Fall 2014

Association of American Colleges and Universities

Developing a Community College *Student* ROADMAP

Supporting Student Success and Advancing Student Learning

From the Editor

Implementing the LEAP Principles through "Roadmap"

The Developing a Community College Student Roadmap Project (Roadmap Project) was designed to help community colleges create robust and proactive programs of academic support—tied to expected learning outcomes—that engage students at entrance and teach them, from the outset, how to become active partners in their own quest for educational success.

The Roadmap Project, funded by MetLife Foundation, began in 2010 with twelve leadership institutions whose programs were poised to become national models of how to support student success and advance student learning. Launched in January 2013, phase two of the project expanded its network to include an additional ten community colleges.

Roadmap colleges are creating new capacity to significantly expand high-quality learning in two-year institutions. Using the framework for student success outlined in AAC&U's signature initiative Liberal Education and America's Promise (LEAP), Roadmap cross-divisional teams are posing critical questions about assessment of student learning, program integration, guided pathways, effective use of high-impact practices, and strategies for ensuring equity in student achievement outcomes. Given the large number of students who enter postsecondary education through community colleges, the long-term vitality of our nation greatly depends on continued and expanded engagement with broad access institutions to improve outcomes.

LEAP fosters and promotes the identification of educational practices—curricular, cocurricular, pedagogical, and assessment-oriented—that help students achieve the kind of learning that both employers and educators recommend. Research commissioned by AAC&U and similar research by other organizations show both that employers regard the skills and proficiencies outlined in the Essential Learning Outcomes as crucial to workplace success and that they believe higher education is graduating too many students who lack these capacities.[1] Notably, these learning outcomes, often achieved through participation in high-impact practices (such as learning communities, service learning, student/faculty research, internship, study abroad, and capstone experiences) build from the strengths of the liberal arts tradition, fostering (1) broad knowledge of science, culture, and society; (2) high-level analytical, communication, and problem-solving skills; (3) proactive commitments to ethical, societal, and personal responsibility; and (4) the integrative and adaptive capacities graduates need to tackle complex problems and a changing economic context.

News from AAC&U Initiatives

Roadmap leaders represent a community of educators who are able to provide guidance on practical aspects of implementing LEAP principles at all levels, from the campus to the system. This publication details the campus-based initiatives undertaken by the community colleges that joined in the second phase of the Roadmap Project. Teams from these institutions attended AAC&U's 2013 Institute on High-Impact Practices and Student Success to develop campus action plans based on LEAP principles. These campus teams were matched with mentors from the initial twelve leadership institutions to support cross-sharing of opportunities and challenges. Additionally, over the course of the past year and half, AAC&U project staff have conducted site visits to each institution, held a project meeting, and hosted several webinars to support campus implementation efforts. For additional information on the Roadmap Project, please visit http://www.aacu.org/roadmap.

Tia McNair, Senior Director for Student Success and Project Director, Developing a Community College Student Roadmap

1 See AAC&U's latest survey of employers, "It Takes More Than a Major: Employer Priorities for College Learning and Student Success," http://www.aacu.org/leap/public_opinion_research.cfm

Wallace State Community College–Hanceville

Wallace State–Hanceville Helps Students Navigate Their Futures through GPS Portfolios

Kathy Buckelew, English Instructor and Quality Enhancement Plan Co-Chairperson
Rebecca Reeves, Social Science Division Chairperson and Quality Enhancement Plan Co-Chairperson

Over the past year, Wallace State Community College (WSCC) has begun plotting a new course for student success with our quality enhancement plan— "GPS (Goals-Planning-Success): Navigate Your Future." In GPS Seminar, a first-year seminar that we are piloting in fall 2014, our students will embark on a significant journey as they develop GPS electronic portfolios. These e-portfolios will include reflective writing, documentation of diversity experiences, career plans, and other elements that will help our students shape and showcase their learning as they begin their studies at Wallace State. As part of our Roadmap Project, GPS Portfolios will be woven into programs across all divisions of our institution so that students

will continue to develop their portfolios beyond the GPS Seminar. Through the GPS Portfolio capstone, students will take an active role in shaping their learning, critically assessing their own performance, choosing their best work, and reflecting upon their learning and their goals.

To help us move toward GPS Portfolio implementation, our faculty members have participated in high-impact practices training and e-portfolio workshops. We also found that collaborating with colleagues or mentors from other Roadmap colleges helped to build momentum behind our work. Students and faculty from Chattanooga State Community College (another Roadmap campus) visited Wallace State and shared their insights based on their own experiences with e-portfolios. Our faculty members were particularly impressed by the students' presentations of their own e-portfolios. As a result of our Roadmap participation, WSCC students who developed e-portfolios this year, either as a course requirement or on their own, were able to showcase their work, and we recognized the winners of our Roadmap e-portfolio Awards at WSCC's 2014 Awards Night.

We have learned several lessons in the past few months. First, despite widespread campus support for GPS Portfolios, the launch for this initiative needs to occur in phases. One major challenge from the outset has been selecting a platform that satisfies both student needs and institutional needs. We had a student preview of our top two platforms in June 2014. Second, faculty are more open to the project than we'd anticipated—there are a number of faculty who have requested that their students be included in the GPS Portfolio pilot. Finally, we expected that students would be excited, but we underestimated how excited they would be. During a group meeting, one student expressed her disappointment that she would be graduating and wouldn't be able to build a GPS Portfolio: "You aren't starting until fall? Why do I have to miss the good stuff?" She's right: this is definitely going to be "good stuff."

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College of the Canyons

Implementing High-Impact Practices for First-Year Student Success

Denee Pescarmona, Dean of Instructional Support and Student Success
Audrey Green, Associate Vice President, Academic Affairs

Through its participation in the AAC&U Roadmap Project, College of the Canyons has entered into a long-term restructuring of its First Year Experience (FYE) program. Previous iterations of the FYE program guaranteed a full-time schedule of classes to participants while also providing intrusive support services such as supplemental learning and required meetings with faculty mentors and counselors. While these early versions of FYE were extremely successful in bolstering student persistence, the Roadmap team felt that the program needed to provide a more cohesive and informed direction for underprepared college students. The college's Roadmap team, through its participation in AAC&U's 2013 High-Impact Practice Institute, created a list of steps that were essential to increasing student engagement and elevating learning for first-time students:

- Provide clear, sequenced discipline pathways for students for their entire course of study
- Ensure equitable access and opportunities for learning for all students
- Enhance connectivity in learning through well-integrated interdisciplinary assignments
- Expand accelerated coursework in developmental math and English to address lost momentum points for underprepared students
- Connect students to comprehensive and meaningful learning outcomes
- Celebrate student success early and often

In fall 2014, the revised FYE program began focusing on discipline-specific learning communities and offering career pathways to first-time students who assess below college-level in English and math. Four educational pathways have been created to appeal to the varying interests of incoming first-year students: science, technology, engineering, and math; social science; liberal studies for education; and media arts in the field of career technical education. Within each track, students will be required to take accelerated developmental English and math courses while also working within a learning community comprising their discipline-specific courses. This cohort will extend throughout the entire school year and will include supplemental instruction, faculty mentors, and career exploration within their chosen educational pathway. Faculty in these cohorts will work collaboratively over the summer and during the academic year to design integrated learning assignments that connect students to each other and to the learning outcomes of the courses. We believe these steps will strengthen our most vulnerable students' experience of community and connection to the campus; deepen their understanding of the self-regulation strategies necessary to be fully engaged and successful college students; encourage their exploration and commitment to a major and career path; and improve their success and persistence rates at a critical time in their educational careers. Moving forward, we plan to develop a first-year seminar class that will be connected to all FYE learning cohorts.

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Chattanooga State Community College

A Vision for Student Success at Chattanooga State

Amanda Hyberger, Associate Professor of Music and QEP Director

The Roadmap Project at Chattanooga State Community College intentionally aligns a "First-Year Experience Program" with the goals of its Quality Enhancement Plan (QEP), W.E. Succeed: Work Ethic First, which is defined by four key attributes: teamwork, integrity, productivity, and professionalism. The QEP, the Roadmap Project, and the campus research conducted through the Access to Success initiative, and many other campus student-success programs have provided the tools faculty and staff needed to break down silos, make room for collaboration, and develop a clear pathway for student success.

The greatest challenge during the first year of the Roadmap Project was to begin a process for open dialogue that allowed for the safe discussion of specific problems. This was accomplished through the creation of a seven-member, cross-divisional Roadmap team whose members shared a passion for student success. Diverse perspectives from faculty, student-support staff, academic support staff, and advisors were and continue to be necessary to isolate, brainstorm, and work through issues that impact students. As more constituents on campus came to value this collaborative space, the biweekly Roadmap meetings were opened to anyone interested in sharing ideas. Now in its second year, the team has doubled in size and has representatives from a wider range of campus departments and programs, and open dialogue is now a more natural part of the campus culture.

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Committed collaboration, engagement with high-level administrators both vertically and horizontally across divisions, and professional development through participation in Roadmap Project activities have been instrumental in opening the campus conversation about the cultural changes needed to institute an environment focused on student success. As a result, the Roadmap team has been successful in leading the efforts to develop the vision for a comprehensive First-Year Experience Program made up of the following components: new student orientation; a freshman seminar with e-portfolio development; intrusive advising; an early intervention system; and celebrations on completion of learning support courses and thirty credit hours.

The "First-Year Experience" vision was divided into manageable stages. To begin, a Roadmap e-portfolio template for students was developed and is being adopted by students during new student orientation. This template serves the dual purpose of introducing each new student to the various campus resources and opportunities for engagement and encouraging those students to begin engaging in the reflection and self-discovery that will affect their work ethic and career planning. For the complete template see https://chattanoogastate.digication.com/roadmap_template.

In collaboration with the Division of Student Affairs, the Roadmap team redesigned new student orientation and successfully implemented the new orientation process during the summer of 2013. Orientation now includes four W.E. Succeed workshops for success inside and outside the classroom and an interactive lunch with divisional deans and department heads. New students are placed in small groups according to their areas of interest or majors and led through their orientation day by W.E. Succeed Ambassadors, recent graduates and academically successful sophomores.

The Roadmap team is now developing the infrastructure for a robust early-alert system and a mandatory orientation to support the redesigned new student orientation throughout the academic year.

Monroe Community College

A Roadmap to an Academic Home at Monroe Community College

Kate Smith, Dean of Academic Foundations
Kristen Fragnoli, Dean of Liberal Arts

As an AAC&U Roadmap Project participant, Monroe Community College has undertaken the "Academies Project," which will begin accepting its first cohort of students in fall 2015 for a fall 2016 start. The Academies Project engages faculty and staff across several of Monroe's campuses in the collaborative development of a new student enrollment and retention model that groups students by academic interest into "academies" and provides personalized support via cross-functional academy teams.

The use of academies is both a philosophical approach and a redesigned service-delivery structure that organizes the student experience along a clear, intentional pathway into and through the college. Academies place high-impact learning and meaningful relationships at the center of the students' experience. In each academy an interdisciplinary team of faculty supports the use of innovative, high-impact pedagogy; students and faculty members partner with advisement specialists to provide holistic support, specialized orientation, developmental advising, and early and frequent interventions. This interdisciplinary team works collaboratively to help students as they pursue their academic goals. Faculty and student services professionals no longer work in isolation from each other.

A steering committee led by academic deans and several subcommittees made up of nearly seventy-five individuals from across campuses have made significant progress towards the project goals. After establishing a broad vision and project goals at AAC&U's June 2013 High-Impact Practices Institute, the project has engaged the entire college community to gather input from all perspectives. The team visited Queensborough Community College (our Roadmap mentor college) and invited a Queensborough team to our campus for a full-day visit. Through these visits, and through focus groups, team meetings, and college-wide professional development workshops, the project has generated broad support and excitement.

Academies place high-impact learning and meaningful relationships at the center of the students' experience.

Thus far, six academies (Schools) have been formulated: the School of STEM and Applied STEM; the School of Arts and Humanities; the School of Business, Hospitality and Entrepreneurialism; the School of Health Related Sciences; the School of Social Sciences and Global Studies; and the School of Community Engagement and Development. More than ninety-two degree and certificate programs have been distributed among these academic homes, each of which will have a cross-functional team to support students. We have also implemented a redesigned new student orientation program. A subcommittee has refined a list of high-impact practices and defining characteristics that can be applied in the academies, and new staff and faculty roles have been defined. College funds were allocated for the hiring of an academies coordinator and work is underway to establish the roles of advisement specialist, faculty liaison, and high-impact specialist.

This first year of MCC's Roadmap Academies Project has required substantial work. However, the heavy lifting of this significant project is now being shared by a growing contingent, which promises more success ahead.

Alamo Colleges

Launching an Innovative Technology to Support Student Success

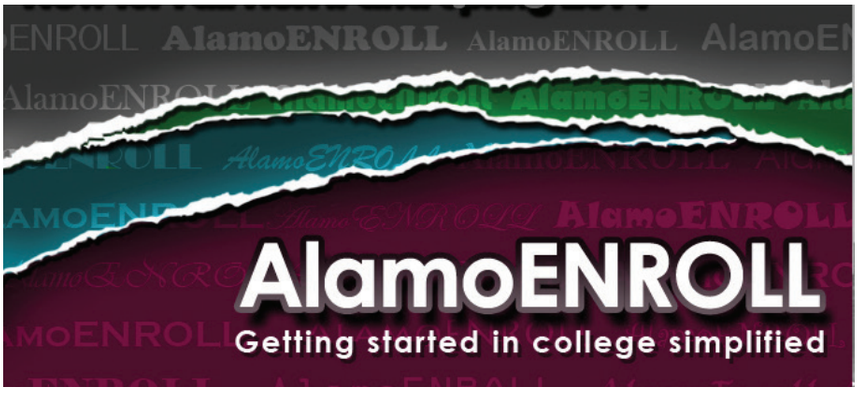
Patricia B. Parma, District Director of Student Success Initiatives, Alamo Colleges

The Alamo Colleges' Roadmap Project, MyMAP (Monitoring Academic Progress), is helping our campuses to proactively engage students as they connect, enter, progress, and complete their college goals. With an increasing number of students cross-enrolling in the five Alamo Colleges (one of the largest post-secondary institutions in Texas comprised of five, distinct campuses), the MyMAP Model is a first step in aligning deliberate activities at designated touch-points to ensure a consistent experience for students. The effective deployment of this model relies on implementation at each of the five Alamo Colleges, which requires a balanced approach to cross-college collaboration that accommodates the unique cultures and procedures of each college. To ensure the success of MyMAP and thus the success and learning of our students, the team identified an innovative and strategic use of technology to engage students in a high-tech and high-touch experience.

These experiences, including advising, registration, and new student orientation, aim to acquaint students with the college, build a sense of belonging.

The first year of the MyMAP initiative focused on implementing AlamoENROLL, a technology used to deliver and monitor the student experience from the first "hello" through registration. Leaders from the five colleges collaboratively designed an intrusive and engaging process that ensures a common experience and aligns student outcomes. As a result, all students entering the Alamo Colleges begin at the same AlamoENROLL website, which outlines the steps to enrollment, and then progress through a web-based process designed to introduce academic and career opportunities, build an understanding of student responsibilities and expectations, and prepare students for a state-mandated assessment. Students then engage in high-touch experiences specific to each of the five colleges. These experiences—including advising, registration, and new student orientation—aim to acquaint students with the college, build a sense of belonging, enroll students in an accelerated academic refresher if their placement test indicates that they could use additional support, and complete the AlamoENROLL process of advisement and registration.

The Alamo Colleges Roadmap team is also applying this high-tech and high-touch approach to its academic and career advising model. Over the past two years, more than two hundred faculty and staff have been engaged in the development of the model, which merges career development into a traditional academic advising process using a case management system. The foundation for this process is a set of advising syllabi that clearly identify key contact and monitoring points with designated outcomes. The colleges are integrating EMSI's Career Coach into the AlamoENROLL process in order to deliver career information and resources early within the model. This program familiarizes students with Alamo Colleges offerings and demonstrates how our programs and expected learning outcomes align with the local job market. The Alamo Colleges took this strategy to the next level by creating MyAlamoCareer.org, a unique virtual career and placement center that the Colleges launched with partner Workforce Solutions Alamo.



Brookdale Community College

A Pathway to Success at Brookdale Community College

Richard J. Pfeffer, Dean of Enrollment Development and Student Affairs

Brookdale Community College selected three areas of focus for its AAC&U Roadmap Project, two of which are highlighted in this article: development of a navigational tool and deliberate inclusion and measurement of high-impact practices (HIPs) in the classroom. The college believes that, while different in nature, the two goals are inextricably woven together.

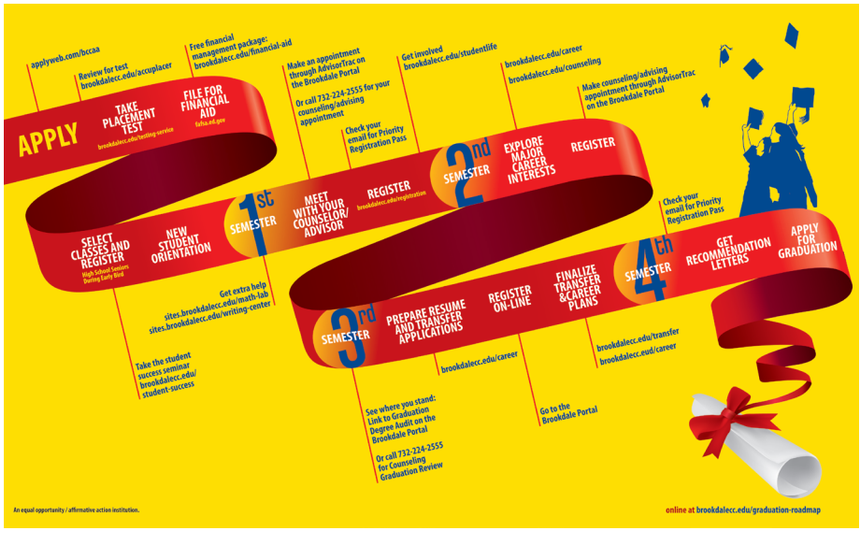
Our quest for a navigational tool began with the concept of a GPS for Success. We reviewed existing institutional models—including Prince George's Community College's (PGCC) "Envision Success," a visual pathway to graduation created in the first phase of the Roadmap Project—to provide a starting point. After reviewing PGCC's version, we decided to develop a more detailed variation charting the process students would encounter as they traveled through unfamiliar terrain.

We first developed a diagram with key steps all students must take from application through graduation. Our design team developed a ribbon theme that effectively illustrated a step-by-step blueprint. After committee review we field-tested the design with students and were struck with how receptive they were.

The final Graduation Roadmap is available online and is currently being distributed during Early Bird, a registration and orientation program for high school seniors who will be transitioning to Brookdale. Large posters will be placed at locations around the college and a mobile app is in the final stage of development.

The project to deliberately embed HIPs in the curriculum was spearheaded by faculty in the Social Science and Education division. Initially, five of the ten recognized HIPs were selected as most relevant to our student population: collaborative assignments and projects, diversity/global learning, internships and field experiences, writing-intensive courses, and first-year seminars and experiences.

We first developed a diagram with key steps all students must take from application through graduation.



Faculty members in thirteen different courses were asked to select two of the five designated HIPs and intentionally include them in their syllabi. As an incentive for faculty to participate in the pilot, course caps were set lower than the standard class size. In fall 2013, a total of 122 sections were included in the study, and ninety-nine sections were included in spring 2014, with both full- and part-time faculty participating.

A series of measurements, both quantitative and qualitative, were designed cooperatively between the Office of Planning, Assessment and Research (PAR) and the division of Social Science and Education. The assessment instruments were devised to uncover any statistically significant disparity between the test group and the general population. PAR is currently reviewing all the data and preparing a comparative analysis. Further data will be collected relative to this cohort's retention, persistence, and academic achievement.

As the projects unfolded we were grateful for the support from our Roadmap colleagues and the staff at AAC&U. We are confident that the ultimate result will be a clear pathway for our students to a more engaging, dynamic, and meaningful educational experience.

Community College of Allegheny County

Creating an Ideal Pathway to Graduation at Community College of Allegheny County

Mary Kate Quinlan, Director of Learning Outcomes and Achieving the Dream at CCAC
Lucille Adkins, Director of Registration and Advisement
Mary Lou Kennedy, Interim Campus President
Allysen Todd, Dean of Academic Affairs, all of Community College of Allegheny County

Since joining Achieving the Dream, a national network for community college reform, in 2006, the Community College of Allegheny County (CCAC) has implemented multiple initiatives to help students succeed. CCAC joined the Roadmap Project in 2013, recognizing the opportunity to integrate existing student success initiatives so that each complements and builds upon the others to streamline student progress from a "strong start" to a "great finish." The final product is an academic map—our own "roadmap"—characterized by credit milestones, that directs students to engage in specific tasks to support their learning and progress from one milestone to the next.

A cross-functional team of twenty-three academic and student affairs professionals created this roadmap to help students stay on track. The team had four goals. First, the final product had to be an ideal pathway to completing the requirements for graduation. Second, the map needed to integrate existing student success initiatives, including vital services for student success. Third, to simplify complex processes, the map needed to focus on what most students need to stay on track. By focusing on basic services and offering both a career path and a transfer path, the map emphasizes engaging in essential tasks at crucial times. Fourth, the team would gather input from end users—our students. The team spent three weeks soliciting input from students, faculty, and staff through interviews and questionnaires.

The team took a backward design approach to ensure that the tasks supported progress and learning from one milestone to the next. For example, in order to confirm that students are on track to graduate, the milestones emphasize the need to monitor progress with regular visits to an advisor and the importance of students updating their major check sheet.

By monitoring their own progress and utilizing available services, students should be prepared for the degree audit at the forty-five credit milestone.

The success of the Roadmap Project will depend on how well it is integrated into the daily routine of students, faculty, and staff. To promote awareness of it, the project team developed a communication plan that includes training for staff from the "essential" services, such as advising and counseling, to help them understand their crucial role in the institution's student success agenda. In addition, faculty and staff will be encouraged to use the roadmap and its framework to guide conversations about academic and career planning as a way to promote student-faculty and student-staff interaction.

CCAC's Roadmap to Your Destination was released this summer; the second phase will make the map an integral part of student success initiatives. Participation in the Roadmap Project will help the college fulfill its mission to prepare the region's residents for academic, professional, and personal success by providing direction and support along their educational journey.

Manchester Community College

Pathways to Success

Christopher M. Paulin, Ph.D., Division Director of Social Science and Hospitality

Manchester Community College's (MCC) Roadmap Project aims to help every student identify a clear pathway to success from the first expression of interest to completion of his or her educational goals. MCC provides access and pathways for students whether they are college ready or in need of developmental work, and whether they are pursuing credit or non-credit learning or are lifelong learners. MCC's Roadmap Project will make transparent the variety of models and opportunities available for our diverse community of learners. Our goal, to help students identify coherent educational pathways that optimize integrative skills and knowledge in disciplinary and cross-disciplinary learning, remains at the heart of the project.

The first phase of the project focused on developing a visual "education map" to help students stay on course. Statewide budget cuts have made it increasingly difficult to maintain an adequate student/advisor ratio, and many students choose to self-advise. MCC's education map reminds students of key actions necessary at significant milestones in their academic careers. It provides students with a coherent series of opportunities to explore and understand the diverse educational pathways open to them.

During the second phase of the project, the education map will be embedded in a virtual game model providing video and audio content, along with degree audits and access to online tutoring, library support, and career services. Construction of this roadmap is currently underway.

To determine what should be included on the roadmap, faculty and staff conducted student focus groups across a broad array of classes and programs, including developmental, gatekeeper, and sophomore courses, and student government and mentoring programs. The focus groups suggested that there is an uneven diffusion of necessary information and a high degree of "peer advising" that occurs at the college. Like the proverbial game of "telephone," peer advising tends to pass along misinformation that builds with each retelling. While students received emails from various offices across campus explaining various processes, they hoped to be able to find all this information at a single source. MCC's roadmap aims to be that source.

The successful development of MCC's roadmap depended upon student feedback and the participation of representatives from across the college. The initial work group consisted of fifteen members, including faculty, student support staff, retention specialists, and two administrators. Faculty participated from across all four academic divisions. As the complexity of the project became apparent, the work

group held consultations with staff from marketing, career services, and enrollment management and recruited the assistant director of education technology and distance learning to join the work group. Collaboration among these areas led to the completion of the visual map, which was incorporated into MCC's fall 2014 enrollment guide, made available during the spring 2014 semester. The roadmap will also be embedded in the First Year Experience course recently added as a requirement to General Studies, the college's largest major. Ultimately, MCC's Roadmap Project helps strengthen the college's vision of shared understanding, shared responsibility, and shared leadership.

Community College of Baltimore County

Giving Men of Color a Jump Start at the Community College of Baltimore County

Mark Williams, Director of Career Services and Project Director, Male Student Success Initiative

For several years, the Community College of Baltimore County has been offering customized sections of its academic development course, ACDV 101, to cohorts of African American male students. ACDV 101 is a one-credit course required of all entering, first-time students that addresses topics such as differences between high school and college, online learning, college resources, learning styles, financial literacy, time management, academic planning, and study skills. Approximately 6,000 students enroll in this course each year.

CCBC began creating African American male cohorts of ACDV 101 as a strategy to improve learning outcomes and reduce the achievement gap for this important population of students. The program has grown to serve almost 400 students a year. Each section is taught by an African American male faculty member with training to support the unique needs and strengths of African American male learners. Faculty use culturally responsive teaching, focusing on mindset theories of intelligence and the development of social capital. Students have close relationships with their instructors, who not only help to monitor student progress but also act as coaches and mentors.

Although preliminary assessment has been promising, participation in AAC&U's Roadmap Project helped the CCBC team realize the need to consolidate and extend its intervention for African American males to include additional high-impact practices within and beyond the first semester. We learned that although a single course can be effective for the short-term, to make a lasting impact we would need to offer more high-impact activities that were carried out through multiple semesters.

As a result, CCBC launched a new grant-funded program—All In: Making the Grade, Defying the Odds— in fall 2014. All In is designed to increase the persistence rate and academic standing of a cohort of fifty men of color who are entering college for the first time and need no more than one developmental course. To prepare program participants for the rigors of academic life and to create identity and social affiliation among all participants, an orientation was held in August. Other components of the program will include academic support, academic advising, career development, and mentoring and coaching throughout the year. Students will participate in financial literacy workshops focused on college costs, money management, and credit development. In addition, students will participate in counseling modules focused on emotional intelligence and career modules focused on soft skills for the workplace. All students will receive mentoring from both adult and peer mentors. Involved faculty will be trained in culturally responsive instruction, including modules on race, culture, and stereotype threat.

To expand the number of students served by this program, faculty members are actively creating cohorts for these students across multiple academic areas, including English, Africana Studies, Health and Fitness, and Human Services. Organizationally, the program will scale to reach the entire college community to include all males after the conclusion of the grant.

Colleges Participating in the Roadmap Project

UNG University of North Georgia
Miami Dade College
Brookdale Community College
Salt Lake Community College
Georgia Perimeter College
Middlesex Community College
Prince Georges Community College
Tidewater Community College — From here, go anywhere.™
Lane Community College
Wallace State Hanceville
Queensborough Community College (CUNY)
Monroe Community College (State University of New York)
Hostos Community College
CCAC Community College of Allegheny County
CCBC The Community College of Baltimore County
Chattanooga State Community College — A National Leader in Technology
Manchester Community College
Alamo Colleges
College of the Canyons

Read the leadership institutions' project plans at leap.aacu.org/toolkit/projects/roadmap-project

Association of American Colleges and Universities

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The Association of American Colleges and Universities (AAC&U) is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,300 member institutions—including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size.

AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education and inclusive excellence at both the national and local levels, and to help individual institutions keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges.

Information about AAC&U membership, programs, and publications can be found online at www.aacu.org.

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NETWORK FOR ACADEMIC RENEWAL

AAC&U Working Conferences for 2014–2015

OCTOBER 16–18, 2014
Global Learning In College:
Cross-Cutting Capacities for 21st-Century Students
Minneapolis, Minnesota

NOVEMBER 6–8, 2014
Transforming STEM Higher Education
Atlanta, Georgia

FEBRUARY 19–21, 2015
From Mission to Action to Evidence:
Empowering and Inclusive General Education Programs
Kansas City, Missouri

MARCH 26–28, 2015
Diversity, Learning, and Student Success:
Assessing and Advancing Inclusive Excellence
San Diego, California

Association of American Colleges and Universities

Network for Academic Renewal: Exploring together the latest advances in teaching and learning; faculty roles and leadership; general education and outcomes assessment; diversity, equity, and inclusive excellence; and strategies for student success in undergraduate education.

For more information or to register: www.aacu.org/meetings/network-for-academic-renewal • 202.387.3760 • network@aacu.org