UAA Faculty Senate Academic Assessment Committee

Agenda: February 15, 2019
11:00am - 12:30pm, LIB 302A (Note New Location)

Skype for Business: Join online or call 786-6755 or 1-844-368-7867 and enter Conference ID 172572

1. Approval of agenda

2. Approval of minutes (p. 3-5)

3. Chairs update

4. Vice Provost update
   - NWCCU Mission Fulfillment Fellowship
   - Conversation with the Deans – Confirmed for April 19th AAC meeting
   - Assessment Retreat

5. Review assessment plans – Link to AAC Google Drive for Plans (Remember to identify noteworthy plans)
   - Teaching and Learning, MEd; Program Representative: Tim Jester, Associate Professor, Teacher Education (Program Catalog copy for context)

6. Informational plan review – Link to AAC Google Drive for Plans (Remember to identify noteworthy plans)
   - Accounting, BBA (Last AAC review: 2/15/19; Program Catalog copy for context)
   - Anthropology, BA/BS (Last AAC review: 4/6/18; Program Catalog copy for context: BA, BS)

7. Faculty Senate Bylaws (pgs. 6-7)
   - Membership

8. Annual Academic Assessment Survey Draft (pgs. 8-12)
   - Survey opens April 1st

9. Next meeting – March 1, 2019 in ADM 204

10. Upcoming plans
    - Apprenticeship Technology AAS – Revised plan awaiting college review
    - Chemistry BS – Revised plan awaiting college review
    - Creative Writing & Literary Arts MFA – Revised plan awaiting college review
    - Electrical Engineering BS – Revised plan awaiting college review
    - Geological Sciences BS – Revising plan for college review
    - Human Services AAS/BHS and Conflict Resolution OEC – Revising plan for college review
    - Natural Sciences BS – Revising plan for college review
    - Dietetic Internship GC – Confirming current plan with curriculum changes
    - Welding & Nondestructive Testing AAS – Confirming current plan with curriculum changes
    - Anthropology MA – Revised plan awaiting college review
• General Business AAS – Revising plan with curriculum changes
• Children’s Mental Health GC – Confirming current plan with curriculum changes
• Dental Assisting UC – Confirming current plan with curriculum changes
• Project Management MS – Confirming current plan with curriculum changes
• Medical Laboratory Technology AAS/Medical Laboratory Science BS – Confirming current plan with curriculum changes

11. Information items
• General Education assessment charrettes and forums (p. 13)
• 2019 Annual Academic Assessment Retreat – Tuesday, May 14, 2019
• 2019 Annual Academic Assessment Seminar – proposed date Friday, September 6, 2019 or Friday, September 13, 2019

<table>
<thead>
<tr>
<th>Committee Member</th>
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<tbody>
<tr>
<td>Rachel Graham, Faculty Senate, <em>Co-Chair</em></td>
<td>Vacant, CBPP</td>
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Scheduled Meeting Dates Academic Year 2019

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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>9/7</td>
<td>Assessment Seminar 9:00-12:30</td>
<td>LIB 307</td>
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<tr>
<td>9/21</td>
<td>11:00-12:30p</td>
<td>ADM 204</td>
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<td>12/7</td>
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<td>Cancelled</td>
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<td>2/15</td>
<td>11:00-12:30p</td>
<td>LIB 302A <em>(room change)</em></td>
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<td>3/1</td>
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UAA Faculty Senate Academic Assessment Committee
Summary: January 18, 2019
11:00am - 12:30pm, ADM 204
Skype for Business: Join online or call 786-6755 or 1-844-368-7867 and enter Conference ID 172572

1. Approval of agenda

2. Approval of minutes

3. Chairs update

4. Vice Provost update
   - Winter Teaching Academy Follow-up
     The AAC appreciated the hands-on experience using assignment charrettes, and noted they could be used as a tool by program faculty within their departments.
   - NWCCU Mission Fulfillment Fellowship (pgs. 3-9)
     The NWCCU selected Rachel Graham and Jennie Brock to participate in the first Mission Fulfillment Fellowship. Their project will explore “What does a UAA graduate look like?” with a focus on students. They will use the AAC&U survey as a model to identify the learning outcomes that UAA community employers value.
   - Conversation with the Deans at an upcoming meeting
     In December, Kathi represented the AAC as a co-chair at a Deans meeting to talk about the committee’s work. The Deans are interested in meeting with the AAC for a conversation that will include the May Annual Assessment Retreat agenda.

5. Review assessment plans – Link to AAC Google Drive for Plans
   - Outdoor Leadership, AAS; Program Representative: Erin Cutts, Term Assistant Professor, Outdoor Education (Program Catalog copy for context)
     The faculty updated the Catalog program student learning outcomes to align with the assessment plan. The AAC asked them to add a column to the assessment measures table indicating when assessment is conducted. Since Professor Cutts indicated that risk management and mitigation are built into every course, the committee recommended noting that in the assessment plan.
   - Medical Assisting, AAS (Last AAC review: 10/20/17; Program Catalog copy for context)
   - Radiologic Technology, AAS (Last AAC review: 3/2/18; Program Catalog copy for context)
   - Health Sciences, BS (Last AAC review: 4/16/18; Program Catalog copy for context)
     The AAC recommended approval for these plans.

6. Noteworthy assessment plans (pg. 10)

7. Faculty Senate Bylaws (pgs. 11-12)
- The AAC discussed replacing the Committee’s charge in the Bylaws with the more current language in the Academic Assessment Handbook.

9. Next meeting – February 1, 2019 in ADM 204
   - Teaching and Learning, MEd

10. Upcoming plans
   - Apprenticeship Technology AAS – Revised plan awaiting college review
   - Chemistry BS – Revised plan awaiting college review
   - Creative Writing & Literary Arts MFA – Revised plan awaiting college review
   - Electrical Engineering BS – Revised plan awaiting college review
   - Geological Sciences BS – Revising plan for college review
   - Human Services AAS/BHS and Conflict Resolution OEC – Revising plan for college review
   - Natural Sciences BS – Revising plan for college review
   - Dietetic Internship GC – Confirming current plan with curriculum changes
   - Welding & Nondestructive Testing AAS – Confirming current plan with curriculum changes

11. Information items
   - General Education assessment workshops and forums – Spring schedule under revision
   - 2019 Annual Academic Assessment Retreat – Tuesday, May 14, 2019
   - 2019 Annual Academic Assessment Seminar – proposed date Friday, September 6, 2019 or Friday, September 13, 2019

### Committee Members

<table>
<thead>
<tr>
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BYLAWS OF THE CONSTITUTION OF THE
FACULTY SENATE UNIVERSITY OF ALASKA ANCHORAGE

FACULTY SENATE ACADEMIC ASSESSMENT COMMITTEE EXCERPT

Section 3. (Article 5. Boards and Committees)

U. Academic Assessment Committee

Composition of the Assessment Committee
a. Representation on the Assessment Committee shall be elected by faculty within their respective units as follows:
   a. College of Arts & Sciences (1)
   b. College of Business & Public Policy (1)
   c. College of Education (1)
   d. College of Health (1)
   e. Community & Technical College (1)
   f. School of Engineering (1)
   g. Library (1)
   h. Kodiak College (1)
   i. Kenai Peninsula College (1)
   j. Matanuska-Susitna College (1)
   k. Prince William Sound College (1)

b. In addition, there shall be four (4) representatives from Faculty Senate

c. Faculty members of the Assessment Committee shall serve two-year staggered terms.

d. Newly elected and continuing members of the Assessment Committee shall elect the chairperson no later than May 15 with service to begin June 1. The Chair or a Co-chair must be a member of the Faculty Senate.

e. One representative from the Office of Academic Affairs, appointed by the Provost and one representative from the office of the Registrar shall be an ex officio and non-voting members of the Assessment Committee. OAA shall be responsible for coordinating and supporting the activities of the Assessment Committee.

V. Functions and Responsibilities of the Academic Assessment Committee

a. Develop, and maintain, and implement the current UAA Academic Assessment Handbook with the primary focus of program improvement.

b. Provide professional development opportunities around best practices in assessment;

c. Apply the current UAA Assessment Handbook as primary criteria for evaluating all program assessment, both of existing assessment efforts and of proposed or modified programs;

d. Recommend assessment-related actions to the Senate appropriate bodies;

e. Provide guidance for developing institutional learning outcomes assessments and direct the collection and analysis of academic assessment documents that data;
e. **Review and recommend all requests to modify institutional learning outcomes; Field and respond to requests for information on UAA academic assessment results and achievement of Program Student Learning Outcomes;**

f. Review all requests to modify assessment policies and procedures;

g. Refer all curricular and academic issues to the appropriate Faculty Senate Boards; and

h. Undertake such additional tasks or responsibilities relating to program and institutional academic assessment as assigned by the Faculty Senate.  

**Section 6. (Article 10. Amendments)**

A. Amendments to the Bylaws may be proposed by any tenure-track member of the faculty eligible to serve as a Senator.

B. Copies of proposed amendments shall be sent to all members of the Faculty.

C. The President shall schedule a first reading and discussion of the proposed amendment at the first meeting following distribution of copies of the proposed amendment. The second reading of a proposed amendment may be held not sooner than the second regular meeting following the distribution of copies.

D. Following the second reading, the amendment shall by voted on by all faculty members eligible to serve as Senators, as described in Article 3, section 1, of this Constitution. Amendments shall be approved by a simple majority vote. The vote shall be considered invalid if fewer than twenty-five (25%) of the eligible voters respond. A Motion to Reconsider may be made only at the following meeting.
2019 Annual Academic Assessment Survey DRAFT

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. The Annual Academic Assessment Survey enables the AAC to analyze assessment across the institution and to respond to Statewide, BOR, legislative, and NWCCU requests for information about overall student achievement of program learning outcomes. We thank you for your continued support of and participation in this annual activity.

1. Please enter your full name.

2. Please enter your title or position.

3. In the case that the Faculty Senate Academic Assessment Committee or the Office of Academic Affairs needs to contact you or a designee to discuss any of these survey responses, please provide the appropriate name(s) and contact information.

4. Programs are listed in this survey by the college in which they are listed in the Catalog. Please select the college you are reporting for.
   - College of Arts and Sciences
   - College of Business and Public Policy
   - College of Engineering
   - College of Health
   - Community and Technical College
   - General Education

5. Please select the CAS degree program you are submitting this survey for.
   - (CAS Program List)

6. Please select the CBPP degree program you are submitting this survey for.
   - (CBPP Program List)

7. Please select the CoEng degree program you are submitting this survey for.
   - (CoEng Program List)

8. Please select the COH degree program you are submitting this survey for.
   - (COH Program List)

9. Please select the CTC degree program you are submitting this survey for.
   - (CTC Program List)

10. Please select the General Education program you are submitting this survey for.
    - General Education
11. What is the status of your program? *(Note: if neither of these options fit your program, please contact OAA for assistance at 786-1054 or uaa.aac@alaska.edu.)*
   - Active
   - Admissions Suspended
   
   **If Admissions Suspended is selected, Survey Ends.**

12. Have you submitted your annual academic assessment report to your college?
   - Yes
   - Not yet

13. Is the program externally accredited by any organization other than the NWCCU?
   - Yes
   - No

14. Please estimate the percentage of program teaching faculty who actively engaged in assessment activities this past academic year, such as data collection, discussion, making recommendations, and/or implementing changes.
   - 0-24%
   - 25-49%
   - 50-74%
   - 75-100%

15. In the past academic year, has the program made changes to its assessment plan?
   - Yes
   - No

16. If plan changes is selected: Please explain the purpose for the changes and briefly highlight what major changes were made.

17. Please select what stage of this year's annual assessment process the program is in.
   - No assessment data has been collected.
   - Assessment data has been collected.
   - Assessment data has been compiled or aggregated.
   - Program faculty have reviewed and discussed assessment data.
   - Program faculty have made recommendations for improvement based on assessment data.

18. If no data collected is selected: Please explain.

19. If data has been collected is selected: Please estimate when data will be compiled or aggregated.
20. If data has been compiled or aggregated is selected: Please estimate when program faculty will review and discuss assessment data.

21. If program faculty have reviewed and discussed data is selected: Please estimate when program faculty will consider and make recommendations for improvement.

22. If program faculty have made recommendations for improvement is selected: Please describe any program improvement recommendations that have been made.

23. What is the number of current Program Student Learning Outcomes (PSLOs) for the program?

24. While not all PSLOs need to be measured annually, PSLOs should be measured within a reasonable review cycle. Please provide information below about the PSLOs that the program measured this academic year.
   
   ___ Indicate the number of measured PSLOs for which student achievement met or exceeded program faculty expectations
   ___ Indicate the number of measured PSLOs for which student achievement did not meet program faculty expectations
   ___ Total

25. The ultimate goal of academic program assessment at UAA is to serve as a resource for improving teaching and learning. Over the course of this academic year, has the program used past assessment results to make improvements? If yes, please check all that apply.
   o Course curriculum changes
   o Course prerequisite changes
   o Changes in teaching methods
   o Changes in advising
   o Degree requirement changes
   o Degree course sequencing
   o Course enrollment changes [e.g. course capacity, grading structure (pass/fail, A-F)]
   o Personnel decisions
   o Changes in program policies/procedures
   o Changes to Program Student Learning Outcomes (PSLOs)
   o College-wide initiatives (e.g. High Impact Practices)
   o Faculty, staff, student development
   o Other
   o None were recommended for this year

26. If other is selected: Please briefly describe.
27. Would you share a student learning success story that came out of your assessment process? (Optional)

28. General Education Assessment
UAA is engaged in a shared GER assessment process that begins with specific GER courses in seven different disciplinary categories (the GER SLOs in A) and then extends to the cross-cutting skills that are pertinent in all programs and majors (B: Application).

The following questions are designed to find out what, if any, of these outcomes you are already assessing as part of ongoing program student learning outcomes assessment or specialized accreditation.

29. A. Assessment of Current GER Outcomes
Which of the following GER Student Learning Outcomes, if any, did your program assess this year? (You may select more than one response.)
- Written Communication: Communicate effectively in a variety of contexts and formats
- Oral Communication: Communicate effectively in a variety of contexts and formats
- Information Literacy: Locate and use relevant information to make appropriate personal and professional decisions
- Quantitative Skills: Reason mathematically and analyze quantitative and qualitative data competently to reach sound conclusions
- Natural Sciences: Identify ways in which science has advanced the understanding of important natural processes
- Social Sciences: Investigate the complexity of human institutions and behavior to better understand interpersonal, group, and cultural dynamics
- Humanities: Relate knowledge to the historical context in which it developed and the human problems it addresses
- Fine Arts: Interpret different systems of aesthetic representation and understand their historical and cultural contexts
- Knowledge Integration 1: Integrate knowledge and employ skills gained to synthesize creative thinking, critical judgment and personal experience in a meaningful and coherent manner
- Knowledge Integration 2: Adopt critical perceptions for understanding the forces of globalization and diversity
- None of the Above
- I don't know
30. B. Assessment of Cross-Cutting GER Skills  
Which of the following GER cross-cutting skills, if any, are you assessing (or interested in assessing) in your program beyond giving grades?

<table>
<thead>
<tr>
<th>Skill</th>
<th>Assessing</th>
<th>Interested in Assessing</th>
<th>Not Interested in Assessing</th>
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<tbody>
<tr>
<td>Written Communication</td>
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<td>Information Literacy</td>
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<td>Quantitative Skills</td>
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<tr>
<td>Critical Thinking</td>
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31. Would you like any assistance from the Faculty Senate Academic Assessment Committee?  
- Yes  
- No

32. If Request for Assistance is selected: Please describe the type of assistance you are requesting.

33. The Faculty Senate Academic Assessment Committee is dedicated to minimizing additional assessment reporting requirements. Please let us know if you have any comments, concerns, or feedback on this survey tool.

34. Please select "Next" at the bottom of this page to submit your survey. To change any entries before submitting this survey, you may navigate using the "Back" and "Next" buttons at the bottom of each page.

At the conclusion of the survey, the program's response is displayed with an option to download a PDF.
AY2019 General Education Assessment Workshops and Forums

Building upon January’s Spring Teaching Academy sessions with David Marshall, Dan Kline (Director of General Education) will hold a series of GER assessment design workshops for all majors, programs, and campuses focused on three GenEd outcomes: Information Literacy, Critical Thinking, and Oral Communication. These sessions are open to all members of the UAA community, and you may join in at any time.

The GER Forums address aspects of the GenEd that have been identified through the assessment process, through UAA priorities and statewide initiatives, and through national best-practices to begin for discussions for the next phase of GenEd revision. This is your chance to offer input on this important curriculum initiative.

Throughout the sessions, we will develop practical tools for curriculum mapping, assessment, and assignment design, and at the end of the CAFE series, we hope to have a group of programs and majors that are willing (1) to donate student work and (2) to join us in our GER/AA/AAS Assessment Soiree on May 6-7, 2019. Everyone is invited.

Questions? Contact Dr. Dan Kline, General Education Director, at 786-4364 or dtkline@alaska.edu. For questions about connecting by distance, email uaa.oaa@alaska.edu.

Co-sponsored by the General Education Advisory Committee (GERA), the Office of Academic Affairs (OAA), and the Center for Advancing Faculty Excellence (CAFE).

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<tr>
<th>Date</th>
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<th>Forum/Workshop</th>
<th>Register</th>
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<tbody>
<tr>
<td>Fri 2/22</td>
<td>LIB 302A</td>
<td>10-11:30 GER Assessment Charrette 1: <strong>Information Literacy</strong> – Bring your information literacy assignments for a collaborative design workshop</td>
<td>Register</td>
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<td>11:30 –12:30 GER Open Forum 1: Looking Ahead to GenEd Revision – Revising Student Learning Outcomes?</td>
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<tr>
<td>Fri 3/22</td>
<td>LIB 302A</td>
<td>10-11:30 GER Assessment Charrette 2: <strong>Critical Thinking</strong> – Bring your critical thinking assignments for a collaborative design workshop</td>
<td>Register</td>
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<td>11:30-12:30 GER Open Forum 2: Looking Ahead to GenEd Revision – What makes a GenEd Course?</td>
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<tr>
<td>Fri 4/19</td>
<td>LIB 302A</td>
<td>10-11:30 GER Assessment Charrette 3: <strong>Oral Communication</strong> – Bring your oral communication assignments for a collaborative design workshop</td>
<td>Register</td>
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<td>11:30-12:30 GER Open Forum 3: Looking Ahead to GenEd Revision – Potential Structures &amp; Processes?</td>
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<tr>
<td>Mon 5/6–Tues 5/7</td>
<td>LIB 307</td>
<td>GER/AAS/AA Assessment Soiree – 8:30 am to 3:00 pm</td>
<td>Register</td>
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Unless otherwise indicated, workshops will be held from 10:00-11:30 and forums from 11:30-12:30. They will be available to join by distance. Registration links allow participants to register for each date’s workshop, forum, or both.