2011 AAC&U Institute on General Education and Assessment
Session Descriptions

Opening Plenary
Helping Students Connect: General Education, Liberal Education, and Intentional Practice Across the Curriculum
Saturday, 1:30 – 2:15pm, Loma Prieta Room
Faculty: Carol Geary Schneider, President, AAC&U

Achieving the sophisticated goals of a general education program requires an intentional approach to all aspects of the program, from planning, to connections with departmental goals, to assessment. Good designs for general education can challenge the widespread view of general education as a set of courses to "get out of the way." Drawing upon visits to scores of campuses and relevant findings of leading researchers, Dr. Schneider will outline the challenges and hopes for general education as we strive toward achieving greater expectations for all students.

Recommended Resources
- AAC&U. 2007. *College Learning for the New Global Century. (A Report from the National Leadership Council for Liberal Education and America's Promise).* Washington, DC: AAC&U.
- *Greater Expectations: A new vision for learning as a nation goes to college*. 2002. Washington, DC: AAC&U. Especially pages vii-xiv, 21-42, 44-51.
- Ratcliff, James L. Quality and coherence in general education. Gaff, Jerry G., James L. Ratcliff, et al, ed. 1991. *Handbook of the Undergraduate Curriculum: A Comprehensive Guide to Purposes, Structures, Practices, and Change*. San Francisco: Jossey-Bass, 141-169. (Available in Hardback)
- Schneider, Carol G. and Robert Shoenberg. 1998. *Contemporary understandings of liberal education*. Washington: AAC&U. (Available in Hardback)

- The 21st century academy will be defined by global interdependence, innovation in the workplace, and diverse democracy.   Integrative and applied learning. Employers want workers to be able to coordinate with other departments.
- There are changing frameworks for knowing and learning.
- Essential Learning Outcomes can be determined – a consensus on what students need to learn.
- High-impact educational practices lead to high engagement, high effort, and high reward.
- We may want to consider putting more high-impact educational practices in the early college years, to engage students.
- The Degree Profile emphasizes the integration of learning from many sources and the application of learning in a variety of settings.
- Could consider having Gen Ed across 4 years rather than predominantly in first two years.
- A redesign of Gen Ed could focus on shifting what students do (e.g., appropriate assignments), rather than just changing the structure of Gen Ed in terms of courses.

Closing Plenary
If It Was Easy Everyone Would Do It
Tuesday, 5:00-6:15pm, Loma Prieta Room
Speaker: Ken O'Donnell, Associate Dean, Academic Programs and Policy, California State University, Office of the Chancellor

Changes in the nature of work, society, and our population are putting unprecedented stresses on higher education. We need new ways to illuminate the value of general education for our students,

recognize and credential their learning, and improve what we do. Learning outcomes assessment, once relegated to backstage functions like program review and accreditation, is commanding new attention as the key to our future. Pity it's so difficult.

Ken O'Donnell works on statewide curriculum, with a focus on student engagement and success and the state's shared coursework in general education. His day to day work is with faculty and administrators throughout the CSU, with a professional interest in ePortfolios, learning outcomes assessment, and engaging, student-focused pedagogy and curriculum. In 2008 he was named as state liaison to the AAC&U's national project Give Students a Compass, which seeks to infuse high-impact educational practices into the lower-division college curriculum. In 2010 he was appointed to the NASH/EdTrust campaign Access to Success, a national effort to raise graduation rates and reduce achievement gaps. He has addressed numerous conferences and workshops around the country on general education, and the role of public state systems in educational reform.

Track Session Descriptions

Track 1. The process of general education change

Successful general education reform involves more than designing an exciting curriculum. An understanding of both the change process and how to manage it, supplemented by close and constant attention to process issues throughout the gen-ed review/reform project, are as crucial as creative educational ideas. The most innovative and educationally sound model of general education can be relegated to the shelf—or to the dumpster—by a careless or institutionally inappropriate process. What can successful and unsuccessful gen-ed reform projects teach us about process? How can we maximize chances for a widely supported implementation?

This track is designed to help campuses succeed in general education reform by alerting them to a variety of process issues that require constant attention: issues of campus politics, institutional culture, and consultation/communication. Building on research, case studies, and experiences of Institute faculty, discussions will focus on the analysis of campus dynamics, politics and culture, and relations with internal and external entities to help project teams support ideas for strategic change.

Saturday, 2:15-3:15pm
Track 1: 101 Session
Almaden Room
Faculty: Susan Elrod, Bret Eynon, Ann Ferren, Paul Gaston, Carol Geary Schneider

An introduction and overview of the themes and important concepts that will presented throughout Track 1 sessions.

- The emphasis needs to be on learning, as the means by which we accomplish genuine reform on the campus.
- Learning involves faculty, students, and the campus as a whole.
- We want to have everyone on the campus contributing to the liberal education of the students.

- A "campaign"/grass-roots approach is recommended – find on the campus islands of innovation.
- Faculty development can stimulate faculty thinking of themselves as learners.
- Could have some assignment (a "mid-career integration") which has students tie together what they have done over the first 2 years.
- We need to consider how to make significant changes in Gen Ed when we have a SUNY structure we must comply with; we also need to consider transfer mobility.
- A recommendation: assess service learning as part of student learning goals.
- We need to get away from seeing assessment as reporting only.
- Co-curricular activities should also be assessed, meaningful to overall goals of Gen Ed.
- How can we improve the role of faculty governance in assessment?
- Assessment needs to be on full-campus level.
- If using assessment of student writing on a large-scale basis, need rubrics (otherwise, it can be untenable – a lot of work).
- Collaboration between faculty in developing learning goals and rubrics is very important.

Sunday, 8:45-10:00am
Track 1: Visioning General Education for the 21st Century: Examining the Questions and Answers
Almaden Room
Faculty: Gail Evans

Reframing general education from conceptualization to implementation requires reflection, inclusion, visioning, assessment, strategic planning, and leadership. Yet for all of its complexity and challenges, there are a few central tenets and key steps that a wide range of institutions have found useful in restructuring general education. Gail will begin this question and answer session with an overview of the principles and steps that have successfully guided general education reform. Participants will then have the opportunity to ask questions relevant to their own situations and discuss solutions that others have found effective.

Track 1: Faculty Learning, Student Learning, and Institutional Change
Costanoan Room
Faculty: Bret Eynon

Faculty development can be crucial element in strengthening pedagogy and advancing reform. Engaging faculty is a key first step. Shifting the focus to student learning and expanding the time horizon for learning are equally critical. Insights and discussion about integrative approaches to faculty development with the founder of an award-winning Center for Teaching & Learning.

Recommended Resources
- Angelo, Thomas A. "Doing Faculty Development As If We Valued Learning Most"
   http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.112.8114
- Tagg, John. "Double Loop Learning in Higher Education" *Change* Magazine, July/August 2007

- Steps from classroom change to institutional transformation:
   1) Nurture a campus climate focused on teaching and learning.
   2) Build trust and community across depts. and divisions.

3) Cultivate faculty leadership.
4) Pilot practices.
5) Support broad implementation and sustained innovation.
6) Establish goals and principles for reform.
7) Pass meaningful reforms.
8) Consider assessment as an ongoing learning process.

- For faculty development to work, it needs to be collaborative and non-didactic. We need to "invite rather than impose."
- Tailor faculty development to the appropriate level: beginning, intermediate, advanced.
- Have co-facilitators when doing faculty development – this presents a model of respect for differences.
- Make sure faculty development meets a need that faculty see as important.
- Focus on application in faculty development.
- Principles of good practice for faculty development:
  1) Respect faculty knowledge.
  2) Focus on student learning.
  3) Support collaborative inquiry.
  4) Create opportunities for sustained work.
  5) Have good food.

- Tom Angelo's 7 principles:
  1) Build shared trust.
  2) Build shared motivation.
  3) Build shared language.
  4) Design backwards and work forward.
  5) Think and act systemically.
  6) Practice what we preach.
  7) Use assesment to focus on what matters.

- What steps can be taken to focus faculty development on student learning?
  1) Faculty reading groups
  2) Ask faculty: What are your students not getting/doing so far?
  3) Look at the rewards structure – does university give $ reward to faculty for a focus on student learning?
  4) Look at student work together in a group.
  5) Cross-disciplinary groups are less threatening to faculty when discussing ways to enhance student learning.

- What steps can be taken to make faculty development more systemic and far reaching?
  1) Put information on website.
  2) Have faculty spend time together.
  3) Appeal to faculty members' intellectual curiosity.
  4) Invite students to be part of discussions.
  5) Get feedback from faculty about the faculty development and overall progress of changes on the campus.

Sunday, 1:30-2:45pm
Track 1: Connecting General Education to the Majors
Almaden Room
Faculty: Carol Geary Scheider

One of the important trends in general education is a focus on "goals-across-the curriculum." This trend implies the development of clear connections between goals for general education (e.g., writing competence) and expectations within the major, as well as between liberal education and pre-professional fields. This session will review organizing principles for connecting general education goals with both liberal arts and pre-professional majors. It also will explore case examples from institutions already making these connections, both in curriculum design and in assessment.

Monday, 8:45-10:00am
Track 1: Keeping it Real: Evolution or Revolution
Almaden Room
Faculty: Ann Ferren

Conceptualizing new approaches to general education takes imagination and vision, but achieving and sustaining reform calls for realistic expectations, a practical approach, and extensive collaboration. Those campuses well along in the change process know the challenge of sustaining commitment to continuous improvement. How can faculty and administrators at many levels collaborate to provide leadership for the review, redesign, and assessment processes? What strategies help stimulate, coordinate, and evaluate new ideas? What criteria and processes are helpful when choices among different models and different components must be made? This session is based on the experiences of many campuses but also emphasizes the importance of designing both a continuous change process and a general education curriculum that fit the needs and values of one's own campus. Special attention will be paid to organizational structures, role clarification, decision-making, and communication.

Monday, 1:30-2:45pm
Track 1: A Framework for Planning, Implementing, and Institutionalizing Interdisciplinary Learning in General Education
Almaden Room
Faculty: Susan Elrod

More and more campuses are talking about and trying to create interdisciplinary learning opportunities for students to help them better prepare for life and work in the 21st century. However, it is easier to start these programs than it is to maintain them. Using recommendations from Project Kaleidoscope's Facilitating Interdisciplinary Learning project, participants will respond to an interdisciplinary readiness audit and generate an action plan that will help move interdisciplinary learning more into the center of general education. In addition, programmatic case studies and examples will augment the discussion.

Recommended Resource

- Association of American Colleges and Universities. (2011). *What Works in Facilitating Interdisciplinary Learning in Science and Mathematics.* Washington, DC.
- Recommended book: Adrianna Kezar: *Organizing Higher Education for Collaboration*
- Problem-based learning is a way to assess and work within an interdisciplinary framework.
- Could add people to a development team over time – may need different people, different expertise over time.
- Could reform the approval process so interdisciplinary courses can be approved more quickly.
- Barriers to interdisciplinary work: department teaching obligations, risk-averse environment, lack of resources/incentives
- Otterbein University – has an integrative, interdisciplinary Gen Ed program (global theme) – they went through a consensus-building process.
- Lafayette is also a possible example for interdisciplinary curriculum.
- Could give a theme to first-year seminars; this could be the start to interdisciplinary perspective for the students.
- There could be a 4-year cycle of themes (a main goal for each year). Programming around the theme on campus for the year.
- FACE is an example of interdisciplinary work on our campus

Tuesday, 8:45-10:00am
Track 1: Concept to Curriculum: Achieving Greater Intentionality through Effective Implementation
Almaden Room
Faculty: Paul Gaston

Planning undertaken or refined in San José will influence institutions and serve students only to the extent that Institute teams consider carefully how to communicate and provide effective leadership. As they reaffirm a critical academic value, intentionality at every level of the curriculum, teams may benefit from considering time-tested rules of the road for securing support for reform—and for avoiding potholes in planning and implementation. Participants in the session will discuss recent case studies and share advice with one another on issues likely to arise at various stages of implementation.

Track 2. Models of General Education Organization and Delivery for Improved Learning

General education is more than a curriculum. It is a manifestation—possibly the most important one—of an institution's educational mission. Track 2 will examine general education in an integrated manner. Institute participants will engage in extensive conversations about the important inter-relationships among goals, curriculum, and pedagogical practices. Research, case studies, and the experience of Institute faculty will be employed to help participants develop clear learning outcomes, and to examine various pathways for structuring and delivering general education reform.

Saturday, 2:15-3:15
Track 2: 101 Session

Ohlone Room
Faculty: Helen Chen, Gail Evans, Scott Evenbeck, Kevin Hovland

An introduction and overview of the themes and important concepts that will presented throughout Track 2 sessions.

Sunday, 8:45-10:00am
Track 2: Getting Started with ePortfolios
Ohlone Room
Faculty: Helen Chen
[Note: For people new to ePortfolio it is recommended that you attend this session before attending Bret Eynon's "Make Connections" session on June 6th at 1:30pm]

 ePortfolios are more than just a technology: they imply a process of planning, keeping track of, making sense of, and sharing evidence of learning and performance. Using ePortfolios well requires embracing a set of practices and an understanding of learning called *Folio Thinking*. This session will introduce a framework for exploring and designing an ePortfolio approach to meet specific learning outcomes and objectives. Participants will draw upon emerging research findings and a range of ePortfolio case studies from students, programs, and institutions while engaging in discussions focused on the practical considerations of implementing and sustaining an ePortfolio initiative.

Track 2: Responding to the Challenge: European Reform Calls on US Higher Education to Document, Develop, and Defend General Education
Pacifica Room
Faculty: Paul Gaston

The Bologna Process, Europe's ambitious commitment to higher education reform, has already accomplished much and may in time be appreciated as the most thorough and successful reform in the history of higher education. Or it may evolve into a few disaggregated initiatives showing various degrees of success from country to country. After sketching indicators for both possibilities, the author of *The Challenge of Bologna* will lead participants to focus on what US higher education can learn from Europe in terms of student and faculty mobility, transparent academic credentials, and accountability and on what the US has to teach Europe regarding a distinctive strength of the academy in the US: general education.

Sunday, 1:30-2:45pm
Track 2: Common Ground: Designing General Education Curricula at the Intersection of Global, Civic and Diversity Issues
Costanoan Room
Faculty: Kevin Hovland

Given the global challenges of the 21st century, colleges and universities are trying to become more intentional about curricular designs that help students integrate and apply their learning. In this session, we will explore several curricular models that align global learning goals with essential

learning outcomes in order to illuminate pathways for integrating multiple disciplinary perspectives and weaving together existing commitments to diversity, civic engagement, and social responsibility. By focusing on real-world global issues, these models can create fertile common ground where individuals representing different disciplines and divisions can collaborate to make the general education curriculum a central and shared responsibility.

- Need to help campuses think through what they mean by "global learning", "global awareness", "civic engagement" and "social justice."
- Model of having 3 classes, which are writing focused: "Engagements in the common good."
- Look at common ground between diversity training and global learning.
- When developing a diversity/global learning curriculum, consider both stakeholders and turf issues.
- Students need opportunities to understand social dynamics in multiple contexts.
- Can tie these themes in with: dignity/action/advocacy, human rights, oppression, and power.
- Add local experiences focused on diversity to international knowledge (e.g., through internet).
- Faculty need to be trained how to facilitate sensitive classroom interactions to reduce prejudice/offensiveness.

Track 2: Intellectual Scaffolding of the Curriculum for the Intellectual Development of Students
Ohlone Room
Faculty: Lee Knefelkamp

This session will use as its base 50 years of research on student intellectual development in the college years. The research using classic models of intellectual development (Perry's *Forms of Intellectual and Ethical Development in the College Years* and Belenky, et al's *Womens Ways of Knowing* among others) has shown that students typically do not make gains in cognitive complexity to the degree that would be expected when graduating with a liberal education. This half century of research was recently echoed in the book *Academically Adrift* (Arum and Roksa 2011). Developmental research has clearly demonstrated effective strategies that positively affect cognitive growth in students. However, often general education curriculum designs do not take into account the research on student intellectual development, effective pedagogical strategies, or the levels of cognitive complexity demanded by courses in the curriculum. Intellectual growth is promoted by a delicate balance of challenge and support for the student and proceeds in a developmental manner. This suggests that an effective general education program would have planned scaffolding that facilitated cognitive growth as well as content knowledge. This session will explore the design issues implied in creating a curriculum that deliberately promotes cognitive development. Participants will work with specific assessment procedures that can be used to evaluate student levels of intellectual growth and evaluate the levels of complexity required in courses.

Recommended Resources
- Knefelkamp, L. and T. David-Lang. 2000. Encountering Diversity on Campus and in the Classroom: Advancing Intellectual and Ethical Development. *Diversity Digest.* http://www.diversityweb.org/digest/Sp.Sm00/development.html

Monday, 8:45-10:00am
Track 2: Curricular "Mapping of Student Learning:" Course – Department/Program – Baccalaureate Goals – Strategic Plan –LEAP
Costanoan Room
Faculty: Gail Evans

This session will provide a brief overview of the process for "mapping" student learning from the course (artifact) level to the LEAP Essential Learning Outcomes. The case study utilized will discuss how San Francisco State uses ePortfolio assessment to "map" from artifact to course level, program level, baccalaureate goals, strategic plan and LEAP Essential Learning Outcomes. Participants will have the opportunity to strategize on how they might use LEAP as a vehicle for strategic planning, accreditation, curricular innovation, and ePortfolio assessment.

Track 2: A New Community College
Pacheco Room
Faculty: Scott Evenbeck

The City University of New York will open its first new college in over four decades with the launching of New Community College in 2012. The planning team for New Community College, now joined by the initial faculty and staff, has articulated an ambitious agenda for the new college, drawing from the work of AAC&U and other national leaders in enhancing student academic achievement and success. Now moving from planning to implementation, representatives of the New Community College will report on work to date and share their vision for the new college.

Tuesday, 8:45-10:00am
Track 2: Using ePortfolios to Assess Student Learning: Designing Strategies to Engage Stakeholders in a Successful ePortfolio Implementation
Costanoan Room
Faculty: Helen Chen

How can ePortfolios be used to document student learning at the individual, programmatic, and institutional levels? A critical first step for individuals and institutions who are designing any such ePortfolio initiative is to identify both internal and external project stakeholders, such as students, faculty, and even prospective employers and alumni. Understanding how these different constituent groups can contribute to and also benefit from evidence gathered via ePortfolios can inform how an ePortfolio assessment approach is integrated, scaled and integrated into the culture of the institution. This session will use examples and individual and small group activities to assist participants in identifying the needs of the ePortfolio stakeholders on their own campus and brainstorm specific strategies to address them.

- Tips to crafting a pitch to someone to get them potentially interested in e-portfolio (e.g., another faculty member)

    1) Say who you are.

    2) Describe how the project can address the person's needs.

3) Indicate the unique potential benefits to the stakeholder.

4) Indicate goals/time frame and be clear what you are asking for from the other person.

- Design is a process – refine/feedback/empathize/refine.

Track 3. Building Institutional Capacity: Making Excellence Inclusive

If general education is an integral part of an institution's mission and is essential for preparing all students for successful lives, then the entire campus has a role in contributing to every student's education. This track will focus on ways in which all parts of a campus can and must be engaged to ensure student success.   Discussions will focus in part on a number of issues that can complicate the effort of integrated campus general education reform, such as accommodating transfer students, articulating diversity and global knowledge, and integrating ethical reasoning and civic action.

Additionally this track will invite campuses to examine existing institutional resources and information to improve communication of goals to students, ways to infuse active pedagogies into the curriculum, and models for implementing e-portfolios and technology to enhance student learning.

Saturday, 2:15-3:15pm
Track 3: 101 Session
Guadalupe Room
Faculty: J. Herman Blake, Brian Bridges, Lee Knefelkamp

An introduction and overview of the themes and important concepts that will presented throughout Track 3 sessions.

Sunday, 8:45-10:00am
Sunday, 8:45-10:00am
Track 3: Building Institutional Capacity through Excellence in Retention/Graduation Programs
Pacheco Room
 Faculty: J. Herman Blake

This session will focus attention on strategies that increase higher academic expectations for students as well as active involvement in learning. There has been considerable focus on models of high impact practices. We will examine these issues in depth--focussing on how faculty/staff can develop comprehensive programs that emerge from student leadership. The long-term consequences enhance institutional capacity. In the assigned readings we describe a program that resulted in a dramatic rise in graduation rates for African-American students. A very brief video will give a closer look at the program.

Required Readings

- Blake, J. Herman and Ervin R. Simmons. 2008. "A Daufuskie Island Lad in an Academic Community: An Extraordinary Journey of Personal Transformation", *Journal of College and Character*
- Blake, J. Herman and Emily L. Moore. "Retention and Graduation of Black Students: A Comprehensive Strategy", in Duranczyk, I.M., Higbee, J.L., Lundell, D.B. Eds). (2004) *Best Practices for Access and Retention in Higher Education,* Minneapolis, MN: Center for Research on Developmental Education and Urban Literacy, 63-71.
- Blake, J. Herman, "Retention and Graduation of Undergraduate Students: A Comprehensive Approach", (2011)
- Hirshman, Elliot L. and Freeman A. Hrabowski. "Meet Societal Challenges by Changing the Culture on Campus" The Chronicle of Higher Education 16 January 2011. http://chronicle.com/article/Meet-Societal-Challenges-by/125937/

Monday, 8:45-10:00am
Track 3: Infusing Diversity into General Education: Obstacles, Strategies and Outcomes
Ohlone Room
Faculty: Brian Bridges

Incorporating concepts of diversity into the general education curriculum is fraught with challenges but serves as an effective way to promote cross-cultural and other learning outcomes necessary for 21st century citizens. This session will discuss common obstacles to infusing diversity into the curriculum, strategies designed to promote diversity general education requirements, curricular and pedagogical strategies that can be implemented immediately and the powerful potential outcomes that result. Session participants will identify best practices on their campuses and create suggested models for implementation based on campus criteria.

Required Readings
- Brandon-Falcone, Janice, et al. 1994. "Teaching Cultural Diversity in the Core Curriculum," *Journal of General Education*. University Park: The Pennsylvania State University, 230-241.

Tuesday, 8:45-10:00am
Track 3: Exploring Toxic Classroom Cultures: Helping Both Faculty and Students Create Positive Intercultural Environments
Ohlone Room
Faculty: Lee Knefelkamp

This session will explore the convergence of several major issues in higher education: A) how to help students take seriously the perspectives of others; B) how to work effectively with difficult dialogues in the classroom; and C) how to help students become more culturally aware and culturally sensitive. Participants will explore the work of Derald Wing Sue, an intercultural counseling psychologist, who has researched and created the "Microaggressions" model. This model began with collecting statement students made to each other in classroom settings. The model explores differing levels of microaggression (from unintentional to deliberately assaultive) and different types of statements that are most common. Participants will work with the model, actual student statements, and the assessment measures used to assess classroom climate. Participants will also

explore ways to work with microaggressive statements and attitudes in the classroom and elsewhere.

Track 4. Assessment and Communication

Assessment can serve many purposes on campuses but first and foremost, it should serve to improve learning. Far too often, assessment is an afterthought of curricular planning, a resented intrusion into an individual professor's turf, or an imposed exercise to endure during an accreditation visit. Track 4 will emphasize the development of powerful, intentional processes and tools for assessment-as-learning. Utilizing research, case studies and the experience of Institute faculty, participants will learn about and work with various assessment techniques and strategies, including rubrics, student portfolios and logic models. Additionally, discussions will focus on building sustainable assessment protocols for long-term planning and practice, communicating data on campus, and using results to create change and advance institutional goals. Issues such as accreditation and campus culture will also be addressed.

Saturday, 2:15-3:15pm
Track 4: 101 Session
Pacifica Room
Faculty: Ashley Finley, Peggy Maki, Terry Rhodes, Barbara Wright

An introduction and overview of the themes and important concepts that will presented throughout Track 4 sessions.

Sunday, 8:45-10:00am
Track 4: Diving Deeper into the Efficacy of Our Educational Practices through a Problem-based Assessment Framework
Guadalupe Room
Faculty: Peggy Maki

Driven by demands of external stakeholders, assessment often becomes an act of reporting numerical results—results that are not often shared, discussed, and acted on across a department or even the institution itself. Not surprisingly, then, NILOA's 2009 survey of assessment practices in higher education concludes that institutions need to demonstrate their ability to use assessment results effectively-- to improve student learning—a "pattern that has not taken hold as a national practice." Using several case studies this session describes a backwards designed problem-based assessment framework that leads to actionable assessment results. These results jettison changes or innovations in pedagogy, instruction, and educational practices designed to improve patterns of weakness in student achievement. Anchored in coupling learning outcome statements with research or study questions about students' learning processes and products, this framework seeks direct and indirect evidence about the chronological kinds of misconceptions, misunderstandings, misinterpretations, and faulty assumptions that underlie (and help to explain) students' difficulties achieving our agreed upon levels of achievement. Becoming learners ourselves about how students misunderstand, for example, helps us rethink, redesign or innovate educational practices.

Participants will apply this framework to their current assessment plans to deepen inquiry into student learning processes and products.

Monday, 8:45-10:00am
Track 4: Heavy Lifting: Building Capacity for Educational Effectiveness
Pacifica Room
Faculty: Barbara Wright

As our sophistication about assessment has grown, we've come to realize that sustaining assessment over the long haul is no easy task. It involves a lot more than sending a few faculty to a workshop, appointing an assessment committee, or creating an assessment plan. In this session, we'll work through the WASC "Educational Effectiveness Framework" -- an instrument that provides an excellent overview of the levels and kinds of capacity that an institution needs in order to create a thriving assessment ecosystem. Although the EE Framework was developed for use by WASC visiting teams, it is relevant to any institution or program that wants to gauge its general education infrastructure and figure out what its next steps are. Other WASC rubrics can help you to look in more depth at specific processes to support learning and improvement.

Required Resource
- WASC rubrics at www.wascsenior.org: Educational Effectiveness Framework

Recommended Resources
- WASC rubrics at www.wascsenior.org: 1) General Education Assessment 2) Program Learning Outcomes 3) Capstones 4) Portfolios 5) Program Review
- Defines institutional capacity for educational effectiveness on three levels: student learning, teaching/learning environment and organizational learning.
- Barriers to moving toward more effective assessment: faculty buy-in can be lacking. If you want deep concept learning, it often needs to be throughout the curriculum.
- Need to commit money for retreats, time to work together, books, travel to conferences, etc. This sends a message that this work is valued.
- Recommended book: *Making the Grade* by Peter Ewell

Track 4: The VALUE Rubrics 411 Session: How Rubrics Can Be Used to Assess Student Work, Engage Faculty, and Deepen Learning on Campus
Guadalupe Room
Faculty: Terry Rhodes, Ashley Finley

Participants will learn about the development of the VALUE rubrics, be able to review select rubrics and discuss them as institutional articulations of student learning expectations, examine information on how the rubrics are being used and modified on campuses, and the results of a recent national reliability study on the VALUE rubrics. Examples of how campuses are using the rubrics with student work through e-portfolios will be shared, including some results from campus level assessments.

Monday, 1:30-2:45pm
Track 4: The Fabric of a Culture of Inquiry
Ohlone Room

Faculty: Peggy Maki

Similar to a well-woven piece of fabric, a culture of inquiry into our students' learning involves establishing relationships among learners, educators, and the institution itself— the ways in which it "gets things done" through its processes, decision making bodies, channels of communication, rituals and celebrations, assigned roles and responsibilities, and enactment of values. This session describes and illustrates ways to:

(1) engage contributors to student learning into the assessment process: full- and part-time faculty, administrators, students themselves, professionals in student affairs , the library, and other programs and services; and

(2) root assessment into existing institutional systems, processes, practices, and calendared decisions.

Participants will begin by identifying current ways in which assessment has been integrated into their institutional cultures. Based on the session participants will also identify additional ways to continue to build their culture of inquiry.

Tuesday, 8:45-10:00am
Track 4: The VALUE Rubrics Calibration Session: How to Start Working with Rubrics to Assess Student Learning
Pacheco Room
Faculty: Terry Rhodes, Ashley Finley

Participants will use one of the VALUE rubrics and engage in a calibration session, using the rubric to examine samples of student work to learn about how campuses are engaging faculty and others in using rubrics and student work to assess learning. The role of reflection and the ability building for self-assessment will be included. This session is a standalone session that does not require attendance at the VALUE 411 session.

Groups Exploring and Experiencing Knowledge (GEEK) Sessions

Sunday, 1:30 – 2:45pm
GEEK: Using the Co-Curriculum to Reinforce General Education Gains
Pacheco Room
Faculty: Brian Bridges

The co-curriculum is an important student learning tool that enhances classroom learning. Yet, institutions struggle with devising strategies to link classroom learning with educational activities that students engage in outside of the classroom. This session will tap best practices of attendees and knowledge from major national projects, such as NSSE, to brainstorm tactics that can be effective in promoting more synergistic collaboration between student and academic affairs that enhances students' general education experience.

Required Readings
- Banta, Trudy and George Kuh. 1998. "A Missing Link in Assessment: Collaboration Between Academic and Student Affairs Professionals," *Change,* 1-7.
- NSSE. "Using NSSE to Access and Improve Undergraduate Education: Lessons from the Field"
  http://nsse.iub.edu/pdf/Lessons_from_the_Field_2009.pdf

GEEK: Implementing High Impact Practices
Pacifica Room
Faculty: Scott Evenbeck

Moving beyond long-term conversations centered on collaboration of academic and student affairs in promoting student learning, there is increasing evidence that high impact practices are resulting in enhanced student learning. Learning communities, undergraduate research, service learning, international study, internships, and other experiential learning contexts extend learning beyond the classroom in ways that are enhancing student learning.

GEEK: Look to the Future and Design Backwards
Guadalupe Room
Faculty: Ann Ferren

Designing general education for 21st century challenges requires a shift from offering a collection of designated courses to engaging students in a variety of integrated learning experiences that will sustain their learning capacity well beyond completion of the degree. Although general education programs will continue to introduce content and skills, to achieve the "essential learning outcomes" requires intentional links with the major, co-curricular activities, and practical experiences in the community, work place, and abroad. This session will focus on how to start with the overall goals for the undergraduate experience and then work backwards to align content, pedagogy, structure, and assessment for an effective general education program design. Because all campuses face daunting financial realities, this session will also address the resource implications for different elements and suggest ways to analyze cost/effective alternatives to achieve outcomes.

Recommended Readings
Paul L. Gaston with J.E. Clark, A.S. Ferren, P. Maki, T.L. Rhodes, K.M. Schilling, and D. Smith General Education and Liberal Learning. Washington, DC: AAC&U. 2010
- Ferren, Anne and Ashby Kinch. "Dollars And Sense Behind General Education Reform" *Peer Review* Summer 2003: 8-11.

Monday, 1:30 – 2:45pm
GEEK: Campus-Community Partnerships
Pacheco Room
Faculty: J. Herman Blake

In recent years higher education has replaced the idea of the "town-gown chasm" with a much more positive concept of partnerships with communities. Such partnerships provide opportunities for students and faculty while enhancing community relations. In this session we will focus on models of how colleges and universities can build strong and long-lasting partnerships with American communities. The presentation will include a 17 minute video of the creative consequences emerging from a low-wealth community in the Midwest. The readings give a brief insight into a pioneering program in service-learning.

Required Readings
- Haley, Alex. (1982). "Sea Islanders, Strong-Willed Survivors, Face Uncertain Future Together," *Smithsonian,* 88-96.
- Blake, J.H., Ervin R. Simmons. (2008). "A Daufuskie Island Lad in an Academic Community: An Extraordinary Journey of Personal Transformation," *Journal of College and Character*, Volume X, No. 1.
- Blake, J.H., Emily L. Moore. (2000). "The Strength of Partnerships: Belief in Each Other's Dreams", *Partnership Perspectives, Community-Campus Partnerships for Health,* 1(2), http://depts.washington.edu/ccph/pdf_files/summer8-f.pdf

GEEK: Making Connections: Supporting Integrative Learning with ePortfolio
Pacifica Room
Faculty: Bret Eynon

ePortfolios can be used to do many things: help students get jobs, support outcomes assessment, and focus attention on student learning. At LaGuardia Community College, (CUNY), a key emphasis is on integrative learning - helping students overcome fragmentation and connect academic learning to lived experience. LaGuardia has built one of the nation's largest and most dynamic ePortfolio initiatives, and has launched the Making Connections National Resource Center, helping scores of colleges and universities develop integrative approaches to ePortfolio. Discussion will include integrative strategies used at LaGuardia and campuses ranging from Rutgers University to Queensborough Community College.

NOTE: This session assumes a familiarity with ePortfolio pedagogy and practice. For those new to ePortfolio, it is recommended to attend Helen Chen's "Getting Started with ePortfolio" session Sunday, June 5th prior to this one.

Recommended Resources
- Bret Eynon, "'It Helped Me See A New Me': ePortfolio, Learning & Change at LaGuardia Community College" http://www.academiccommons.org/commons/essay/eportfolio-learning-and-change
- AAC&U and The Carnegie Foundation for the Advancement of Teaching "What Is Integrative Learning?" http://gallery.carnegiefoundation.org/ilp/what-is-ILP.htm
- Richard Gale, "Fostering Integrative Learning Through Pedagogy" *Report from the Integrative Learning Project: Opportunities to Connect*, 2006. http://gallery.carnegiefoundation.org/ilp/uploads/pedagogy_copy.pdf

GEEK: *Academically* ADROIT: Improved Student Achievement through Greater Intentionality
Guadalupe Room
Faculty: Paul Gaston

 AAC&U's statement of *Essential Learning Outcomes* represents a broad platform for many institutions seeking to offer general education that is more coherent, more clearly focused, more cumulative, and more fully engaged with the major. Now, Lumina Foundation, through the *Degree Qualifications Profile* released in January 2011, wants to assure through clear performance expectations that US academic degrees stand for quality. How are the *Outcomes* and the *Profile* related? How can colleges and universities use both to create academic cultures of clearer intentionality? How are regional accrediting agencies and other associations pursuing the call for rigor implicit in both the *Outcomes* and the *Profile*? And how are both visions likely to evolve? Two of the four authors of the *Lumina Profile*, Carol Geary Schneider, President of AAC&U, and Paul L. Gaston, Trustees Professor at Kent State, are members of the Institute faculty. This presentation will cover the prompts and contexts for both documents, review the process followed in the development of each, describe the alignment between the two, discuss how the continuing roll-out of the *Lumina Profile* should draw attention to the increasing influence of the *Outcomes*, and consider how this movement confronts issues raised in *Academically Adrift* (Arum and Roksa 2011) and other recent indictments of higher education. There will be ample time for questions and discussion.

GEEK: Deliberate Design of High Impact Practices Using Student Learning Styles
Costanoan Room
Faculty: Lee Knefelkamp

This session will focus on how students differ in terms of their learning styles and how courses can be responsive to helping students expand their capacities to learn. In addition to focusing on course design, participants will explore "High Impact Practices" (HIP's) and how they can be designed in the context of effective student learning. HIP's only have the potential of being high impact if they are designed well, deliberately taking the differing ways students learn into account, provide students with time for reflection and integration with previous learning, and are assessed and rewarded. Participants will work within the framework of David Kolb's "Learning Styles" model (based on Dewey) and will practice using the LSI (Learning Styles Inventory) in assessing students and assessing course and HIP's designs.
Recommended Resources
- Knefelkamp, L. 1997. Effective Teaching for the Multicultural Classroom. *Diversity Digest.* http://www.diversityweb.org/digest/F97/curriculum.html

Tuesday, 8:45 – 10:00am
GEEK: Scientific Inquiry and Reasoning: Global Challenges and Essential Learning Outcomes
Pacifica Room
Faculty: Susan Elrod/ Kevin Hovland

The problems we face today and the challenges our graduates will confront with growing urgency are increasingly defined as global, interdisciplinary problems with important scientific dimensions: environment and development, health and biotechnology, energy and security. These kinds of problems necessitate graduates from different disciplinary backgrounds who are practiced in scientific inquiry and reasoning and able to connect their learning in the classroom to real-world issues. Session participants will focus on scientific inquiry and reasoning as an outcome of general education and will sketch a rubric that captures the dimensions of learning expected in courses and programs focused on complex, global problems.

Recommended Resource
- Elrod, Susan and Kevin Hovland "Global Learning and Scientific Literacy at the Crossroads" Diversity & Democracy 2011 Volume 14 no. 2
  http://www.diversityweb.org/DiversityDemocracy/vol14no2/vol14no2.pdf

GEEK: Implementing the Degree Qualifications Profile: What Does It Mean for Assessment, Accountability, and Accreditation?
Guadalupe Room
Faculty: Barbara Wright

The Lumina-funded *Degree Qualifications Framework*, developed by Carol Schneider, Paul Gaston, Peter Ewell, and Clifford Adelman, is intended to "transform US higher education" by illustrating clearly "what students should be expected to know and be able to do once they earn their degrees." At least three regional agencies – the Accrediting Commission for Community and Junior Colleges (WASC), the Accrediting Commission for Senior Colleges and Universities (WASC), and the Higher Learning Commission (NCA) – are considering making the DQP part of their accreditation process. What would that mean on your campus? How can the DQP support general education, assessment, and enhanced student learning, even if your institution does not adopt it? In this session participants will group according to institutional type and each group will work through a case study and set of questions related to the adaptability, feasibility, and usefulness of the DQP.

Required Resource
- *The Degree Qualifications Profile:*
  http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf

Ideas our Group Discussed (with other Teams, Institute Faculty, etc.)
1. Could have a common intellectual experience – have students read a book before they come to Fredonia.
2. Develop learning communities.
3. Infuse diversity issues into each course.
4. Need to incorporate adjuncts into discussion of curriculum/learning changes.

5. Ask departments what ideas they want to contribute to changes in Gen Ed.
6. Create reward structure to create bold thinking and make substantial changes.
7. 10% of DSI could be allocated for those who engage in new course development. Recognition is important too.
8. The Fredonia mission is for teaching/learning – everyone is connected to the idea of learning.
9. Middle States theme of "culture of learning" – how bring this to the forefront?
10. Discuss with students what makes for good writing – refocus on writing across the curriculum.
11. Our challenges: how to transition campus culture, how to have coherence in set of goals across campus, want campus to feel ownership over Gen Ed (including campus governance).
12. We will need to focus more attention on faculty development for transitions to be successful.
13. We need to spend a lot of time building a community behind new ideas.
14. When is it time to stop getting input and to start developing consensus, and vote?
15. Advice from Paul Gaston: keep focus on the students; get consensus on student outcomes first.
16. Disseminate information about planned student outcomes (i.e., baccalaureate goals) widely – on bookmarks, in library, lots of places on campus.
17. Coordinate Gen Ed goals in with new 5 year plan on campus.
18. Coordinate Gen Ed goals with revision of campus mission statement (should have consistency across these various efforts/documents).
19. Possible themes to overlay Gen Ed: social justice, sustainability, global perspectives, American experience, physical health, diversity (can overlay major courses as well).
20. Rough plan: establish planned learning outcomes for students; consider 3-4 possible models and gain feedback from campus on the set of planned learning outcomes our campus will adopt.
21. Advice from Bret Eynon: When strengthening faculty development program, start with one seminar, and build on success. Have people apply to be in the seminar (advertise that there are limited slots). Focus on one main topic (e.g., writing, capstone). Establish Fellows to mentor those with less advanced knowledge. Get Chairs to give a message to faculty: "I want you to do this"; "I value this."
22. Develop web pages focused on revision of Gen Ed. Post relevant readings prior to meetings in which face-to-face discussion will occur. Can have electronic discussion as well – "This part worked, and this part didn't."
23. To get departments to talk with one another, need to put faculty in small groups. Discuss shared goals: "What do we want students' writing to look like?" Faculty will need to step out of their comfort zones to some extent to discuss with one another, but we ask students to do this as well.
24. Professional programs on campus can present their models of assessment to other departments.
25. Give mini-grants to work on department changes and/or interdisciplinary changes.
26. Digication is a program for e-portfolio. Students' work can be reviewed remotely.
27. Use of paired courses in Gen Ed is a possible model for our campus that will be distinctive but still meet SUNY mandates.
28. Students could enroll in a 1 credit seminar each year, tied to the e-portfolio development.
29. If we want to reorient Gen Ed toward interdisciplinary work (and make this a focus of all SUNY Fredonia), need to publicize the interdisciplinary majors and minors on campus more as well.
30. Need to get faculty to see more why interdisciplinary studies is important.
31. Teach critical reading, not just assume it.
32. E-portfolio offers structured opportunities for reflection on one's learning experiences.
33. LEAP model can be used within Student Affairs as well.
34. LEAP model can be used in majors as well as in Gen Ed.

35. Need to help faculty on campus see that they can retain focus on both research (scholarship) and student learning. Recognize both scholarship and innovations for student learning (e.g., book of research accomplishments, interdisciplinary work highlighted).

36. At C.W. Post, each program on campus assesses itself every six months. Each program states 5 goals to assess over 3 years (2 are assessed at each 6-month period). They told departments if they didn't do this comprehensive assessment, they wouldn't get to hire new faculty members.

37. Process of assessment at C.W. Post:

      1) Select goals.

      2) Select measures (two measures for each objective, at least one must be a direct measure).

      3) Assess.

      4) Provide feedback (include individual feedback to the faculty), and make changes.

      5) Dean reviews the process and outcomes, and a committee also reviews it.

      6) Uses Faculty Fellows of Assessment.

      7) A set of forms is used, so that there is consistency in the type of information obtained.

      8) Resource allocation is tied to assessment compliance.

      9) Have a lot of discussion about learning goals.

      10) Some departments choose to do peer review of other departments' reports.

38. A diversity-related goal: "To understand self in a global society."

39. Ann Ferren recommendation: Have a timeline with milestones for Gen Ed changes – clarify who is responsible for what. When disseminating information, consider simplicity and use imagery when possible. Could create a newsletter on a monthly basis with updates. Consider engaging vs. telling people what to do.

40. Would be good to have someone from Student Affairs on Gen Ed revision committee.

41. After we have set the learning goals (baccalaureate goals), we need to plan for how to assess for the learning outcomes, then discuss what models our campus could imagine to meet these learning goals.

42. One learning goal could be "scientific literacy" – need to have the model seem relevant to natural sciences as well as other parts of campus.

43. Could include in our new "Gen Ed Visioning Committee" some individuals who have been involved in the planning thus far, and also Chairs of Senate Committees.