving faculty in authentic assessment of learning. Attendees will gain ideas they can apply at their campuses.

Tim Guetterman, Research Assistant, and Nancy Mitchell, Director of Undergraduate Education Programs—both of University of Nebraska-Lincoln

Leveraging General Education through Multi-Dimensional Assessment
Using a required capstone course that follows the completion of the required general education classes, students’ mastery of the five institutionally-defined life skills is assessed based on what is expected of sophomore students. The capstone course serves a dual curricular purpose as one of the last classes taken to complete associate degree programs as well as an introduction to the professional degree program for those students pursuing bachelor’s degrees. Presenters will examine how Baccalaureate students are expected to continue to grow in terms of understanding and use of the life skills. Attendees will see how assessment can be re-administered as part of the major-specific capstone classes.

Margareta Smith Knopik, Dean, College of Arts and Sciences, and Timothy P. Goss, English Faculty and General Education Curriculum Development Coordinator—both of Grantham University

Getting Started: Implementing Direct Assessment through a Summer Assessment Workshop
Inspired in part by a challenge from the Higher Learning Commission, the presenters embarked on a process to add direct assessment to the multiple indirect assessment tools already in place. This talk will share the nuts and bolts of revising an assessment program centering around an annual summer assessment workshop which brings together faculty and staff from across campus to assess student learning using both the AAC&U VALUE rubrics and college-specific rubrics. Facilitators will offer specific steps and challenges to implementing assessment workshops and discuss how the campus uses the resulting data to improve student learning.

David LeVan, Business Faculty, Past Chair of the General Education Committee, Brent Yoder, Vice President of Academics, and Marissa King, Education Faculty, Chair of the General Education Committee—all of Hesston College
Engaging Faculty: On the Ground and Across the Pond
Faculty engagement is critical to the success of assessing student learning. According to Hutchins (2010), “faculty involvement is a kind of gold standard widely understood to be the key to assessment’s impact ‘on the ground’.” Rochester Institute of Technology’s faculty engagement model is a systematic and integrated approach to assessment. The presenters will discuss the development of faculty teams across international locations to foster sustainable and meaningful general education assessment practices and will identify common barriers to achieving this type of assessment gold standard.

Elizabeth Hane, Faculty Associate to the Provost for General Education, and Anne Wahl, Assistant Provost for Assessment and Accreditation—both of Rochester Institute of Technology

Stuck on Memorable: Finding Reliability and Institutional Buzz in Assessment Criteria
This session chronicles the work of norming task forces charged with reviewing Southern New Hampshire University’s general education learning goals and the criteria used to measure them. Dedicating each summer to the analysis of a single learning goal, the cross-campus task force undertakes an inter-rater reliability analysis to find discrepancies in the assessment process and criteria language (“what does memorable mean?”). This annual work continues campus conversation about general education long after the buzz of the new program’s launch has been replaced by new strategic initiatives.

Shawn Maureen Powers, Assistant Dean, School of Arts and Sciences, Brooke Gilmore, Assistant Professor and Director, Deborah L. Coffin Women’s Center, and Joseph Corbin, III, Associate Professor of Environmental Studies—all of Southern New Hampshire University

4:00 – 5:00 p.m.  Concurrent Sessions

BASIE BALLROOM C, SECOND LEVEL | Theme 2: Designing General Education
CS 21: Fostering Meta-Cognition and Transparent Institutional Outcomes for Liberal Education

Participants will be introduced to strategies for increasing the transparency of general education outcomes and learn the benefits of making general education outcomes more transparent.

Often general education programs are designed so that faculty and administrators understand and can measure the outcomes, but students still believe they just “have to take a course” in English, Philosophy, Mathematics, and so on. In this session, the presenters will list some of the downsides to not engaging students and some of the benefits to and strategies across campus for increasing transparency about learning outcomes in the general education program. The presenters will share Park University’s work on teaching meta-cognition in its gateway and capstone courses and participants will brainstorm ways to make learning outcomes more transparent across campus.

Adam Potthast, Associate Professor of Philosophy, and Emily Sallee, Dean of the College of Liberal Arts and Sciences—both of Park University

BENNIE MOTEN ROOM, THIRD LEVEL | Theme 2: Designing General Education
CS 22: Using General Education to Bridge the Gap between Academic and Student Affairs

Participants will consider and explore strategies for incorporating programs, services, and experiences that occur outside the classroom to enhance the general education curriculum and university level outcomes assessment.

There are significant differences in the values and reward structures in most academic and student affairs divisions. On the academic side, faculty focuses on measuring student learning outcomes to improve curriculum and instruction. On the student affairs side, practitioners measure the effectiveness of their program and services using outcomes such as participation or student satisfaction. At the presenters’ university, these two sides of the house carried out meaningful but siloed assessment and results were seldom shared or communicated. The presenters will discuss how a comprehensive general education reform and assessment process revealed untapped similarities in the two divisions and led to increased collaboration and enhancement of both the general education curriculum and university level outcomes assessment. From academic departments to residence life, participants will receive practical solutions for using general education to foster a greater connection between the two sides of the university house.

Gloria Oikelome, Director of Assessment and Accreditation, and Dana Flint, Professor of History, Political Science, and Philosophy—The Lincoln University
CS 23: Revitalizing the First-Year Undergraduate Classroom: Emphasizing Active Learning and Guided Independent Research

Participants will learn adaptable strategies for engaging first-year students in active learning activities, particularly independent research.

Presenters will discuss the origins, rationale, pedagogical strategies, and preliminary assessment of the Roots of Contemporary Issues program at Washington State University. The program includes as its centerpiece a one-semester problem-centered world history course required of all incoming students. Presenters will focus their discussions on the role of active and collaborative learning in large classrooms; the implementation of a framework for a first-year original research project; how to assess student learning as it relates to research and other essential skills; and the ways in which faculty might adapt that framework to address the changing needs of students and changes in technology and communication formats.

Clif Stratton, Clinical Assistant Professor, Katy Fry, Instructor of History, and Jesse Spohnholz, Associate Professor of History—all of Washington State University

CS 24: Radical Transparency: Using the Web to Cultivate Community Engagement with General Education Reform

Participants will discover the challenges and successes Penn State encountered while aggressively using the web and social media to cultivate meaningful and transparent community engagement toward a major rethinking of their general education curriculum.

General education reform leaders at Penn State have used the web as a venue that they hope to integrate into the curriculum for public deliberation, critical thinking, and responsive dialogue. This session will introduce the vision of transparent administrative engagement that has animated the creation of the @PSUGenEd website, discuss the technical challenges, present the data analytics that document success, and demonstrate the innovative deliberative model that is empowering the entire university community to make informed decisions about the new general education curriculum.

Christopher Long, Associate Dean for Graduate and Undergraduate Studies, Keith Shapiro, Associate Professor of Art, Brad Kozlek, Director of Teaching and Learning with Technology Studio, and Bevin Hernandez, Project Manager—all of Penn State University Park

CS 25: Empowering Academic Advisors to Link General Education Learning Outcomes to Career Development Goals

Participants will (1) consider the relevance and value of general education as communicated through academic advising and between students; and (2) explore fit-gap career development techniques to empower advisors and students to identify links between their goals and general education.

Successful implementation of a new general education program must consider how to positively impact students’ perceptions through messaging. Messaging at its worst references general education as “courses everyone just has to get through” or “courses that will prepare you to be a great participant on Jeopardy.” Academic advisors are uniquely positioned to reinforce the relevance of general education to each student as she/he plans to meet her/his particular academic, life, and career goals. Presenters will explore advising fit-gap approaches and resources for sending productive messages about general education while facilitating students’ purposeful short- and long-term planning.

Kim McNeley, Associate Vice Provost, Jennifer Coldiron, Retention Coordinator/Academic Advisor, and Joanna Davis, Retention Coordinator/Academic Advisor—all of University of Missouri - Kansas City

CS 26: Utilizing Technology in Math to Improve First-Year Success

Participants will acquire strategies to improve retention, persistence, and graduation rates for at-risk students.

Discover how one open enrollment institution designed an intentional and comprehensive program to improve student performance in general education math courses. To help students succeed, the traditional math program was revised to
improve retention, persistence, and graduation rates for students who are at-risk. Electronic data collection measures that track student success, persistence, and graduation rates will be described. Teaching strategies used to ensure student success, plus challenges and best practices will be discussed. 

Tammy Evetovich, Dean, College of Natural and Social Sciences, John Dunning, Chief Information Officer, and Michael Anderson, Vice President for Academic Affairs—all of Wayne State College

TRUMAN ROOM B, MUEHLEBACH TOWER | Theme 5: Assessing General Education

CS 27: Balancing Institutional Distinctiveness in the Context of a Statewide General Education Articulation Agreement

Participants will understand the opportunities and challenges of implementing a statewide general education core curriculum and discover how institutional distinctiveness is possible in this context.

Kentucky’s General Education Transfer Policy was first implemented in 1995. In 2011, the statewide agreement was revised to create a system of transfer based on a common set of general education competencies and common student learning outcomes. Faculty from across the state used LEAP outcomes to guide a common educational experience for all students in the state. The agreement resulted in institutionally distinctive programs that shared common outcomes and a common definition of liberal learning for all students. Institutional and state governing board leaders will discuss the progress, opportunities and challenges of a statewide transfer agreement.

D. Kent Johnson, Associate Vice Provost for Undergraduate Programs—Northern Kentucky University; Lawrence W. Snyder, Associate Dean Potter College of Arts and Letters—Western Kentucky University; and Jill Compton, Senior Associate—Kentucky Council on Postsecondary Education

ANDY KIRK ROOM, THIRD LEVEL | Theme 5: Assessing General Education

CS 28: Managing Assessment Data and Validating Meaningful Change

Participants will learn how Tk20 is empowering institutions to make informed and meaningful improvements.

Discover how Tk20 streamlines data collection across academic units and programs, establishes a consistent framework for collecting and analyzing evidence of student learning on an ongoing basis, and provides educators with real-time reports so they can spend time analyzing data and making improvements rather than waiting for data to be collected. During this session, attendees will hear from a representative of Jefferson College of Health Sciences who will share how the college used Tk20 to move toward a more transparent, inclusive, and rigorous assessment process. The session will conclude with a brief guided tour of the system and an opportunity to ask questions.

Glen Mayhew, Associate Dean for Institutional Effectiveness—Jefferson College of Health Sciences; and Anthony Cyplik, Regional Vice President—Tk20

Sponsored by Tk20

BASIE BALLROOM A, SECOND LEVEL

CS 29: HEDs UP: Innovations in General Education

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

Moderator: Roy Barnes, Associate Dean and Coordinator for Assessment—University of Michigan Flint

Theme 2: Designing General Education

Integration by Design: Using Learning Communities as a Blueprint for Transforming General Education

How can a university create a general education program that incorporates high-impact practices recursively and in a way that serves all undergraduate students on campus? The presenters have participated in the design of a new general education program at their university that provides one approach to answering this challenging question. By sharing how learning communities came to represent the ideal high-impact practice for their university, the presenters will suggest how campuses might use this particular integrative approach to general education to scaffold learning outcomes across progressively demanding learning communities and engage their larger campus communities in supporting transformative general education experiences.

Jeffrey Thomas, Director of General Studies and Associate Professor of Biology, Sarah Fatherly, Associate Provost and Dean of University Programs, and Suzanne Cooper Guasco, Associate Professor of History—all of Queens University of Charlotte
Theme 3: Garnering Support and Approval for a New General Education Program

Student Writing Fellows as Agents of Faculty Change
How might students, working in faculty support roles, garner faculty buy-in for new general education initiatives? Specifically, does working with student writing fellows shift the way faculty understand high-impact practices, such as scaffolded writing assignments? Selected by individual faculty members, trained by the writing across the curriculum director, and funded by the new general education program, writing fellows work with their faculty member to support writing processes in a writing intensive designated course. The presenter will explore ways that writing fellows may foster faculty change and report on interviews conducted with faculty members who worked with writing fellows as part of this new general education program.

Michelle E. Neely, Writing Across the Curriculum Director; Assistant Professor, Attendant Rank—University of Colorado Colorado Springs

Theme 4: Implementing a New General Education Program

Incorporating Social-Emotional Learning into General Education
General Education is designed to help students develop the 21st century skills proven necessary for academic, career, and life success. These goals cannot be achieved when students do not persist. Predictive models of persistence call for an examination of both academic and non-academic factors. The role of non-cognitive factors (social-emotional skills) in students’ academic achievement has long been demonstrated in K-12 education. This session will present a pilot project which incorporates social-emotional skills-building into the first year of a general education program along with the initial outcomes assessment results of the pilot.

Kathleen Hunter, Dean of Arts and Sciences, and Patricia Heindel, Dean of Human and Social Development—both of College of Saint Elizabeth

TRUMAN ROOM A, MUEHLEBACH TOWER

CS 30: Pecha Kucha

Pecha Kucha (which means chit chat in Japanese) is a combination of visual and oral presentation organized to convey a creative endeavor, research finding, or other interesting activity. Each presentation consists of twenty slides, each running for twenty seconds. The presentations will be followed by discussion.

Theme 2: Designing General Education

Our Partners, Our Success: Developing Part-time Faculty Members’ Connection with General Education Initiatives
This Pecha Kucha will discuss the method by which part-time faculty have been introduced to general education initiatives at the presenter’s institution. The faculty development program brings together an interdisciplinary group of full-time and part-time faculty members to re-envision general education through the use of high-impact practices and place-based learning. To accomplish this, faculty members participate in workshops, trips, and activities, exploring new teaching strategies and working to incorporate them into their courses. The method includes facilitation by full-time faculty members who share their best practices, and at times challenges, for making the general education learning outcomes explicit to students.

Karen Goodlad, Assistant Professor—City University of New York-CityTech

Theme 5: Assessing General Education

Reframing Faculty Buy-In: Assessment as Academic Hospitality
This Pecha Kucha will address moving the needle from faculty buy-in, with its marketing connotations, to meaningful faculty engagement with assessment as a pedagogical innovation through the lens of academic hospitality. Drawing on work from such humanities heavyweights as Derrida, the metaphor of academic hospitality provides guiding principles for a scholarly, faculty-driven approach to assessment that reminds educators that any form of inquiry—assessment included—“can be a way of life and not simply a system of methods and concepts” (Bennett, 2003). The presenter will connect philosophy to pragmatic concerns, providing strategies for promoting faculty engagement through academic hospitality.

Kathryne D. McConnell, Director of Assessment for the Office of the Vice Provost for Undergraduate Academic Affairs—Virginia Tech
5:00 – 7:00 p.m.  LEAP Challenge Forum

IMPERIAL BALLROOM, MUEHLEBACH TOWER

The LEAP Challenge: Preparing Students to Create Solutions for Our Future

Timothy K. Eatman, Faculty, Higher Education and Co-Director, Imagining America, and Holly Zahn, Communications Coordinator, Imagining America and Class of 2012—both of Syracuse University; Mary Beth Love, Chair and Professor of Health Education, Savita Malik, Director of Curriculum and Instruction, Metro Academies, and Destinee Lanns, Biology Major and Math Tutor, Metro Academies—all of San Francisco State University; and Catherine Pride, Associate Professor of Psychology, and Elise Martin, Dean of Assessment—both of Middlesex Community College

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

Across this Centennial Year, AAC&U will launch the LEAP Challenge—the next stage in AAC&U’s Liberal Education and America’s Promise initiative designed to prepare students to integrate and apply their learning to the unscripted challenges of our fast-changing global society. How can we ensure that liberal education works at peak for all college students, whatever their background, educational goals, and intended careers? This forum will showcase students’ stories about the kinds of learning in college that matters to them; examine how institutions can foster programmatic, integrative, and scaffolded approaches to these kinds of learning; and consider indicators to determine if students are actually achieving these essential learning outcomes.


SATURDAY, FEBRUARY 21, 2015

8:00 – 8:30 a.m.  Breakfast

Basie Ballroom, Second Level

8:30 – 9:30 a.m.  Affinity Group Discussions

The second in a two-part discussion designed around shared interests and facilitated by campus practitioners. Participants will share some of their “aha moments,” examine critical questions, and propose action steps to consider upon return to campus.

ANDY KIRK ROOM, THIRD LEVEL

Conceptualizing General Education

For institutions that are just beginning the conversation of general education reform, or are in the very initial stages of discussion

Terrel Rhodes, Vice President, Quality, Curriculum, and Assessment—AAC&U; and Alison Moore, Associate Professor of Chemistry, College of Arts and Sciences, Belmont University

JULIA LEE ROOM, THIRD LEVEL

Designing General Education

For institutions that have committed to making the culture change on their campuses, and are now meeting to develop a new approach to general education

Lorraine Phillips, Assistant Vice Provost, Institutional Effectiveness and Reporting—The University of Texas at Arlington; and David Paris, Vice President, Integrative Liberal Learning and the Global Commons—AAC&U

BENNIE MOTEN ROOM, THIRD LEVEL

Garnering Support and Approval for a New General Education Program

For institutions that have designed/developed a new general education program, but now need to obtain approval from faculty, the academic senate, administrators, etc.

Gail Evans, (Retired) Dean of Undergraduate Studies—San Francisco State University and Senior Fellow—AAC&U; and Karen Kalla, Director, Network for Academic Renewal—AAC&U
TRUMAN ROOM A, MUEHLEBACH TOWER

Implementing a New General Education Program
For institutions that have approved a new general education program and are in the process of developing a governance structure, approving courses for the new curriculum, etc.
Anne Kelsch, Director of Instructional Development at the University of North Dakota; and Kathy Wolfe, Professor of English—Nebraska Wesleyan University and Senior Fellow—AAC&U

MARY LOU WILLIAMS ROOM, THIRD LEVEL

Assessing General Education: Beginning Group #1
For institutions just getting started with assessment: backward design; using actual student work; using shared expectations for level of performance over time (e.g. VALUE rubrics); integrating/linking course/co-curricular work to each other with space for reflection (e.g. e-portfolios); and connecting with those at different stages. Discussions will focus on where participants are with assessment of general education.
Nancy Mitchell, Director of Undergraduate Education Programs, Professor of Advertising, University of Nebraska-Lincoln; and Dawn Whitehead, Senior Director for Global Learning and Curricular Change—AAC&U

BASEIE BALLROOM B, SECOND LEVEL

Assessing General Education: Beginning Group #2
For institutions just getting started with assessment: backward design; using actual student work; using shared expectations for level of performance over time (e.g. VALUE rubrics); integrating/linking course/co-curricular work to each other with space for reflection (e.g. e-portfolios); and connecting with those at different stages. Discussions will focus on where participants are with assessment of general education.
Lee Knefelkamp, Professor Emerita, Teachers College —Columbia University and Senior Scholar—AAC&U; and Debra Humphreys, Vice President, Communications, Policy, and Public Engagement—AAC&U

BASEIE BALLROOM C, SECOND LEVEL

Assessing General Education: Intermediate/Advanced Group #1
For institutions interested in growing capacity for a systemic commitment to assessment: backward design; using actual student work; using shared expectations for level of performance over time (e.g. VALUE rubrics); integrating/linking course/co-curricular work to each other with space for reflection (e.g. e-portfolios); and connecting with those at different stages. Discussions will focus on where participants are with assessment of general education.
Peggy Maki, Educational Assessment Consultant; and Elizabeth Dickens, Program Associate, Integrative Liberal Learning and the Global Commons—AAC&U

BASEIE BALLROOM A, SECOND LEVEL

Assessing General Education: Intermediate/Advanced Group #2
For institutions interested in growing capacity for a systemic commitment to assessment: backward design; using actual student work; using shared expectations for level of performance over time (e.g. VALUE rubrics); integrating/linking course/co-curricular work to each other with space for reflection (e.g. e-portfolios); and connecting with those at different stages. Discussions will focus on where participants are with assessment of general education.
Ashley Finley, Senior Director for Assessment and Research, and Lisa Russell O’Shea, Senior Director of Development—both of AAC&U

9:45 – 11:00 a.m.  Concurrent Sessions

JULIA LEE ROOM, THIRD LEVEL | Theme 1: Conceptualizing General Education
CS 31: A Generative Approach to Creating, Evaluating, and Modifying Mission Statements

Participants will learn how to evaluate, modify, and create meaningful mission statements and to then align institutional goals, outcomes, and measures with the mission statement.

The presenters will lead a discussion of institutional level mission statements as well as program and departmental missions as generative documents. Participants will analyze and evaluate mission statements given a set of four criteria
(situational factors, philosophical elements, aspirational aspects, and operational processes). Then, following this, participants will examine possible goals, develop outcomes, and gain an understanding of the reciprocal connections between student work products, institutional and general education goals, and the mission statement.

Edward McNertney, Director, Core Curriculum and Associate Professor of Economics, Blaise Ferrandino, Professor of Music, and Catherine Wehlburg, Associate Provost—all of Texas Christian University.

BASIE BALLROOM C, SECOND LEVEL | Theme 2: Designing General Education

CS 32: Designing to Sequence Essential Knowledge and Skills: Connecting Mission Outcomes across All Four Years at College

Participants will understand the value of sequencing learning skills across four years; review curriculum designs that include cluster courses and advanced liberal arts seminars; and consider issues of implementing and sustaining an interdisciplinary curriculum.

Two private colleges will present general education revisions that ended cafeteria style programs in order to meld mission outcomes with best practices in teaching and learning—one in 2001, the other in 2014. Both drew essential learning outcomes from key mission statement terms and recognized that knowledge and skills need to be scaffolded across the curriculum in order to be achieved. Participants will explore the opportunities and obstacles for developing, implementing, and sustaining curriculum designs that use high-impact practices to build learning across four years.

John M. Burney, Vice President for Academic Affairs—Doane College; and Cheryl Jacobsen, Provost, Kate Marley, Associate Vice President for Academic Affairs and Professor of Biology, and Mary Ellen Carroll, Associate Vice President of Academic Affairs and Dean of Experiential Learning—all of Loras College.

ANDY KIRK ROOM, THIRD LEVEL | Theme 3: Garnering Support and Approval for a New General Education Program

CS 33: Communicating Effectively about the Aims and Outcomes of Liberal and General Education

Participants will be introduced to messages and language proven effective in making the case for liberal and general education.

This session will draw on research and campus communications practices developed as part of AAC&U’s Liberal Education and America’s Promise (LEAP) initiative. The facilitator will: (1) provide an overview of what employers say about college graduates’ skills and readiness for success in the global workplace drawing on new findings from a national survey scheduled for release in January 2015; (2) discuss ways to bridge gaps between employer and educator goals and what students think matters most in college using new data from recent student focus groups and from a new LEAP national survey of students scheduled for release in early 2014; and (3) share ways that LEAP campuses have used this research to communicate more effectively with various constituents.

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

MARY LOU WILLIAMS ROOM, THIRD LEVEL | Theme 3: Garnering Support and Approval for a New General Education Program

CS 34: Creating Communities of Practice around the Core Curriculum: Collective Learning for Sustainable Change

Participants will examine the characteristics of academic communities of practice, understand how they support sustainable curricular change, and envision how such communities can be built and maintained on their campuses.

Mary Boyce has written that “the challenge of successful change is less planning and implementing and more developing and sustaining new ways of seeing, deciding, and acting.” Academic communities of practice have been shown to foster the kind of collective inquiry, dialogue, and reflective application of experience that support this institutional learning. Presenters will outline the characteristics of such communities, illustrate how they formed on the presenters’ campus, and discuss the implications for faculty support of the new core curriculum. Participants will discuss ways to foster communities of practice on their campuses to reform general education.

David Boose, Professor of Biology and Director, Center for Teaching and Advising, and Patricia Terry, Professor of English and Associate Dean, College of Arts and Sciences—both of Gonzaga University.
**Theme 4: Implementing a New General Education Program**

**CS 35: Bringing Co-Curricular Learning Experiences into General Education**

Participants will write assessable student learning outcomes (SLOs) for co-curricular learning activities common to most colleges and universities, identify appropriate artifacts for assessment of those SLOs, and use VALUE rubrics to assess the student learning in certain areas based on those artifacts.

MyCore, Bloomsburg University’s general education program introduced in 2012, gives students the opportunity to earn General Education Points (GEPs) through co-curricular learning experiences (CLEs) in addition to traditional coursework. The presenters will discuss their process for approving CLEs as part of the General Education Program, and how the structure and procedures developed for the program overall enable this unique opportunity for students. Participants will learn how to approach writing student learning outcomes for CLEs, develop appropriate student artifacts for assessment, and use the AAC&U VALUE rubrics for university-wide assessment. They will also help draft a CLE that could be used in their own institution.

*Molly Hupcey Marnella*, Chair of General Education Committee, *Patricia J. Beyer*, Assistant Dean, College of Science and Technology, *Ted Roggenbuck*, Writing Center Director and Associate Professor of English, and *Tom Kresch*, Assistant Vice President for Student Affairs—all of Bloomsburg University

**Theme 5: Assessing General Education**

**CS 36: Manage, Gather, Reflect, Iterate, Repeat: Evolving the Assessment of General Education Programs and Student Learning**

Participants will learn how one institution is using Taskstream as part of its evolving culture of assessment and transparency.

Presenters from Louisiana State University-Baton Rouge (LSU) and TaskStream will lead a discussion on the evolution of LSU’s assessment processes and collection of evidence for general education programs and overall improvement of student learning. Starting with a paper-based system and moving digital, LSU adjusted sample methodologies, brought general education assessment into its self-study improvement plans, introduced e-portfolio based assessment practices and data, and re-established a process for improving general education. These advancements were made possible by reflecting on pedagogical approaches and implementation of previous assessment processes.

*Bobby Matthews*, Director, Assessment and Evaluation—Louisiana State University, Baton Rouge; and *Dara Wexler*, Director, Education Solutions—Taskstream

Sponsored by Taskstream

**CS 37: The Everywhere and Nowhere Skill: Assessing Analytical Reading as Critical Thinking in Undergraduate Research**

Participants will identify and apply concepts of reading as valued in general education programs, operationalize modes of critical reading in measurable outcomes, and draft preliminary assessment modes for evaluating reading across disciplines.

Faculty across the disciplines value analytical reading—and they worry about students’ reading abilities. General education programs focus on the skills captured by the Reading VALUE rubric (e.g., “textual interpretation” or “critical use of information”). Reading is expected everywhere in core curricula but is actually explicitly taught few places beyond developmental skills courses. Assessment of reading across the curriculum is undertaken nowhere. Taking the VALUE rubric as a springboard, the presenter will overview reading theory and applications, provide hands-on opportunities to develop reading-focused SLOs, and engage participants in a reading assessment design mini-workshop to identify curricular moments and materials and brainstorm approaches.

*Jane Detweiler*, Associate Dean, College of Liberal Arts—University of Nevada, Reno
TRUMAN ROOM B, MUEHLEBACH TOWER | Theme 5: Assessing General Education | LEAP Featured Session

CS 38: Strategies for Assessing Student Learning through High-Impact Practices

Participants will share effective high-impact practices, identify challenges in assessing learning through high-impact practices, brainstorm possible approaches to those challenges, and identify emerging questions and next steps.

A paradox stands at the center of the assessment of student learning through high-impact practices: How do educators guide students to become more self-directed learners? This facilitated discussion will explore specific challenges in assessing student learning through high-impact practices. Participants are asked to bring to the session at least one best (so-far) practice employed and one challenge faced in assessing student learning through high-impact practices. Possible challenges include, but are not limited to: (1) assessing non-written student products, especially artistic work; (2) assessing compound performance criteria, such as interdisciplinary research or shared leadership and collaboration; and (3) assessing collaborative student work.

Linda S. Watts, Professor of American Studies—University of Washington Bothell

BASIE BALLROOM A, SECOND LEVEL | Theme 5: Assessing General Education

CS 39: HEDs Up: Assessing General Education

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

Moderator: Elizabeth Dickens, Program Associate, Office of Integrative Learning and Global Commons—AAC&U

Advancing General Education Assessment through a First-Year Seminar Pilot

This presentation will address how the University of Kansas is using a successful assessment project for a first-year seminar program to cultivate broader campus buy-in for general education assessment. First-year seminar faculty teach inquiry-based courses on big questions in their research areas, but design these courses around a shared critical thinking learning outcome. This session will discuss activities that familiarize faculty with quality assessment through course and assignment design and provide shared opportunities to consider the implications of assessment data. Participants in this session will consider survey data that will be presented to illuminate this approach.

Sarah Crawford-Parker, Assistant Vice Provost and Director of First-Year Experience, Ann Cudd, Vice Provost and Dean of Undergraduate Studies, and Ying Xiong, Documenting Learning Specialist—all of University of Kansas

The Critical Thinking Index: Integrating Students’ Cognitive Development into Curricular Design and Assessment

Many consider the development of critical thinking to be one of the most important student learning outcomes in any general education curriculum. Yet critical thinking lacks a clear definition. This makes it difficult to integrate into a curriculum and even harder to assess. In an attempt to define critical thinking, various theories of cognitive development are examined. While each one focuses on a particular aspect of critical thinking, many show the process of cognitive development occurring in strikingly similar stages. Understanding these stages allows curriculum developers to gauge students’ developmental level and design courses and programs that facilitate cognitive growth.

Lea Jacobson, Researcher, and Istvan Varkonyi, Director of General Education—both of Temple University

Designing a Signature Assignment for General Education STEM Courses Using VALUE Rubrics

One of the most commonly reported benefits of using the VALUE rubrics is a heightened awareness of the importance of developing well-crafted signature assignments (Rhodes & Finley, 2013). This importance is underscored within STEM-based disciplines by the fact that the VALUE rubrics “contain fairly broad dimensions...which do not map seamlessly to solution methods [as presently] articulated in STEM textbooks” (McCormack et. al., 2012). Presenters will discuss techniques used to create signature assignments designed for the seamless implementation of VALUE rubrics in STEM-based fields. They will share the success of their process in winning over faculty and deepening student learning.

Brent D. Albrecht, Assistant Professor of Mathematics, and Assunta Hardy, Director of Academic Assessment—Dixie State University
Politics of Change: Putting It All Together and Anticipating Campus Responses

José Cruz, Provost and Vice President for Academic Affairs—California State University, Fullerton; and Loraine Phillips, Assistant Vice Provost, Institutional Effectiveness and Reporting—The University of Texas at Arlington

This plenary will examine the nature of change at an institutional level and how to gain support for and introduce a meaningful change strategy. How might campuses evaluate their readiness to embrace and build support for change within the organization, the faculty, and administration? Participants will learn about an integrative and equity-minded framework for initiating change that will help them explore three critical sets of questions: What level of support already exists; what kind of case can be made for the change being proposed; and what resources might be available to launch and accomplish the change?