



AT THE CROSSROADS

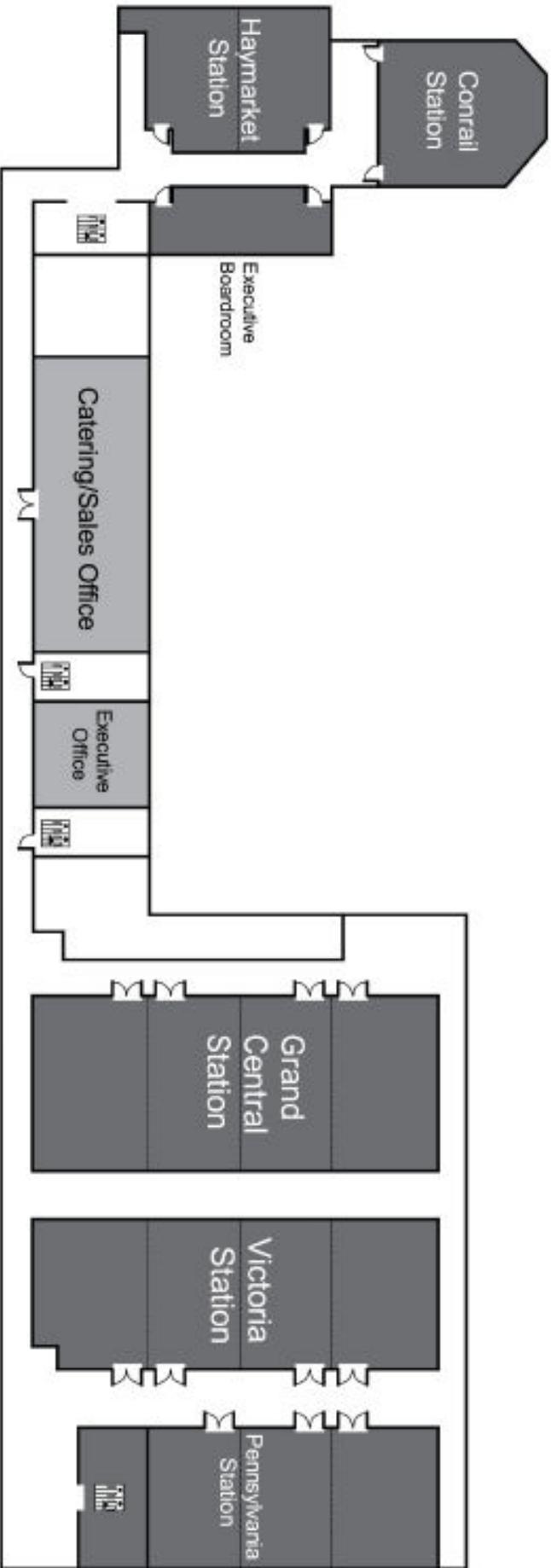
AT THE CROSSROADS:
GENERAL EDUCATION AND STUDENT SUCCESS

CONFERENCE PROGRAM



53rd Annual Conference

SEPTEMBER 19 - 21, 2013



Track 2



**At the Crossroads:
General Education and Student Success**

**Crowne Plaza Indianapolis at Union Station
123 West Louisiana Street
Indianapolis, Indiana**

The 53rd Annual Conference takes place in Indianapolis which is a fitting location because Indianapolis bills itself as the ***Crossroads of America***. The location itself provides additional meaning to the theme as 50 plus years ago when the AGLS was founded, many members hailed primarily from Indiana and around the Midwest! Members now travel to our annual conference from all over the United States and beyond.

No matter where a campus is, each institution today faces hard choices. We, and general education itself, are at a crossroads. Higher education in the 21st century is undergoing profound transformations. Colleges and universities face new enrollment pressures, rising costs, changing technologies, and questions about completion and time to degree. In addition, no matter the size of a campus, whether it is public or private, two- or four-year, nearly all experts agree that general education programs remain absolutely central to our joint endeavors and lifelong student success.

This year's theme, *At the Crossroads*, recognizes that there are many routes to student success. The 2013 conference offers you sessions that explore innovative assessment strategies, the impact of best practices, and the work of national leaders. In keeping with the AGLS mission to provide "nuts and bolts" services to our members, we hope you find the sessions offer hands' on activities, or case studies based on real-life, in-the-trenches applications. Enjoy your time with colleagues from around the country, creating a broad network of administrators, faculty and staff who are as dedicated as you are to general education and student success.



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Welcome to Indianapolis and the 53rd Annual Conference!

On behalf of the Executive Council and myself, we hope you find the sessions scheduled for the next three days informative, engaging and inspirational. Within the spectrum of topics on the program, you will find something that speaks to the issues you are grappling with on your own campus, or provide ideas to incorporate into your own programs. You will also find that the AGLS is a wonderful resource of administrators, faculty and staff who share your dedication to improving general education. We hope this weekend will be a time of forging a strong network of colleagues. While here in the “Crossroads of America” you will discover that the AGLS is a dynamic intersection of people — coming from different directions but all travelling a similar journey.

As for myself, this last year has been an journey back home again. Not only back to a favorite city, where I spent several years working and studying at IUPUI, but back to higher education in general. I find myself happily catching up on the latest initiatives, issues facing campuses, and reconnecting with friends across the country. Oh, how I have missed academics!

Plus, I have had the pleasure of speaking with so many of you in the membership. Over the next year, I look forward to working on the ideas and plans that have been laid out in 2013 and watching them begin to take shape in 2014. The incoming Council and I will be working to make the AGLS a more relevant, dynamic and valuable association for you.

Have a great conference and enjoy all that Indianapolis has to offer!

Joyce Lucke, AGLS Executive Director

Special thanks to the following for their generous support of this conference...

- ◆ St. Joseph’s College
- ◆ Butler University
- ◆ Penn State Press Journals
- ◆ Jerry Gaff
- ◆ the hotel and conference staff of Crowne Plaza at Union Station
- ◆ the members of the Executive Council, and all the members of the association for their patience and assistance during this transitional year





Adaptive Reuse: Making the Most of GE Legacy Structures

Ken O'Donnell

Senior Director, Student Engagement and Academic Initiatives & Partnerships,
California State University Office of the Chancellor

As the collection of courses required in all of an institution's degrees, the general education curriculum owes only a little of its structure to shared educational goals. The rest typically comes from decades of exigencies, compromises, and stark power struggles. Even the most energetic advocates of reform may be reluctant to reopen the wounds.

One solution: don't. Instead, recognize that progress in curricular integration and engaged learning can often begin within the traditional distribution model of GE design, creating the goodwill, knowledge base, and institutional evidence vital for more systemic reform later.

At the level of statewide policy and systems of confederated universities, the challenges are multiplied by student mobility. An institution may enact some kinds of change on its own, but because access and mobility depend mostly on GE transfer credit, a deeper redesign requires concerted action. California's work in this area mirrors efforts in other states, and may inform a pragmatic, incremental, yet effective approach in local contexts.

The CSU is the world's largest public system of four-year universities, enrolling over 400,000 students on 23 campuses around the state. Situated between the open-enrollment community colleges and the selective UC system of research universities, the CSU is the state's engine of economic growth and upward mobility, making high-quality education affordable and accessible. Many of its students are underrepresented minorities, economically disadvantaged, or the first in their families to attend college. 60% of each graduating class transfers in from somewhere else.

In this context Ken works on statewide curriculum, with a focus on student engagement and success and the state's shared coursework in general education. All students take GE, regardless of their major or college of origin. This learning often comes early in their path to degree, and sets the pace for the rest of their time in college.

In 2008 he was named by the Executive Vice Chancellor as state liaison to the AAC&U's national project *Give Students a Compass*, which seeks to infuse high-impact educational practice 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. In 2011 his portfolio was expanded to include implementation of a new law streamlining transfer in popular majors.

In 2012 Ken was asked to create a new department in the Office of the Chancellor, leading system office work around Student Engagement and Academic Initiatives & Partnerships. His day to day work is with faculty and administrators throughout the California State University, with a professional interest in ePortfolios, learning outcomes assessment, and engaging, student-focused pedagogy and curriculum. He has addressed numerous conferences and workshops around the country on general education, and the role of public state systems in educational reform.



Judging Judgments of Quality

The publication in early 2013 of *Judgments of Quality: Connecting faculty best assessment with student best work* by AGLS represented both the completion of a collaborative study of wise ways of assessing liberal education and the beginning of sustained conversations that will continue the process of enhancing the quality of assessments of liberal learning. The collaborative study was done by eighteen participant-authors from nine AGLS member institutions. Further conversations will involve a much larger number of institutions and individuals at AGLS conferences, in publications, and online.

To begin these conversations, Drs. Trudy Banta, Jerry Gaff, and Steve Spangehl have accepted John Nichols's invitation to do a critical review of *Judgments of Quality* in a plenary panel. Their objectives are to laud the parts and points deserving of praise for work well done, but also to suggest where AGLS can sponsor further work that will define and disseminate high quality assessments of liberal education.



John Nichols taught Philosophy and Theology at Saint Joseph's College from 1968 until 2013. He survived, as did the faculty, two distinct terms as VPAA, one for eight years, the other an interim position for one year. Nichols' career has been focused on general education and interdisciplinary teaching and he served as Coordinator of the College's Core Curriculum for 23 years. He also has been very much engaged with general and liberal education on the national scene by means of active involvement in projects with AGLS, AAC&U, NEH, Lilly Endowment, and the Higher Learning Commission. *Judgments of Quality* is the latest of his AGLS projects.



Trudy W. Banta is Professor of Higher Education and Senior Advisor to the Chancellor for Academic Planning and Evaluation at Indiana University-Purdue University Indianapolis. Recipient of ten national awards, she has developed and coordinated national and international conferences on the topic of assessing quality in higher education. She has consulted with faculty and administrators in 47 states, Costa Rica, Puerto Rico, South Africa, and the United Arab Emirates and has by invitation addressed national conferences on outcomes assessment in numerous countries. Dr. Banta has edited 18 published volumes on assessment, contributed 30 chapters to other published works, and written more than 300 articles and reports. She is the founding editor of *Assessment Update*, a bi-monthly periodical published since 1989. Banta's work in outcomes assessment has been recognized by the American Association for Higher Education, the American Productivity and Quality Center, the Association for Institutional Research, the National Council on Measurement in Education, and the National Consortium for Continuous Improvement in Higher Education; the American College Personnel Association has honored her with two awards.



Steven Spangehl currently works in the Higher Education division of Plexus International. He has an outstanding and prolific record of research and publication in a variety of areas, including innovation, quality management, assessment, organizational behavior, general education, faculty development, individualized instruction, and developmental education. Spangehl has long been a forceful advocate for quality in higher education and accreditation. He served as Vice President for Accreditation Relations at the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. In 1999 he founded the Academic Quality Improvement Program which he shaped and directed for the next 12 years. Prior to his work with accreditation, Spangehl served as a faculty member, director of developmental education, department chair, and academic affairs administrator at the University of Louisville, the University of Akron, and the University of Pennsylvania. He has been an examiner for the National Baldrige Award program, and served on the boards of the Education Division of the American Society for Quality (ASQ), the National Consortium for Continuous improvement, and other organizations.



Jerry G. Gaff is a retired Senior Scholar at the Association of American Colleges and Universities, where he directed national projects to strengthen undergraduate general education programs, to establish programs that support the professional development of faculty, and most recently to develop new models for the graduate preparation of future faculty members. He also is the founding director of AAC&U's Network for Academic Renewal. While a teacher at Raymond College, an innovative college at the University of the Pacific, he wrote and edited *The Cluster College*, the first systematic analysis and assessment of interdisciplinary experimental colleges. Jerry has helped to define the terms of faculty development to include growth as a teacher and as a member of the academic community and has helped to establish centers for faculty development or teaching excellence at dozens of institutions. Throughout his tenure at AAC&U, he worked on curriculum issues and assisted scores of institutions to strengthen their core curricula. Jerry also has directed the Preparing Future Faculty program. Among his 21 books, he co-edited the *Handbook of the Undergraduate Curriculum: A Comprehensive Guide to Purposes, Structures, Practices, and Change*, which brought national attention to the mainstreaming of interdisciplinary general education and its connections to other innovations.



Why Won't They Talk? Using Discussion and Active Engagement to Facilitate Learning

Jay Howard

Dean, College of Liberal Arts and Sciences and Professor of Sociology
Butler University

Faculty often wish to engage students in class discussion, but sometimes our efforts fall flat and we give up the effort. Why should we seek to engage students? What classroom norms sometimes undermine students' participation? Which students are most likely to participate and to choose not to participate? How can an instructor manage both the dominant talkers and the non-talkers? We will engage each of these questions utilizing a review of the research to identify ways to structure class discussion to engage students and maximize learning.

Since 2010, Jay Howard has served as dean of the College of Liberal Arts and Sciences and professor of sociology at Butler University. Previously, he held various leadership positions at Indiana University-Purdue University Columbus, including interim vice chancellor and dean of the Division of Liberal Arts. His research has been in numerous publications, and he has co-authored several books, including *Apostles of Rock: The Splintered World of Contemporary Christian Music*, which was named a 2000 Choice Magazine Outstanding Academic Title.

Howard has been a leader in the scholarship of teaching and learning movement. He has contributed over thirty-five publications on teaching and learning. His work covers many of the important nuts and bolts aspects of teaching such as how to write a syllabus, how to engage students in class discussions, how to develop effective writing assignments, how to motivate students to read the textbook, how to teach mass classes, and how to develop critical thinking skills in students. Howard's contributions extend beyond the foundational basics however, to encompass scholarly work on the significance of the introductory sociology course for accomplishing the goals of a liberal arts education and research on how and what students learn in our classrooms. His recent book (with Nancy A. Greenwood), *First Contact: Teaching and Learning in Introductory Sociology*, is destined to become a necessity for both new and more experienced teachers of this all important course.

Jay has been recognized widely for a career of outstanding contributions to the scholarship of teaching and learning and for his efforts to enhance a culture of quality teaching in colleges and universities. Howard is a past winner of the Indiana University President's Award for Teaching Excellence, P.A. Mack Award for Distinguished Service to Teaching from Indiana University, North Central Sociological Association's Distinguished Contributions to Teaching Award and the NCSA Aida Tomeh Distinguished Service Award, American Sociological Association's Award for Distinguished Contributions to Teaching, and the Hans O. Mauksch Award for Distinguished Contributions to Undergraduate Education.

Howard has played a pivotal role in developing other teaching scholars. At the regional level, Jay has organized and presented in numerous teaching and learning sessions at professional meetings, made teaching and learning the focus of his NCSA Presidential address and played a key role in developing the North Central Sociological Association's Future Faculty Certificate Program. It is no surprise that Jay is a member of the Board of Advisors as well as a Fellow at the P.A. Mack Center at Indiana University for Inquiry on Teaching and Learning.



THURSDAY, SEPTEMBER 19

8:00am to 5:00pm REGISTRATION DESK OPEN [Executive Alcove]

9:00am to 12:00pm PRE-CONFERENCE WORKSHOPS

[Victoria B] *The Role of Essential Questions and Core Concepts in Curriculum and Course Design*
Lisa Contino (IUPUI)

Are you in the process of teaching a new course or substantially revising a course, or perhaps an entire curriculum? Many of the decisions affecting the success of a "re-design" will take place well before the first day of class. This workshop will provide you with resources and strategies to start your design process.

[Victoria C] *Welcome to the Neighborhood: A Primer for Those New to General Education Programs*
Larry Peterson (North Dakota State University), Margaret Mulrooney (James Madison University), Douglas Stemke (University of Indianapolis) and Robert Weiss (Vincennes University)

New or recently appointed as an administrator, staff or faculty of your campus' general education program? Think of this workshop as your introduction to key issues, resources, and national network of colleagues to help you ease into the world of general education.

[Victoria A] *Assessment Nuts and Bolts: Practical Applications for Using Assessment Results*
John Frederick (Miami Dade College) and Barika Barboza (Miami Dade College)

Are your assessment results sitting on a shelf? What are your assessment data telling you? Don't know what to do with the data? This session focuses on analyzing and using assessment results to make improvements. Participants will discuss methods of data collection; identify essential questions to analyze the results; and identify strategies to close the assessment loop.

1:00pm to 2:00pm CONFERENCE OPENING SESSION [Grand Central Station]

Welcome to Indianapolis, Margaret Mulrooney, AGLS President Elect
The Future of AGLS, Joyce Lucke, AGLS Executive Director

2:15pm to 3:30pm BREAKOUTS

[Victoria B] *Applying Argument Field Theory to the General Education Curriculum: At the Crossroads of Critical Thinking and Intellectual Awareness*

Steven Weiss (Northern Kentucky University)

Educators are always looking for ways to improve programmatic general education outcomes. Typical desiderata include: integration of knowledge; program coherence; development of critical thinking skills; understanding of disciplinary methods and paradigms; constructing logical, evidenced arguments; purposeful, rhetorically-based communication skills; and intellectual awareness. Field theory, first developed by philosopher Stephen Toulmin, suggests approaches to general education still untried. This session will focus how to incorporate these into a general education program.

[Haymarket A] *Service Learning across Campus: Collaborating for Student Success*

Angie Mayfield (Vincennes University, Jasper Campus)

Student success is everyone's responsibility, from maintenance to instructors to the University President. Vincennes University, Jasper Campus faculty and staff created the VUJC Service Learning Group in 2011 and began collaborating with community and campus partners to implement service learning in general education courses. The results were improved teaching and learning, student retention and recruitment, interpersonal skills, and civic responsibility. This session elaborates on their specific collaborative efforts, service learning activities, assessments, and student successes.



[Victoria A] *Diversity, Apathy, Pushback: New Strategies for Discussing Diversity in Liberal Education*
Todd Onderdonk (St. Edward's University) and Catherine Bacon (St. Edward's University)

The recent, perhaps superficial embrace of diversity in American life requires innovation from educators teaching in liberal arts settings, where student resistance is taking new forms: students may feel accused of bigotry; that diversity education is extraneous; that speaking of race is itself racist; or that such classes "bash" majority groups. This interactive session will focus on strategic responses to these emerging forms of pushback, and provide a forum for sharing strategies among participants.

[Victoria C] *High Impact Practice or Creative Curriculum? A Selective Review of Creative and Expressive Art Content in General Education Courses*

Linda Wright-Bower (Indiana Purdue University Fort Wayne)

The role of the visual and performing arts in humanities studies in general education is well documented. However, these humanistic art studies often focus upon arts appreciation rather than active art-making and creative skills required to be engaged as an artist participant. This session will present an overview of the role of expressive "art-making" in general education curricula of mid-western universities. In addition, a qualitative analysis of various examples and art-making outcomes will be highlighted.

3:45pm to 5:00pm PEDAGOGICAL PLENARY [GRAND CENTRAL STATION]

Why Won't They Talk? Using Discussion and Active Engagement to Facilitate Learning

Jay Howard (Butler University)

Faculty often wish to engage students in class discussion, but sometimes our efforts fall flat and we give up the effort. Why should we seek to engage students? What classroom norms sometimes undermine students' participation? Which students are most likely to participate and to choose not to participate? How can an instructor manage both the dominant talkers and the non-talkers? We will engage each of these questions utilizing a review of the research to identify ways to structure class discussion to engage students and maximize learning.

5:15pm to 6:30pm WELCOME RECEPTION [Conrail]

hosted by Butler University

FRIDAY, SEPTEMBER 20

7:30am to 5:30pm REGISTRATION DESK OPEN [EXECUTIVE ALCOVE]

8:00am to 9:00am BREAKFAST [GRAND CENTRAL STATION]

9:00am to 10:15am STUDENT SUCCESS PLENARY [GRAND CENTRAL STATION]

Judging 'Judgments of Quality'

moderated by John Nichols (St. Joseph's College)

The early 2013 AGLS publication, *Judgments of Quality*, represented both the completion of a collaborative study of wise ways of assessing liberal education and the beginning of sustained conversations that will continue the process of enhancing the quality of assessments of liberal learning. The collaborative study was done by eighteen participant-authors from nine AGLS member institutions. Further conversations will involve a much larger number of institutions and individuals at AGLS conferences, in publications, and online. To begin these conversations, Trudy Banta (IUPUI), Jerry Gaff (AAC&U), and Steve Spangehl (Plexus International) have accepted John Nichols's invitation to do a critical review of *Judgments of Quality*. Their objectives are to laud the parts and points deserving of praise for work well done, but also to suggest where AGLS can sponsor further work that will define and disseminate high quality assessments of liberal education.

**10:30am to 11:45am BREAKOUTS**

[Victoria A] *Using Critical Reading Strategies to Improve College Completion Capabilities*
Beverly Schneller (University of Baltimore) and Kristen Eysell (University of Baltimore)

In 2011, UB received a sophomore retention grant from The Maryland Higher Education Commission to advance its academic and student affairs initiatives surrounding the roles of critical reading, career readiness, and high touch advising in both retention and college completion efforts. The purpose of the panel is to discuss the activities surrounding the interdisciplinary work of faculty members in developing classroom projects and activities that emphasized effective critical reading analysis and assessment at both the graduate and the undergraduate levels. The presenters were co-PIs on the project and led subsequent reporting efforts within UB's schools.

[Victoria D] *Scrapbooking General Education Assessment: Taking the Best Snapshots and Creating Meaningful Narratives*

Katherine Vandebrake (King University)

Presenters will use the metaphor of scrapbooking to demonstrate creation of the story that is the essence of assessment. Photos, memorabilia, captions, and narrative combine to reify life experience in a scrapbook. Appropriate measures, criteria for success, relevant data, and reflective narrative comprise the "scrapbook" for general education. This session will guide both providers (teaching faculty) and consumers (administrators and I.E. staff) toward best practice in design and execution of a general education assessment plan.

[Victoria C] *Thematic Approach for New First Year Students*

Ann Vendrely (Governors State University), Kerri Morris (Governors State University) and Lisa Helm (Governors State University)

Rarely do institutions get to build a new general education program from the ground up without barriers. We are fortunate that we can! Using evidence and current best practices described in the literature, Governors State University has designed a comprehensive general education plan for our first class of freshman that will arrive in the fall of 2013. Faculty and staff will describe our thematic approach infused with high impact practices.

[Victoria B] *Paving the Way for General Education Revision: Engaging the Campus Community in Reviewing and Revising General Education*

Kelly McConnaughay (Bradley University), Jennifer Gruening (Bradley University) and David Glassman (Bradley University)

Bradley University has been laying the groundwork for general education review and revision by strategically engaging the campus in discussions concerning the role and value of general education linked to several key institutional initiatives over the last five years. We will describe our efforts to engage the campus, and identify the benefits and discuss the drawbacks of maximizing campus engagement in general education review and revision.

11:45am to 1:00pm LUNCH AND ASSOCIATION AWARDS [GRAND CENTRAL STATION]

Margaret Mulrooney, AGLS President Elect

Announcement of the Jerry G. Gaff Award for Faculty Excellence in General and Liberal Education and
Announcement of the AGLS Joseph Katz Award for Distinguished Contributions to the Practice and Discourse of General and Liberal Education



1:00pm to 2:15pm **BREAKOUTS**

[Victoria D] *The Challenges, Risks and Rewards of Implementing High-Impact Practices across Two Required First Year Courses: A Case Study*

Cynthia Brandenburg (Champlain College) and Kelly Jane Thomas (Champlain College)

By presenting their experiences in piloting the course “Prisoners and Society,” a fused version of two required first-year courses that maximized high-impact practices, two Champlain College Core Curriculum Professors reveal both the successes and the challenges inherent in such curricular risk-taking. Additionally, the presenters will provide a practical model (including concept ideas, pedagogical techniques, and assignments) that can be creatively adapted to the needs of other institutions looking to transform general education models.

[Conrail] *Teamwork and Inquiry: A Close Examination of the Foundation for a Reformed General Education Curriculum*

Vicki Stieha (Boise State University)

Institutions must now navigate a shifting landscape where changing demographics, curriculum, pedagogy, expectations of students and families, faculty, and financial sustainability all play a central role in deciding the appropriate model for a CORE curriculum. What are its CORE values, CORE intellectual ideas, and CORE competencies? While schools decide their unique answers to these questions, a new model for structuring a CORE curriculum may help schools provide a strong and sustainable liberal arts education.

[Victoria C] *WORLD at Russell Sage College: Building a Road to Student Success*

David Baecker (The Sage Colleges), Sybillyn Jennings (The Sage Colleges) and Amy Pass (The Sage Colleges)

Recognizing the centrality of general education in leading to student success, the Russell Sage College faculty has intensified and expanded the core of the general education program, WORLD (Women Owning Responsibility for Learning and Doing). In this presentation we show how we have shaped learning goals, adapted from AAC&U’s LEAP values, and designed a curriculum that supports the development of skills and knowledge women need to advance in their professions and to serve their communities.

[Victoria B] *Outcome Based General Education and Student Success: North Dakota’s State-Wide Movement towards an Outcome Based General Education Model*

Andrea Donovan (Minot State University) and Thomas Steen (University of North Dakota)

The state of North Dakota is truly “At The Crossroads” regarding General Education as our presentation centers on the state-wide movement towards an outcome based General Education model. We will outline the NDGEC’s work to date before discussing the movement towards a shared outcome based General Education. We will consider the process, assessment, and issues in dealing with cooperation between state, private, and tribal institutions while also considering the cooperation between 2-year and 4-year institutions.

[Victoria A] *The University of South Florida Sarasota-Manatee’s ‘Pillars of Intellectual Engagement:’ How to develop a Unique University Core Curriculum and Incorporate State-Mandated Learning Outcomes*

Erin Martin (University of South Florida, Sarasota-Manatee)

At USFSM, we revised our University Core Curriculum to reflect our mission’s values and help develop our unique identity. This outcomes based curriculum, ‘The Pillars of Intellectual Engagement,’ includes state-mandated general education courses and graduation requirements that engage students during all four years of their academic careers. Faculty, students, administration, and staff we involved in the curriculum development. We will examine the curriculum and discuss how each component fits into our university-wide assessment plan.

**2:30pm to 3:45pm BREAKOUTS**

[Conrail] *Creating an Adaptive Learning Environment*

Jeannette Jones (American InterContinental University, Main Campus)

American InterContinental University has begun a learning initiative that incorporates technology to create a customized learning experience. Begun in the undergraduate general education courses, the initiative is expanding into content specific areas. This engaging presentation will share the adaptive process, discuss design considerations, provide a glimpse into the technology used, and present real-time case study experiences for participant discussion.

[Victoria D] *2013 as the New 1828: Leveraging Inquiry in General Education to 'Lay the Foundation for a Superior Education'*

D. Kent Johnson (Northern Kentucky University)

Employers increasingly emphasize the importance of critical thinking, communication and problem solving over specific majors (Hart and Associates, 2013). However, pressure to reduce required general education credits is increasing. Careful integration of general education and the major might ease these competing tensions. This collaborative session explores how to leverage inquiry to integrate general education and the major and accelerate development of critical thinking, communication and problem solving skills while responding to external pressures.

[Victoria C] *The Googlepedia Generation Grows Up: General Education and Information Literacy*

Gretchen Hazard (James Madison University) and Kathy Clarke (James Madison University)

They have learned to search in Google and take a look at Wikipedia, but, as today's students start college, they need to quickly recognize gaps in their knowledge, navigate effective information seeking, and evaluate and ethical use their results. In this new academic information landscape, information literacy and the general education curriculum have matured and continue to evolve. Presenters will share a robust information literacy curriculum, and how assessment efforts are used to inform pedagogy.

[Victoria B] *At the General Education Crossroads: Effective Models for Assessing General Studies and Liberal Arts Learning Outcomes*

John Frederick (Miami Dade College), Craig Pepin (Champlain College) and Matt Smith (University of Saint Francis)

Assessing General Education Learning Outcomes can be a daunting task. Where do you begin and which approach is most effective? This session targets newcomers to General Education Assessment. The presenters will highlight at least three different effective models of General Education Assessment, including but not limited to capstones, locally designed performance based authentic assessments, and portfolio approaches. The presenters will discuss the strengths and limitations of each approach and share lessons learned.

[Victoria A] *Going against the Flow: How Large Classes Can Yield High Impact*

moderated by Katherine Vandebroke (King University)

This panel presentation by King University—an administrator, faculty, and two student peer mentors—will showcase a large general education class of 100+ students that fosters learning communities and stresses both content and writing. The panel will demonstrate innovative lecture techniques, discuss organization of small student groups for discussion and guided writing, and explain peer mentor training, and suggest integrating online segments. These components develop and sustain a positive learning environment for King's entry-level students.



[Haymarket A] *From Predictive Modeling to Targeted Outreach: Key Measurable Strategies to Support Student Retention and Success*

Mary Hinton (Mount Saint Mary College) and Ryan Williams (Mount Saint Mary College)

This session will help participants identify key data elements that, when combined, inform, support and enhance student retention and success. We will demonstrate how these data sources, when considered in dialogue with one another, can be utilized to improve retention. Finally, we will share with participants how using early indicators enables predictive modeling so that you can optimize your recruitment of students. The result of this process is a measurable strategy targeted towards improving student retention.

4:00pm to 5:00pm ROUND TABLE DISCUSSIONS [GRAND CENTRAL STATION]

Topics will be posted on each table.

5:15pm to 6:30pm BREAKOUTS

[Victoria C] *Faculty at the Crossroads. Transitions to a New General Education Program*

Shawn Weatherford (Saint Leo University), Mary Spoto (Saint Leo University), Maureen Mathews (Saint Leo University) and B. Lee Hobbs (Saint Leo University)

This presentation describes the strategies and activities developed to transition faculty between general education programs at Saint Leo University. The presentation will include the marketing materials, a new narrative describing the benefit of general education in an undergraduate education, and methods for building excitement among stakeholders. Finally, we'll present excerpts from a DVD about the new program, which may be used in the recruitment of new students and orientation of new faculty.

[Victoria D] *Science Literacy across Non-science Courses in a General Education Curriculum*

Robert Strong (St. Edward's University)

This session presents results of a pilot program to add Science Literacy components to non-science courses in a General Education curriculum. Content and mechanics of the modules for three courses (American Dilemmas; History & Evolution of Global Processes; and Contemporary World Issues) will be presented and discussed. Preliminary assessment findings using both quantitative and qualitative measures will be shared with session participants. The future direction of program will be discussed and feedback will be solicited from the audience.

[Victoria A] *Themed Learning Communities and the Integration of General Education*

Sarah Baker (Indiana University Purdue University Indianapolis) and Lauren Schmidt (Indiana University Purdue University Indianapolis)

Themed Learning Communities (TLCs) involve two or more general education courses paired with a first year seminar linked around a theme. TLCs engage students, faculty, librarians, and advisors in a community of learners that explore interdisciplinary connections. Through the use of thematically linked curricula and high impact practices, TLCs provide enriching learning experiences. The coupling of high impact practices with general education courses has demonstrated an impact on students' GPA and one year retention rates.

[Haymarket A] *ACTC Working Group Meeting*

Kathleen Burk (University of Dallas), David Dimattio (St. Bonaventure University) and Jason Wallace (Samford University)

6:30pm to 7:30pm POSTER SESSION AND RECEPTION [CONRAIL]

General Education Science Re-imagined through Multiple Modalities and Student Populations

Shawn Weatherford (Saint Leo University)

This poster will describe the natural science courses accepted into the new University Explorations general education program at Saint Leo University. The program challenged the faculty to develop



science courses that “bring the discipline into the students’ lives.” These courses will be delivered across multiple modalities (face-to-face, blended, and online) to our population of students including traditional age students, active-duty military and veterans, and non-traditional students in Centers across the U.S.

Integrating Study Abroad into the Core Curriculum

Jack Schmidt (Delaware Valley College) and David Snyder (Delaware Valley College)

This poster will examine an 18-day foreign study program in Berlin, Germany designed by a history professor and a music professor at Delaware Valley College as part of the College’s core curriculum. It will show how a program like this can be developed and launched, including practical information concerning the organization of the program, course design, in-country arrangements, assessment of key learning outcomes in the courses as well as efforts to assess students’ global competence.

Implementing and Assessing a New Vertically Integrated General Education Model at UNLV

Christopher Heavey (University of Nevada, Las Vegas), Daniel Bubb (University of Nevada, Las Vegas) and Carl Reiber (University of Nevada, Las Vegas)

UNLV recently adopted and is now implementing a vertically integrated model of general education. In addition to composition, math, distribution and constitutions components, this model includes four new core elements, a first-year seminar, a second-year seminar, a milestone experience and a culminating experience. These core elements begin in general education and end in degree programs, weaving a set of identified University Undergraduate Learning Outcomes from the beginning to the end of the curriculum.

Values, Voice and Vision: A College-Wide Commitment to the Assessment of Student Learning

Mary Frances Pipino (Ursuline College) and Elizabeth Kavran (Ursuline College)

The Ursuline Studies Program embraces seven specific learning outcomes that are woven throughout three stages and all four years of our students’ general education. Our poster will be a graphic and textual presentation of those learning outcomes, and their connection to many facets of the college: academic programs, accreditation requirements (both programmatic and institutional), and student affairs.

General Education at Colleges of Health Science: An Explanatory Mixed Methods Study

Peggy Rosario (Pennsylvania College of Health Sciences)

This study explores how general education curriculum is structured at colleges of health science. In phase one of the study, the curricula of 38 colleges of health science were analyzed to identify their composition. Phase two of the study involved case studies of six health science colleges to examine the curricula in-depth. The findings demonstrate how creatively colleges manage the prescriptive and specific curriculum requirements of the healthcare majors.

Saturday, September 21

8:00am to 9:00am

BREAKFAST [GRAND CENTRAL STATION]

9:00am to 10:15am

BREAKOUTS

[Haymarket A] *Dynamic Criteria Mapping and the Degree Qualifications Profile: A Framework for Enhancing Curricular Alignment*

Kathy Johnson (Indiana University Purdue University Indianapolis), Carol Schuck (Ivy Tech Community College, Central Indiana), Karen Alfrey (Indiana University Purdue University Indianapolis) and Mel Winger (Indiana University Purdue University Indianapolis)

IUPUI and Ivy Tech Central Indiana have been partners in the AAC&U Quality Collaboratives initiative focused on using the Degree Qualifications Profile to facilitate transfer from 2- to 4-year institutions. We will share our experiences in using the use Dynamic Criteria Mapping process to facilitate conversations



among faculty about the criteria most valued in actual examples of student work, as well as how this process ultimately can enhance curricular alignment across institutions.

[Victoria A] *Rebuilding a Historical and Intellectual Framework for Judgments of Quality*

Paul Ranieri (Ball State University)

When Bruce Kimball addressed AGLS in 1989, he defined “two antithetical traditions” of liberal education. ‘Bits and pieces’ of the older one, the ‘orator tradition,’ do appear in contemporary positions on liberal education, yet what would liberal education look like if it supplanted the ‘philosopher tradition?’ We will sketch the critical concepts of the orator tradition (i.e., logos, arête, phronesis, kairos) and consider together the consequences of foregrounding such concepts in curriculum, pedagogy, and assessment.

[Victoria B] *Gatekeeper Courses and the Web Generation: Increasing Student Success through Technology and Acceleration*

Angel Moschel-Foster (Ivy Tech Community College, Northeast), Rebecca Bishop (Ivy Tech Community College, Northeast), Donna Ditton (Ivy Tech Community College, Northeast) and Tonia Pankop (Ivy Tech Community College, Northeast)

For many colleges, general studies courses are considered the ‘gatekeepers’ of academia; these courses are the first experiences students have in college classes and are a determining factor in student success and retention, failure and withdrawal. This presentation will focus on the development and implementation of an accelerated hybrid introductory course designed to increase student success, retention, and overall completion rates, and discuss the benefits and limitations of the course for both instructors and students.

[Victoria C] *What Is Connectedness (Really)? Fostering Continuity in General Education*

Cory Lock (St. Edward’s University) and Thomas Steen (University of North Dakota)

This interactive session involves a guided discussion of general education program coherence. Participants will define what various administrators mean by ‘connectedness’ and identify institutional impediments to GE program coherence. Take-aways include suggestions for addressing general education outcomes across four years (and a corresponding discussion of the different schemes appropriate for different institutions), for keeping general education on the institutional radar, for fostering connections between general education and the majors, and for assessing for continuity.

[Victoria D] *Humanistic, Narrative Assessment: The Curriculum, Core Texts, Student Products and Evaluation of Programs*

Kathleen Burk (University of Dallas), David Dimattio (St. Bonaventure University) and Jason Wallace (Samford University)

The Association for Core Texts and Courses has worked with AGLS to produce two complementary volumes on assessment of liberal education. ACTC’s efforts center on the curriculum, the works read in the curriculum, evidence of student learning, and evaluations by teachers and administrators of the effectiveness of programs using core texts. Kathleen Burk, University of Dallas, and David Dimattio, St. Bonaventure University, co-directors of the project, will give an overview of ACTC’s efforts, as well as describing their own institution’s efforts. Jason Wallace will illustrate Samford University’s faculty process of evaluating its presentation and the students appreciation of the ‘story’ within its Cultural Perspectives program.

[Conrail] *Routing Student Success: High Impact Practices in the Writing Classroom*

Kathy Miller (Vincennes University), Matt Norman (Vincennes University), Juenell Owens (Vincennes University) and Aaron Tyson Sims (Vincennes University)

Faculty in the Vincennes University English department literature and writing courses utilize a variety of multi-media techniques and applications to engage and direct student learning, both in and out of the classroom. By employing collaborative learning, mobile apps, and websites such as YouTube and



Netflix, faculty guide students toward their classroom goal, focusing on simple, direct routes using technology.

[Haymarket B] *Liberal Arts CORE at the Crossroads: New Vision for a Changing Landscape*
Gerald Greenberg (Syracuse University) and Kandice Salomone (Syracuse University)
Institutions must now navigate a shifting landscape where changing demographics, curriculum, pedagogy, expectations of students and families, faculty, and financial sustainability all play a central role in deciding the appropriate model for a CORE curriculum. What are its CORE values, CORE intellectual ideas, and CORE competencies? While schools decide their unique answers to these questions, a new model for structuring a CORE curriculum may help schools provide a strong and sustainable liberal arts education.

10:30am to 11:45am KEYNOTE PLENARY [GRAND CENTRAL STATION]

Adaptive Reuse: Making the Most of GE Legacy Structures

Ken O'Donnell, Senior Director, Student Engagement & Academic Initiatives & Partnerships, (Office of the Chancellor, California State University)

As the collection of courses required in all of an institution's degrees, the general education curriculum owes only a little of its structure to shared educational goals. The rest typically comes from decades of exigencies, compromises, and stark power struggles. Even the most energetic advocates of reform may be reluctant to reopen the wounds.

One solution: don't. Instead, recognize that progress in curricular integration and engaged learning can often begin within the traditional distribution model of GE design, creating the goodwill, knowledge base, and institutional evidence vital for more systemic reform later.

At the level of statewide policy and systems of confederated universities, the challenges are multiplied by student mobility. An institution may enact some kinds of change on its own, but because access and mobility depend mostly on GE transfer credit, a deeper redesign requires concerted action. California's work in this area mirrors efforts in other states, and may inform a pragmatic, incremental, yet effective approach in local contexts.

11:45am to 12:15pm CLOSING SESSION [GRAND CENTRAL STATION]

AGLS Business

Call for nominations for Executive Council from the floor

Introduction of proposed changes to AGLS Bylaws

Special Executive Council recognition of Paul Ranieri

Call to close the 2013 Annual Conference

1:00pm to 5:00pm AGLS EXECUTIVE COUNCIL MEETING [CONRAIL]

Liberal Arts and Sciences Core Values

As students of the liberal arts, we cultivate as fully as possible the legacy of **human thought, imagination, creativity, and research**; observe nature; confront and evaluate important theories that shape our **understanding of the world** and how to care for it; figure out how societies, our own and those of others, work and can be improved; weigh the costs and benefits of modern human life to the individual and the planet; seek to grasp and **reduce the sources of human hatred and conflict**; aim to understand and strengthen what inspires human cooperation; **explore the workings of the human mind and body**; unknot claims of teachers, politicians, advertisers, scientists, preachers, columnists, and your roommate; **ponder history from the earliest epochs to the unfolding present**; investigate the mechanisms of the cosmos, from the atom to the stars; delve into the past experiences of our own and other societies, as well as the current news; **make ourselves at home in other cultures**; **make those from other cultures at home among ourselves**; see the interplay between our beliefs about the natural world and our beliefs about religion, politics, and culture; search out purpose, **ponder the meaning of life**, scrutinize the human heart, weigh conscience; discover the sweep of living systems, from microbes to biomes; learn to **account for ourselves in a moral world that is neither black nor white**; engage in a careful search for truth; know the ways of money and the nature of work; **wrestle with ideas about God**; fathom the relations between technology and human life; raise children, our own and those of others; consider the well-being of future generations; **appreciate the beauty and uses of mathematics**; forge agreements with loved ones, friends, and enemies; **engage ourselves in the principles, purposes, and practice of public life**.



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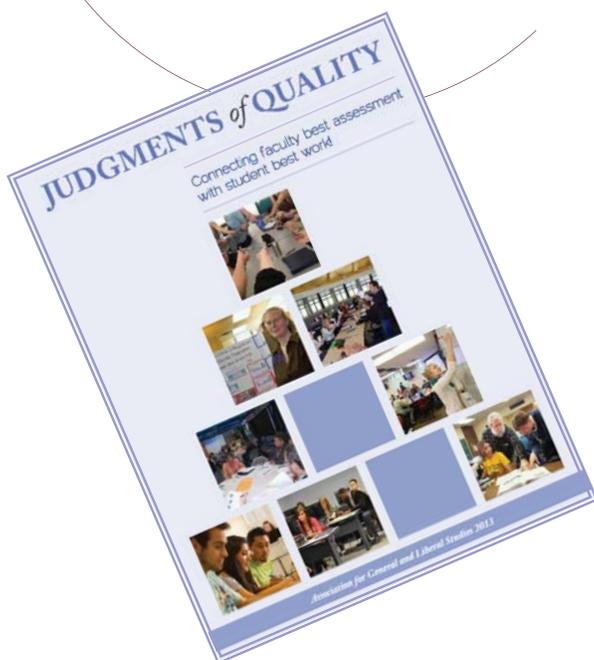
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Judgments of Quality

connecting faculty best
assessment with student best
work



JUDGMENTS of QUALITY: Connecting faculty best assessment with student best work is a 64-page report on the work of nine AGLS institutions from October 2010 through December 2012. Project participants wrestled with the issue of how to do assessment of liberal learning at the highest (about-to-graduate students) undergraduate levels that did not involve any lowering of expectations simply in order to produce data, perhaps even quantitative, for accountability purposes. The idea was to exert intelligence and ingenuity, in order to keep student learning primary to any other concerns from administrators or accreditors.

There are four chapters in the monograph. The first deals with how to achieve faculty ownership of and investment in such assessments. Chapter Two is a short but insightful treatment of what quickly became the assessment method of choice in the project: the rubric. How rubrics are created (to be valid) and how they can be normed (for the sake of reliability) are the subjects for Chapters Three and Four. A Prologue and an Introduction provide further information on the DNA of the project, and an Epilogue provides some reflections on what participants experienced in doing it. For anyone who desires to seek further information, there is an appended list of participants with their e-mail addresses.

JUDGMENTS of QUALITY will be a special feature at the 2013 Annual AGLS Conference on September 19-21 in Indianapolis.

Copies are now available for purchase at \$13 each.

Orders may be placed at agls.org.

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1982-1983	Brendan Gilbane, Boston University
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1996	Karl Schilling, Miami University
1997	Beth Casey, Bowling Green University
1998	Bruce Busby, Defiance College
1999	Robert Frankle, University of Memphis
2000	Robert Levy, Indiana State University
2001-2002	John Nichols, Saint Joseph's College
2003-2004	Rob Mauldin, Shawnee State University
2005-2006	Margaret J. Downes, University of North Carolina, Asheville
2007-2008	Michael Gress, Vincennes University
2009-2010	Stephen Bowen, Oxford College of Emory University
2011-2012	Lawrence Kaptain, Louisiana State University
2013-2014	Lenore Rodicio, Miami Dade College



AGLS Award for the Improvement of General Education Exemplary Program Award

Increasingly national and international education officials, accreditors, and faculty leaders associate “quality” education with student learning outcomes and continuous quality improvement processes. Academic leaders and accrediting bodies discourage viewing education as a simple act of passing a static body of knowledge from faculty to students. Instead, they value education practiced as a commitment to a set of collectively-practiced, ongoing activities: making **institutional choices** about the most important goals for student learning and defining the learning in terms of desired outcomes; developing a shared faculty commitment to **actions** such as high impact, active learning strategies and faculty development designed to increase student achievement; making informed **judgments** about student achievement; and ensuring continuous **improvements** in the educational program. Despite the commitment of academic leaders and accreditors to these processes, too few institutions have succeeded in applying systematic improvement processes to the general education program. As a result, higher education accountability and improvement discussions assume higher education can benefit from models of innovative and effective general education program assessment.

The Association for General and Liberal Studies is the national organization whose mission is singularly committed to quality general education programs and their central role in the liberal education of students. Each year, the organization invites institutions to apply for the AGLS Award for Improving General Education: Exemplary Program Processes. The Award promotes institutional commitment to continuous quality improvement processes, recognizes faculty and institutions that practice these quality behaviors, and provides much needed examples of effective improvement processes. The Award will recognize institutions committed to a specified systematic improvement that is driven by learning assessment. The Award will recognize institutions using assessment to reconsider learning goals, develop a shared commit to improved learning strategies, and determine the success of these efforts. AGLS may recognize as many as three institutions in a given year. Applicants are asked to limit their focus to assessment of just **one** goal, general education outcome, or area of learning. The Award presentation is made during the Annual Conference.

Previous Recipients

2013	no award given
2012	Wofford College
2011	George Mason University and Stetson University
2010	Carleton College, Champlain College and Wright State University
2009	James Madison University
2008	Miami Dade College and University of North Dakota
2007	Portland State University, Eastern Michigan University and University of North Carolina at Asheville



Jerry G. Gaff Faculty Award Faculty Excellence in General and Liberal Education

The Gaff Award is given annually to those who have demonstrated leadership on their campuses in the area of general and liberal education; who have shown evidence of outstanding teaching in general and liberal education courses; and who have a record of achievement in curriculum development, innovation, or implementation in general and liberal education.

Previous Recipients

- 2013 Amy Stackhouse, Iona College
- 2012 Norm Jones, Utah State University
- 2011 Joan Hawthorne, University of North Dakota
- 2010 David B. Gowler, Oxford College of Emory University
- 2009 Margaret E. Martin, Eastern Connecticut State University
Daniel Silvermintz, University of Houston, Clear Lake
- 2008 no award given
- 2007 no award given
- 2006 no award given
- 2005 Edward J. Katz, University of North Carolina, Asheville
- 2004 no award given
- 2003 Tony Edmonds, Ball State University
John Habel, Western Carolina University, Cullowhee
- 2002 Mary Dickson, Broome Community College
Fred Albertson, University of Memphis
Gail Schiffer, Kennesaw State University

Joseph Katz Award for Distinguished Contributions to the Practice and Discourse of General and Liberal Education

Since 1992, upon identifying a stellar candidate, the AGLS Council selects a person in the United States to receive the Joseph Katz Award for Distinguished Contributions to the Practice and Discourse of General and Liberal Education. This is a person whose commitment and activity has contributed greatly to the improvement of the educational experiences of students on campuses nationally and to the understanding of the theory and practice of general and liberal education at the national level.

Previous Recipients

- | | | | |
|------|-----------------------|------|-----------------|
| 2013 | Linda Halpern | 1999 | John Nichols |
| 2010 | Julie Thompson-Klein | 1996 | Richard Weeks |
| 2007 | J. Scott Lee | 1994 | Jackson Newell |
| 2005 | Carol Geary Schneider | 1993 | Kathryn Mohrman |
| 2003 | Karen Schilling | 1992 | Jerry Gaff |
| 2001 | John Hinni | | |

Track 26





Track 27

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