

Welcome to the 52nd Annual AGLS Conference

Dear Colleagues and Friends,

Welcome to the 2012 National AGLS Conference in lovely Portland, OR. This conference is hosted by Portland State University, the largest and most diverse university in Oregon. With nearly 30,000 students who come from all 50 states and from nearly 100 nations around the world, PSU is a nationally acclaimed leader in sustainability and community-based learning. The University's position in the heart of Oregon's economic and cultural center enables PSU students and faculty to apply scholarly theory to the real-world problems of business and community organizations.

The conference hotel is located only blocks away from Pioneer Courthouse Square, the heart of downtown Portland. From Pioneer Courthouse Square you can walk, bike, or ride on Portland's world class public transit system to the Portland Art Museum, Powell's City of Books, Tom McCall Waterfront Park, or the Portland Rose Garden. We hope that you will enjoy this wonderful city that Portland State University calls home. More information on visiting Portland can be found at: <http://www.portlandonline.com/>.

Welcome to the City of Roses!

Sukhwant Jhaj
Associate Vice Provost for Undergraduate Success
Dean of Undergraduate Studies
Portland State University



Portland State
UNIVERSITY

Schedule Overview

Thursday, 20 September 2012

- 8:00 a.m. – 5:30 p.m. Registration
- 9:00 a.m. – 12:00 noon Pre-Conference Workshops/Meetings
- 12:00 noon – 1:00 p.m. Lunch (on own)
- 1:00 p.m. – 2:15 p.m. Conference Welcome
- First Plenary—Suzanne Walsh, Gates Foundation
- 2:30 p.m. – 3:45 p.m. Breakout Sessions (A)
- 4:00 p.m. – 5:15 p.m. Second Plenary—Adrianna Kezar, Associate Director, Pullias Center for Higher Education, University of Southern California
- 5:30 p.m. – 7:00 p.m. Reception

Friday, 21 September 2012

- 7:30 am – 5:00 pm Registration
- 7:30 a.m. – 8:30 a.m. Breakfast
- 8:00 a.m. – 9:00 a.m. Exemplary Program Awards
- 9:00 a.m. – 10:15 a.m. Third Plenary—John Nichols, Professor of Philosophy, St. Joseph's College
National Endowment for the Humanities Distinguished Professor
- 10:30 a.m. – 11:45 a.m. Breakout Sessions (B)
- 12:00 noon – 2:00 p.m. Lunch, Presentation of the Jerry G. Gaff Faculty Award
- Fourth Plenary—Jean Henscheid, Portland State University Fellow, National Resource Center, First Year Experience and Students in Transition
- 2:15 p.m. – 3:15 p.m. Breakout Sessions (C)
- 3:30 p.m. – 4:30 p.m. Breakout Sessions (D)

Schedule Overview

Saturday, 22 September 2012

7:30 am – 12:00 noon	Registration
7:30 a.m. – 8:30 a.m.	Breakfast
8:45 a.m. – 10:00 a.m.	Breakout Sessions (E)
10:15 a.m. – 11:30 a.m.	Breakout Sessions (F)
11:45 a.m. - 12:45 p.m.	Conference Wrap-up and Business Meeting (All Are Welcomed to Attend)
1:00 p.m. – 5:00 p.m.	AGLS Executive Council Meeting

CAGLS: Council for Administration of General and Liberal Studies

The Council for the Administration of General and Liberal Studies (CAGLS) was formed to provide support for the increasing number of college and university administrators who have responsibility for institutional general/liberal education programs. The Council developed from regular but informal conversations occurring at the annual meetings of other national higher education organizations, including the Association for American Colleges and Universities, The American Association for Higher Education, and the Association for General and Liberal Studies. The participants determined that sufficient common problems exist to form an organization which would provide information, support, and materials leading to solutions for general education administrators. The Council meets annually at the conference of the Association for General and Liberal Studies. (For additional information, visit <http://cstl.semo.edu/cagls/>.)

Strategic Plan Association for General and Liberal Studies, 2010-2015

AGLS MISSION

AGLS serves colleges and universities by fostering strong General Education programs. General Education is that part of the curriculum required of all students and dedicated specifically to liberal learning - the development of knowledge, skills, values, and habits of mind characteristic of an educated person. The members of AGLS comprise a community intent upon improving liberal learning by advocating the centrality of general education and supporting its continuous improvement.

AGLS GOALS

Through the AGLS annual conference, through AGLS awards programs, and through occasional publications and projects in collaboration with other associations,

- To support innovation in liberal learning pedagogy and curriculum development:
 - At each Annual Conference, to feature a specific innovative pedagogy in a plenary session that introduces the pedagogy and provides an update on its development, and in one or more contributed paper sessions in which teachers and researchers share their experiences with these teaching methods,
 - At each Annual Conference, to feature one new innovative general education curriculum in a plenary session with emphasis on the goals of the curriculum, the relationship of curricular elements to the goals, and plans for determining the curriculum's success in achieving those goals;
- To support the continuous improvement of teaching and learning in general and liberal education:
 - To continue to sponsor the AGLS Exemplary Program Award for the recognition of effective assessment programs and to provide useful examples to others,
 - To periodically update the AGLS Guide to Assessment and Program Review so that it is a current and increasingly valuable resource;
- To promote and advocate for effective, efficient administrative structures and policies that recognize and secure the centrality of general and liberal learning in post-secondary education:
 - To build connections to and collaborations with those responsible for that part of post secondary education committed to major areas of concentration so that those educational programs both build on and extend students' liberal learning,
 - To cultivate collaborative relationships with regional and professional accrediting agencies to increase the extent to which educational programs take advantage of and build on students' liberal learning, and to help faculty involved in these programs recognize the importance and value of liberal learning for their students and their educational goals.
 - At each Annual Conference, to provide sessions that will enhance the professional development of general education administrators.

Featured Plenary Speakers/Moderators



Suzanne Walsh is a senior program officer at the Bill & Melinda Gates Foundation where she leads the Foundation's developmental education and institutional redesign strategies. Before joining Gates, Dr. Walsh worked at two other foundations: The Lumina Foundation for Education in Indianapolis where she managed the Making Opportunity Affordable initiative, which was aimed at increasing college productivity by bringing about fundamental change in the way higher education does business; and, The Heinz Endowments in Pittsburgh where her diverse portfolio included community colleges, universities, workforce development, tech commercialization and transfer, city/county consolidation, immigration and regional economic development. She began her career in community college work as the Coordinator of Special Projects at Cuyahoga Community College. Suzanne Walsh has her juris doctorate and masters in social work from Case Western Reserve University, a bachelor's of science from Cornell University, and an associate's degree in applied science from Hudson Valley Community College. She is a member of the Grantmakers for Effective Organizations board and a member of the advisory boards for Roadtrip Nation, as well as education start-ups Uncollege and Sokanu.



Adrianna Kezar, Associate Professor for Higher Education, University of Southern California, holds a Ph.D. and M.A. in higher education administration from the University of Michigan and a B.A. from the University of California, Los Angeles. Dr. Kezar is a national expert on change and leadership in higher education. Her research agenda explores the change process in higher education institutions and the role of leadership in creating change, resulting in 14 books, over 75 journal articles, and over a hundred book chapters and reports. Her most recent books include *Recognizing and Serving Low Income Students*; *Enhancing Campus Capacity for Leadership*; *Organizing for Collaboration*; *Rethinking Leadership Practices in a Complex, Multicultural and Global World*; and *Higher Education for the Public Good*. She has acquired or worked on grant-funded projects exceeding \$17 million dollars for a variety of projects to fundamentally improve higher education. Dr. Kezar has served on the editorial boards for *The Journal of Higher Education*, *The Journal of College Student Development*, *Change*, and *The ERIC Review*, and served as a reviewer for 17 journals in and outside higher education. Dr. Kezar also serves(d) on numerous national boards including the American Association for Higher Education, the Association of American Colleges and Universities' Peer Review and Knowledge Network, the National TRIO Clearinghouse, and the American Council on Education's CIRP Research Cooperative. She has received national awards for her editorial leadership of the ASHE-ERIC report series from ASHE, for developing a leadership development program for women in higher education from ACE, and for her commitment to service learning from the National Society for Experiential Learning.

Featured Plenary Speakers/Moderators



John Nichols, Professor of Philosophy and National Endowment for the Humanities Distinguished Professor at Saint Joseph's College (IN), is a nationally respected voice on liberal education for the 21st century, assessing college outcomes, the missions of general education in undergraduate education, and the relationship between liberal and professional education. Professor Nichols holds a bachelor's degree in philosophy from the University of Dayton in Ohio; S.T.B. and S.T.L. degrees in theology; and Ph.L. and doctoral degrees in philosophy from Catholic University of Louvain, Belgium. Dr. Nichols' areas of engagement with both St. Joseph's curriculum and national higher education associations are the assessment of student learning and the integration of academic disciplines. He has published over thirty articles on philosophy, liberal education, and general education; visited over sixty colleges as a consultant or evaluator for general education; and delivered over one hundred papers at national and regional professional meetings. He directed a national project exploring accreditation and assessment for the Washington-based Association of American Colleges and Universities from 2000-2004, resulting in the publication of "Taking Responsibility for the Quality of the Baccalaureate Degree."



Jean Henscheid teaches in Educational Leadership and Policy and University Studies at Portland State University (PSU) and works on special projects related to enhancing the undergraduate experience for Student Affairs and the Center for Academic Excellence. She also serves as executive editor of the Jossey-Bass/American College Personnel Association publication *About Campus*, and is a fellow with the National Resource Center for The First-Year Experience and Students in Transition. Prior to arriving at PSU, Dr. Henscheid served as director of the Core Curriculum at the University of Idaho. She has authored and edited monographs, book chapters, and articles on various topics related to the college student experience and conducts workshops across the U.S. and abroad with a primary focus on learning communities, general education, curriculum design, and learning assessment. From 2007 through July 2011 she served as editor of the *Journal of The First-Year Experience and Students in Transition*. Her book, co-authored with Jennifer Keup, *Crafting and Conducting Research on Student Transitions*, was published by the National Resource Center for The First-Year Experience and Students in Transition in fall 2011. Her administrative and teaching experiences also include leading learning community programs and teaching undergraduate and graduate courses in leadership and research methods at Washington State University, serving as associate director for research and publications for the National Resource Center for The First-Year Experience and Students in Transition, and teaching interdisciplinary gender studies courses in the University of Idaho Core Curriculum.

Conference Schedule, Thursday, 20 September 2012

8:00 a.m. – 5:30 p.m. **Registration**
Plaza Foyer

9:00 a.m. – 12:00 noon **Pre-Conference Workshops/Meetings**

PC2 Broadway II
Meeting of the AGLS/ACTC Research Group
Led by John Nichols, St. Joseph's College

PC3 Broadway III
Quantitative Methods for the Statistophobic
David Porter, Berea College

Quantitative methods are a tool for organizing and assessing information. Unfortunately, some educators are excluded from involvement in such analyses due to a lack of familiarity with basic quantitative concepts. This highly interactive workshop will provide participants with an experiential understanding of some foundational quantitative concepts. The session will conclude with a case study showing how a quantitative model used student performance in two required general studies courses to accurately predict student retention and graduation at Berea College.

PC4 Broadway IV
Enabling Degree Completion: The Accelerated/Blended Model
Meghan MacNamara, Lancaster General College of
Nursing & Health Sciences

Vickie Price, Lancaster General College of Nursing & Health Sciences
Peggy Rosario, Lancaster General College of Nursing & Health Sciences
The accelerated/blended model is a popular degree completion choice for working adults. Because online learning replaces some of the face-to-face class time, students can complete coursework more quickly. This workshop will present an overview of the accelerated/blended format, its advantages in promoting degree completion and explore the challenges in implementing general education courses. Participants will have the opportunity to discover how this model could be incorporated at their institutions through discussion, demonstrations, and hands-on activities.

11:00 a.m. – 12:00 noon

PC6 Forum Suite
New to AGLS?: Newcomers' Session
Led by AGLS Officers and Members of the Executive Council
Discuss AGLS goals and how AGLS can serve you and your institution.

Thursday, 20 September 2012

12:00 noon – 1:00 p.m. Lunch (on own)

1:00 p.m. – 2:15 p.m. Conference Welcome: Laurence Kaptain, President, AGLS

Pavilion Ballroom

First Plenary:

General and Liberal Studies: Why We Can't Reach Our Completion Goal Without You

Suzanne Walsh, Gates Foundation

The colleges participating in Completion by Design have discovered that there is an important and meaningful role for General and Liberal Studies faculty and programs to help colleges and the nation support student completion. Learn about the early work of the Completion by Design colleges and help identify gaps and opportunities in the approach that initiative is taking to increasing completion.

2:00 p.m. – 2:30 p.m. Refreshments Provided
Plaza Foyer

2:30 p.m. – 3:45 p.m. Breakout Sessions (A)

A1 Broadway I

“Liberal Education & Global Contexts”

“Not Merely Icing on the Cake”: General Education & Global Citizenship in Hong Kong

James Xing, Hong Kong Polytechnic University

This paper offers a comparative framework for assessing the status and development of general education, a recent development in higher education in Hong Kong, and for promoting the critical pedagogy and best practices of general education, which is both reflective of international trends but also distinctive in its own local and regional characteristics, given the tremendous diversity both within and among Chinese societies.

Global Social Problems: Local Action & Social Networks for Change—A “Gameful” Approach

Robert Strong, St. Edward's University

This session will introduce participants to the use of “Supergaming” and social media in teaching a course on Global Social Problems, including a report on a course piloted at St. Edward's University in Fall 2011. The “gameful” approach to curriculum design will be articulated; participants will be provided with examples of materials used in that pilot course; they will be provided with links to the online course artifacts and applications used in the actual course.

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A2 Broadway II

Norming, Scoring and Performing: Looking at Authentic Student Work to Assess General Education

Moderator, Thomas Steen, University of North Dakota

Joan Hawthorne, University of North Dakota

Craig K. Pepin, Champlain College

Elizabeth Kuebler-Wolf, St. Francis University

How can we find the strengths and the gaps in our General Education programs? Senior capstones provide a particularly important venue for collecting student work which can be used for summative assessment. One strategy for assessing this evidence is through independent scoring sessions. We will work through the details of setting up a scoring session, including soliciting student work and recruiting scorers, norming and scoring, and ensuring that results are disseminated and used.

A3 Broadway III

If You Build It, They Will Come (and Stay)

Heather Woodson, Gaston College

Tonia Broome, Gaston College

Lori Metcalf, Gaston College

Stephanie Tolliver Osborne, Gaston College

Facilitators will present information on several initiatives developed in the last three years at Gaston College to promote degree completion, sharing specific details on the high-impact practices of the development of a writing center, the initiation of an undergraduate research program, and the implementation of high-quality online course standards. Participants will gain knowledge of strategies shown to be effective in increasing degree completion.

A4 Broadway IV

The Power of Peers: A Cycle of Development Supporting the Mentors

Dana Lundell, Portland State University

Yves Labissiere, Portland State University

Annie Knepler, Portland State University

Krissandra Roth, Portland State University

Peer Mentoring is a high-impact practice that benefits both mentors and mentees, including academic success, leadership development, and degree completion. This session will explore the impact on mentors themselves through an examination of the leadership and professional development cycle that is the foundation for training in the University Studies Peer Mentoring Program at Portland State University. Presenters will draw on concepts of “peeriness and “tiered mentoring” as a strategy for success.

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A5 Forum Suite

High Hopes, Devilish Details, and the Regis Reality: Our Experience Developing, Implementing, and Assessing a Powerful General Studies Curriculum

Susan Tamaro, Regis College

The development and implementation of a General Studies Program designed to align with Regis College's educational goals will be described, including the mutual enthusiasm for the plan at onset, the very long and difficult road leading to implementation, and our ultimate delivery of a powerful program. Moving beyond the devilish details to a powerful General Studies Curriculum required collaboration across the entire campus. Techniques, tips, and lessons learned will be highlighted.

A6 Council Suite

Is Development of Moral Reasoning Essential to Liberal Education?

John Nichols, St. Joseph's College

Cory Lock, St. Edward's University

For centuries, liberal education has included the formation of moral character, and in the recent past a number of theories about the development of moral judgment, as well as various assessment devices linked to them, have appeared on the higher education scene. Many kinds of colleges and universities, not just religiously affiliated ones, list ethical development or social justice, among their outcomes. In fact, every one of the members of the AGLS project featured at this conference includes moral development among its outcomes for graduates. Yet the Degree Qualifications Profile from the Lumina Foundation does not include moral development among its outcomes. Relevant reasons for that exclusion are lack of agreement on moral values and the judgment that moral judgment admits of no distinguishable levels or stages of development. The session will investigate all these angles of the issue.

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4:00 p.m. – 5:15 p.m.

Second Plenary

Pavilion Ballroom

Degree Completion—Understanding External/Market Pressures and Balancing Them with the Public Good

**Adrianna Kezar, Associate Director, Pullias Center for Higher Education,
University of Southern California**

Market pressures aimed at issues like degree completion may also undermine these goals by shifting the academy from a relational based enterprise (with, tenured, full time faculty) to a more technocratic enterprise. Reviewing her recent research on grassroots leadership, Dr. Kezar will describe the way many faculty and staff on campuses are responding to these pressures by standing up for academic values. She will also describe how external pressures end up hurting the most marginalized institutions and students.

5:30 p.m. – 7:00 p.m.

**Reception
Plaza Foyer**

Friday, 21 September 2012

7:30 am – 5:00 p.m. **Registration**
Plaza Foyer

7:30 a.m. – 8:30 a.m. **Breakfast**
Pavilion Ballroom

8:00 a.m. – 9:00 a.m. **Exemplary Program Awards**
Pavilion Ballroom
Moderator, Mike Gress, AGLS
Ellen Goldey, Wofford College
John Moeller, Wofford College

9:00 a.m. – 10:15 a.m.

Third Plenary

Pavilion Ballroom

Judgments of Quality: Matching Our Students' Best Work with Our Best Assessments

John Nichols, Professor of Philosophy, St. Joseph's College,

National Endowment for the Humanities Distinguished Professor

Cory Lock, St. Edward's University

Chad Bebee, Vincennes University

Susan Ray-Degges, North Dakota State University

For almost two years, ten AGLS institutions, with some Lumina Foundation funding, have been studying ways of assessing student learning outcomes at the "about-to-graduate" levels. The goal is to discover and validate methods of assessment at the highest undergraduate levels of liberal education, ways that do not lower expectations in order to generate data simply for accountability purposes, but which provide students with tasks commensurate with capstone liberal learning performance. Four participants from the project summarize what they and their colleagues have learned and what they plan to develop for a forthcoming publication.

10:00 a.m. – 10:30 a.m. **Refreshments Provided**
Plaza Foyer

10:30 a.m. – 11:45 a.m. **Breakout Sessions (B)**

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B1 Broadway I

Big or Go Home—General Education and Undergraduate Curriculum Redesign at Boise State

Vicki Stieha, Boise State University

Sharon Paterson McGuire, Boise State University

Boise State University, is working to help students complete college prepared for life and work in the 21st century. Simultaneously, we endeavor to become a metropolitan research university of distinction. Working between these two tensions, faculty and staff recently redesigned a general education curriculum that is intentional and coherent. In this presentation, we will demonstrate the ways that often competing tensions -- the completion agenda and liberal education in a research university-- are reconciled.

B2 Broadway II

2012 Exemplary Program Award Presentation

Biological Inquiry: A New First Year Course and Assessment Plan

Ellen Goldey, Wofford College

John Moeller, Wofford College

Motivated by the national call to transform undergraduate STEM education and the need to align introductory biology with Wofford College's General Education objectives, we developed Biological Inquiry, a course taken by over half of all first year students. Learning goals target gains in content knowledge, skills, and dispositions appropriate for biology majors and non-science majors alike, and students practice and build the skills of professional scientists, including comprehending primary research literature, analyzing data with appropriate statistical methods, interpreting the results of open-ended experiments, and communicating findings to peers. We will model the type of team-based, guided inquiry use in the course, and will engage participants with course assignments, pedagogical approaches, and our project's multifaceted assessment plan. We will also discuss the significant obstacles to such a major reform effort and share the ways that we have overcome them.

B3 Broadway III

The Role of Early-College Experiences in Increasing Degree Completion

David May, University System of Maryland

Erin Knepler, University System of Maryland

Students, particularly minorities, benefit in multiple ways from early exposure to college courses. Dual-enrollment programs – in which high-school students take college courses for credit – are not only positively related to high-school graduation rates and college enrollment, but also improve persistence and grades in postsecondary education. The presenters will share findings from their mixed-methodology research on two dual-enrollment programs in science and their effects on college persistence.

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B4 Broadway IV

Beyond Seat Time: Outcomes-Based General Education with Embedded, Authentic Assessment

Geoffrey Buhl, California State University, Channel Islands

Marie Francois, California State University, Channel Islands

CSU Channel Islands is implementing an outcomes-based system for awarding General Education (GE) credit. Student work created in GE courses is curated in an electronic portfolio, which serves both students and our institution. The assessed quality of this student work is the basis for awarding GE credit and is used for GE and University-wide assessment. Outcomes-based GE provides an opportunity for students to fulfill GE requirements more quickly.

B5 Forum Suite

Engaging Students in General Education through Active Learning

Susan McMillen, Buffalo State College

Experience a variety of proven active learning strategies while studying how to include active learning opportunities in your general education classes. Participate in active learning during direct instruction to identify common obstacles and suggestions for overcoming them. Examine related research and resources to support active learning. Plan to be actively engaged during this session designed for those who are relatively new to active learning.

B6 Council Suite

Implementation of an Inquiry Based Curriculum: Transforming a General Education Program for First Year Students

Jeff Galle, Oxford College of Emory University

Melrose Huang, Oxford College of Emory University

Patricia Owen-Smith, Oxford College of Emory University

Florian Pohl, Oxford College of Emory University

Kate Vigilante, Oxford College of Emory University

Our panel will focus on the development and implementation of an inquiry-driven curriculum. Particular to our inquiry program is that it focuses on the first and second year undergraduate student, a cohort not targeted typically by inquiry-based approaches.

12:00 noon – 2:00 p.m. Lunch

Pavilion Ballroom

Presentation of the Jerry G. Gaff Faculty Award

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Fourth Plenary

Every Step of the Way: Why General Education Really Matters to Students in Transition

Jean Henscheid—Portland State University

Fellow, National Resource Center, First Year Experience and Students in Transition

From the beginning of the first year of college to the end, transitions in the undergraduate experience are periods of great uncertainty and high risk for students. General education can, and should be, the solid foundation that supports students through each of these transitions. In this plenary, Jean Henscheid describes how well-designed approaches to general education can make an important difference to students, especially at critical junctures in their college years.

2:15 p.m. – 3:15 p.m. Breakout Sessions (C)

C1 Broadway I

“Interdisciplinary & Liberal Education”

The Evolution of Surfing: An Interdisciplinary Approach to General Studies Course Design

Bruce Matthes, NewSchool of Architecture + Design

Creating interdisciplinary General Studies courses and utilizing integrated teaching methodologies establishes coherence across disciplines and helps students become cognizant of their own understanding of a topic. For example, tracing the evolution of surfing and its impact on history, innovation, art, literature, music, gender, race, and design allows students to investigate how an innovative artifact (a surfboard) impacts both culture and commerce. Furthermore, integrated learning challenges students to think critically and creatively across general studies curriculum.

The Physics and Art of Space and Time: A Liberal Arts Interdisciplinary Science Course

Pan Papacosta, Columbia College Chicago

This interdisciplinary science course examines the concepts of space and time through the lenses of physics, history and art. Scientists and artists explored space and time in fields such as mechanics, relativity, quantum theory and cosmology, and were expressed in art movements such as impressionism, futurism, cubism, and surrealism. This course examines also “zeitgeist” moments, parallel revolutions in physics and art that challenged traditional space and time in similar ways, independently and at the same time. In one special assignment students express their understanding of physics through creative artwork and in another they identify metaphorical depictions of relativity, quantum theory, or cosmology in four paintings they must select during a visit at the Chicago Art Institute.

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Examples of student work will be included in the presentation. The pedagogical value of this interdisciplinary approach to liberal arts science will also be outlined.

C2 Broadway II

Vertical Integration Matrices: Mapping General Education Learning Outcomes at St. Edward's University

Todd Onderdonk, St. Edward's University

David Blair, St. Edward's University

Mity Myrh, St. Edward's University

Curricular mapping can reveal the often-overlooked "big picture" of how Essential Learning Outcomes are developed in a general education core. Created using the AAC&U VALUE rubrics as models, St. Edward's University's Vertical Integration Matrices reveal how particular learning outcomes are developed across the general education curriculum. Participants will gain a valuable tool for ensuring ELOs are clearly and consistently conveyed to students and learn about strategies and obstacles involved with this high-impact process.

C3 Broadway III

What To Do Before Course Review: A Demographic and Statistical Approach to General Education

Jim Posey, College of Charleston

Lynne Ford, College of Charleston

The College of Charleston, a public comprehensive university of approximately 10,000 undergraduates, has a typical distribution requirement process for completing general education. Over the years, the number of courses approved or the distribution requirements has grown very large. Before instituting a course review process to create a more focused approach to general education, we decided to take a demographic and statistical approach to learn more about what students were actually doing, to determine if a high number of general education choices might lead to more rapid degree completion, and to analyze whether commonly-taken general education courses most directly addressed institutional core competencies. This presentation shares our assumptions, our approach and our findings, and demonstrates a process by which other institutions might choose to study the demographics of their general education requirements.

C4 Broadway IV

Building Communities of Interest: How to Keep Learning Outcomes at the Center of Curriculum Redesign

Lenore Rodicio, Miami Dade College

Miami Dade College has identified that the number of curricular options create a significant barrier to degree completion. As a result, MDC is in the process of developing communities of interest to increase engagement among students, faculty,

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and student services staff through a structured, career-focused curriculum and related career activities. In this session, we will discuss how general education and program learning outcomes are being used to create the framework for these communities of interest.

C5 Forum Suite

Transfer Students: Balancing Efficiency and Effectiveness

Paulette Marty, Appalachian State

Mike Mayfield, Appalachian State

Kristin Hyle, Appalachian State

How does the “completion agenda” for transfer students impact institutions’ efforts to promote coherence in their general education programs? In this presentation, we share the policies and procedures we have developed and the emerging information about how they are affecting retention, completion, and learning among transfer students, as well as attitudes toward transfer credit among faculty and staff at Appalachian State.

C6 Council Suite

The Sustainability Challenge: Maintaining Innovative General Education

Elizabeth Beaulieu, Champlain College

In 2007 Champlain College, a professionally-focused college in Burlington, Vermont, unveiled a new interdisciplinary general education curriculum. Five years later the curriculum has been through its first complete iteration as well as numerous revisions and has arrived at a place that feels just about right for the faculty, the students, and the institutional mission. This talk will consider the leadership challenges of sustaining an innovative model of general education by addressing the question, “Where do we go from here?”

3:00 p.m. – 3:30 p.m. Refreshments Provided
Plaza Foyer

3:30 p.m. – 4:30 p.m. Breakout Sessions (D)

D1 Broadway I

Classroom in the Clouds: High-Impact Learning Activities Using Cloud Technology

Meghan MacNamara, Lancaster General College of Nursing and Health

This presentation will explore high-impact learning exercises that utilize free cloud technologies. We will look at the various implications for these technologies, student and instructor use, and view examples of student work inspired and deepened by technology. This presentation will be helpful to all educators, but particular those teaching in the accelerated or online format.

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D2 Broadway II

General Education Assessment—A New Perspective!

Suzanne Sydow, Wayne State College

Patricia Arneson, Wayne State College

Discover how one institution designed a successful General Education assessment model using faculty-developed special topics courses called Educated Perspective Seminars (EPS). These EPS courses incorporate knowledge, concepts, and philosophies from various disciplines to provide students the opportunity to conceptualize the integration of disciplines and utilize the knowledge and skills emphasized within the liberal arts program. Presenters discuss teaching strategies, key practices, and challenges of assessment and alignment of course objectives to overall program goals.

D3 Broadway III

Collaboration to Strengthen General Education: A Campus Story

Lisa Hunter, Buffalo State College

Susan McMillen, Buffalo State College

Faculty development is critical in any new educational program and it presents its own unique challenges for those who teach general education courses. A collaborative and inclusive approach to faculty development can address such challenges. This interactive presentation will outline the collaboration of three campus leaders around general education. The collaborative projects presented may serve as models for participants to modify or replicate on their own campuses. Resources and strategies will be provided.

D4 Broadway IV

Living with a State Mandated General Education Articulation Agreement Aimed at Completion: Toward a Communicative Framework to Facilitate Linking Coherence and Integration to Achieve Meaningful Degrees

D. Kent Johnson, Northern Kentucky University

As part of a Completion Agenda, state legislatures are restricting hours to degree, defining curricula through statewide articulation agreements, and judging institutions on the number of students graduating and the time required to graduate, rather than the quality of the education students receive. This session describes how a public comprehensive four year university is leveraging a communicative framework to help students find meaning through connecting general education to the major and life/work after graduation.

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D5 Forum Suite

You Mean....Students Actually Live on Campus? The Role of Residential Education in Degree Completion

Christopher Carey, Portland State University

Christina Shafer, Portland State University

This interactive presentation highlights a collaborative effort between the Office of Residence Life and the University Studies Program (Portland State's general education program). With a sharp increase in the growth of residential student living at Portland State a unique opportunity presented itself for a collaborative effort on residential education involving the creation of living learning communities, civic engagement, and peer mentorship. With four years of data to report, this presentation will also engage the audience with role play and case studies to highlight the challenges and the successes of the partnership.

Saturday, 22 September 2012

7:30 am – 12:00 noon Registration
Plaza Foyer

7:30 a.m. – 8:30 a.m. Breakfast
Pavilion Ballroom

Discussion Roundtables (Optional)

Table #1

Is Higher Education “Ratchetable”?

Facilitators: Michael Gress, Vincennes University

John Fredrick, Miami Dade College

The “Degree Qualifications Profile” proposes to describe education as “ratcheted-up.” It describes outcomes for various areas of learning at the associate’s degree, baccalaureate degree, and master’s levels, assuming clear demarcations exist. Can higher education be understood as a “ratcheted” experience? What does the document suggest about the various “jumping off” points for baccalaureate degrees, associate’s degrees, and even certificates in light of the skills employers want of their students? Does the DQP respect the various ways of learning and levels of learning that educators describe in their outcomes and rubrics used to assess the best learning of students at various levels? These and other questions will be raised during a roundtable discussion that addresses the DQP. Participants will be provided with a copy of the DQP, or participants can find a copy online from the Lumina Foundation. This discussion will be summarized and offered to Marcus Kolb of Lumina and the DQP authors as they prepare for the next version of that document.

Table #2

Necessary Conditions for Faculty Ownership of Assessment

Facilitators: Vicki Reitenaur, Portland State University

Laurel Smith, Vincennes University

This roundtable discussion continues the Friday morning plenary session on general and liberal education assessment. Our collaborative efforts to identify relevant and authentic assessment practices reflect the experience of educators representing diverse institutions in higher education. As we work to identify and understand all the “necessary conditions” for meaningful assessment, we welcome the insights, concerns, and questions of our colleagues who share our commitment to student learning.

Saturday, 22 September 2012

Table #3

Can Completion and Liberal Education Coexist?

Facilitator: Lenore Rodicio, Miami Dade College

This roundtable is meant to generate discussion around this year's conference theme. With the "completion agenda" in full swing across the nation (and particularly at community colleges), the role of a liberal education in more focused programs of study has come into question. Please join us to discuss how liberal education currently is and can become more relevant to the completion agenda.

8:45 a.m. – 10:00 a.m. Breakout Sessions (E)

E1 Broadway I

"Students' Attitudes, Perceptions, and Degree Completion"

Measurement of Attitudes Toward the Liberal Arts: Major Choice and Degree Completion

Karen O'Quin, Buffalo State College

Howard Reid, Buffalo State College

We describe the rigorous development of a 24-item Appreciation of the Liberal Arts Scale (ALAS-R), which is reliable and related to students' choice of academic majors. Three studies with students at a medium-sized four-year college have shown that positive attitudes predict greater ability to defer gratification, and (in one study) GPA. Using ALAS-R could contribute to a better match between students' expectations and the courses they take in their first two years, potentially improving student major choice and retention.

How Students' Perceptions of the Liberal Education Learning Outcomes Relate to Interest and Degree Completion

Rob Kallmeyer, The Christ College of Nursing and Health Sciences

The sharp career-focus of students in health science colleges fosters engagement in some courses, but it can also distract students from liberal education courses that are not directly linked to their careers. This research explores students' interest in the liberal education learning outcomes at a health sciences college and how those learning outcomes affect their degree completion.

Saturday, 22 September 2012

E2 Broadway II

First Year Reading as Introduction to General Education

Kathy Clarke, James Madison University

Gretchen Hazard, James Madison University

The Common Reading program, Preface, at James Madison University has evolved over 15 years. Our most recent iteration serves as an introduction to our general education program, transitions students from high school to university, and serves as an introduction to academic culture. Preface assessment indicates that we are successfully communicating to our incoming class what will be expected of them in their first year course work prior to their arrival in those classrooms.

E3 Broadway III

The New Normal

Erin Knepler, University System of Maryland

Nancy Shapiro, University System of Maryland

David May, University System of Maryland

The Growing by Degrees program uses faculty-level engagement with multi-segment, state-level investment and coordination to expand course redesign across higher education segments in Maryland. Currently, the University System of Maryland is partnering with six community colleges to ensure that all students—and especially the new majority—have equitable access to high impact educational practices that help prepare them for work, citizenship, global interdependence, and a fulfilling life.

E4 Broadway IV

Institutional Strategies for Engaging Faculty in Establishing Shared General Education Outcomes and Curricular Reform

John Frederick, Miami Dade College

Kristin Borgwald, Miami Dade College

Michelle Riley, Miami Dade College

Vicki Stieha, Boise State University

Sharon McGuire, Boise State University

Engaging faculty in the process of establishing shared learning outcomes and general education curricular reform requires that those leading the efforts both capitalize on existing conditions and structures, and cultivate new ways for faculty to be involved in the process. This interactive presentation focuses on different institutional strategies to build and sustain a culture of faculty engagement. As a result of this presentation participants will be able to identify institutional strategies, conditions, and structures used to engage faculty.

Saturday, 22 September 2012

E5 Forum Suite

A Community Based Learning Archetype for World Views : Native American Health and Medicine

David Hilmey, St. Bonaventure University

In the spring of 2011, a course was taught which brought together a Native American community, concepts of science, undergraduates, and high school students. The resulting class was profound in both student and community learning. This presentation will tell the story of its development as a World Views course and how it helped forge a relationship between the Seneca Indians of Western New York and St. Bonaventure University through exploration of health and medicine.

10:15 a.m. – 11:30 a.m. Breakout Sessions (F)

F1 Broadway I

Retention as a Sign of Our Fidelity to What We Promise: The Consistency between Our General and Liberal Studies Promises and What We Actually Deliver

Michael Smith, The Christ College of Nursing and Health Sciences

Bradley Jackson, The Christ College of Nursing and Health Sciences

Retention can be enhanced when the promises made by the institution and by the faculty are consistent with what is delivered to the student. Academic integrity at its best is the “consistency between promises and rhetoric and action.” This presentation will explore how academic institutions can enhance student retention by ensuring that it delivers on what it promises through the general and liberal studies curriculum.

F2 Broadway II

Meet Me Where I Am

Vickie Price, Lancaster General College of Nursing & Health Sciences

Students want their real life work experiences to count. Why not include it in the assessment of a course? See how this part-time hospital chaplain/full-time ethics instructor incorporates the nursing and health science students' work experiences with an application to practice exercise and a clever PowerPoint technique that can be incorporated into anyone's course design. These methods are low tech and can work in a traditional, accelerated, or blended format.

Saturday, 22 September 2012

F3 Broadway III

A Model of Student Learning Assessment in Student Services

Christy Ferrato, San Juan College

Sam Bachert, San Juan College

San Juan College has developed an innovative model for the assessment of student learning outcomes in Student Services. Each department in Student Services has designed a 4-6 year Assessment Plan for at least one of five shared Student Services Learning Outcomes. This session will present an overview of our model, including information about the development of the model, and methods and materials for implementing this model on other campuses.

F4 Broadway IV

Reviewing and Revising the University Core Curriculum at the University of Southern Indiana

Dane Partridge, University of Southern Indiana

The Faculty Senate at the University of Southern Indiana recently voted to accept the new revised core curriculum recommended by the Core Curriculum Review Task Force, which will replace the existing Core Curriculum in effect for 15+ years. This presentation will describe and analyze the process used by the 16-person task force which resulted in a unanimous recommendation to the faculty senate, which then accepted the recommendation by a near-unanimous vote.

F5 Forum Suite

Shifting Places: Understanding Transfer Students and General Education

Rowanna L. Carpenter, Portland State University

Annie Knepler, Portland State University

Jacob Coppola, Portland State University

Cristina Restad, Portland State University

Most students at Portland State are transfer students, so they will not experience the four-year interdisciplinary general education program as it was designed. The assessment and writing coordinators and two undergraduate research assistants (both transfer students) have begun exploring transfer students' experiences with general education through an examination of relevant literature and student survey responses. We invite others into a conversation about our preliminary findings and about experiences on their own campuses with transfer students.

Welcome to the 52nd Annual AGLS Conference

F6 Council Suite

Co-Hosting an AGLS National Conference: An Information Session

Paul Ranieri, Executive Director, AGLS

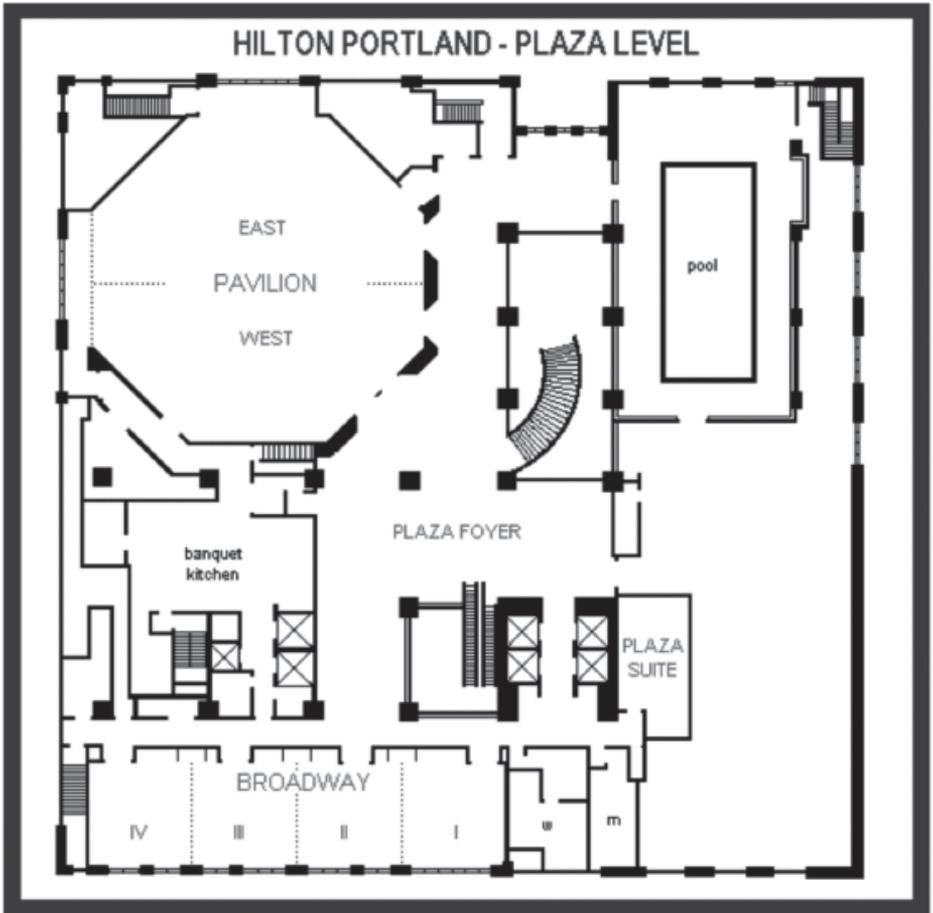
Joyce Lucke, Incoming Executive Director, AGLS

Interested in possibly bringing a national AGLS conference to your campus area? Meet with the AGLS Executive Director to learn how to make that happen, specifically, what would be the shared responsibilities for local campuses and the AGLS national office.

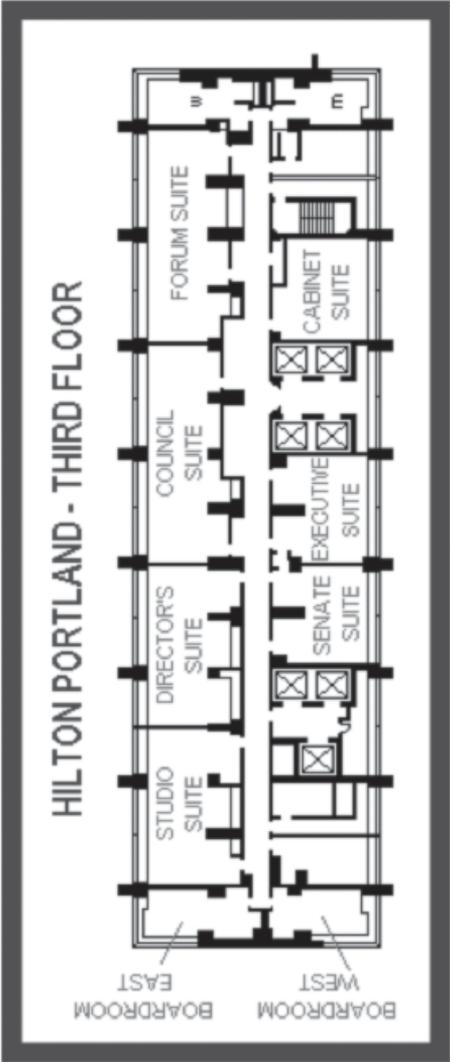
11:45 a.m. - 12:45 p.m. Conference Wrap-up and Business Meeting
(All Are Welcomed to Attend; Refreshments Provided)
Forum Suite

1:00 p.m. – 5:00 p.m. AGLS Executive Council Meeting
Forum Suite

Floor Maps Hilton Portland & Executive Tower Hotel



Floor Maps Hilton Portland & Executive Tower Hotel



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AGLS has designed this enhanced institutional membership package both to promote an institution's general / liberal studies program and to allow institutions to support individual members at their institutions. Benefits include the following:

- Listing of the member institution in the AGLS newsletter, programs, website, and other appropriate publications.
- Hot linking the AGLS website with the program description of the member institution.
- Three individual memberships to AGLS, designated by the member institution. Each membership includes a subscription to the Journal of General Education and the "AGLS Newsletter," as well as access to the AGLS listserv.*
- Those same three designated institutional members receive a 20% discount off the fall conference registration fees.
- An additional copy of the Journal of General Education and three additional copies of the "AGLS Newsletter."*

For further details about institutional memberships, visit the AGLS website:
<http://www.agls.org>.

*AGLS is currently planning to replace "AGLS News," its listserv, and subscriptions to The Journal of General Education with its own integrative digital site. If that decision is made, subscriptions and access will automatically switch as soon as the new site is completed.

**Association for General and Liberal Studies
53rd Annual
National Conference**

September/October 2013

Watch for updates and details at <http://www.agls.org>



