How will we prepare our students to thrive in the 21st century? What will this mean for our institutions?
20th Century Universities were rewarded for

- Comprehensive array of disciplines
- Research funding from a small set of Federal sources
- Focus on grants, publications and technology transfer as indicators of success
- Educating the best students, leaving others to less selective institutions.
- Excellence (Research, Teaching and Service) as the coincidental sum of the intellectual choices and outputs of individual faculty

adapted from Holland (Monash University, March 2012)
21\textsuperscript{th} Century Universities will be rewarded for

- Focused mix of interdisciplinary expertise
- Extensive and collaborative knowledge partnerships with other universities, sectors, communities, nations
- Involvement in community-based research/teaching methods – engagement with “the Big Questions”
- Educational success among a socially inclusive student population
- Innovative (technology-based and experiential) teaching methods that enhance student learning and completion
- Excellence is created by the measurable impact of the above actions on the quality of local and global life, culture, health, economic stability, and environment.

Holland (Monash University, March 2012)
The Context of Higher Education is Changing

- How we educate and how we assess and confirm learning
- Changing ideas about what it means to be educated and how, where and when that education can take place
- Global economy: need for higher levels of learning and more college-educated workers
- Brain drain and gain: new global competitors
- Patterns of participation in post-secondary education
- Generational changes in the professoriate: new ideas and interests
The Context of Higher Education is Changing

- New patterns of production and use of knowledge
- Effects of technology and “disruptions”: who is learning, when they are learning and how they are learning
- Transitions in leadership throughout society: new expectations, such as...
- Demands for quicker, cheaper degrees that enhance earnings immediately
- New rating systems and resource allocation through performance-based budgets, often blended at campus level with responsibility-centered management models
- Global Challenges: Millennial problems
15 Global Challenges facing humanity

1. Sustainable development and climate change
2. Clean water
3. Population and resources
4. Democratization
5. Long-term perspectives
6. Global convergence of IT
7. Rich - poor gap
8. Health issues
9. Capacity to decide
10. Peace and conflict
11. Status of women
12. Transnational organized crime
13. Energy
14. Science and technology
15. Global ethics

by The Millennium Project
www.millennium-project.org
How Our Society is Responding

• **Government:** Policies to increase completion rates, reduce time to degree and increase ease of transfer; resurgence of performance-based budgeting; no focus on what to expect of a college graduate.

• **Traditional IHE:** Increased attention to educational outcomes, student success and assessments, partnerships, new pedagogies; improving remedial/developmental education; new approaches to general education and transfer policies; new online offerings.

• **New Providers:** MOOCs and other online delivery, competency-based degree options, expansion of for-profits in niche markets, online badges to document skills.
The larger questions that our institutions face

- To enhance relevance and connections to large societal issues
- To create capacity to find workable solutions to both internal and societal challenges
- To gain access to critical resources for learning and knowledge production
- To broaden our perspectives and options while defining a smaller number of signature themes
- To prepare our students for an uncertain future
How will the Academy adapt to these needs?

• **New approaches to Scholarship**
• New approaches to the curriculum and the student experience
• Capacity for integration, coherence: creating a culture of engagement
• Support structures and technical assistance
• New forms of accountability and analysis of impact: social returns, economic returns
We are becoming more integrated in our approach to learning and scholarship

• Research is more collaborative and networked because of the broad distribution of knowledge and data

• Universities are increasing their collaboration across disciplines and professional fields and building infrastructure and partnerships to support these working relationships
New Approaches to faculty work—the value of collaboration and engaged scholarship

• Who names the problems/asks questions?
• Who identifies and evaluates options?
• Who shares resources to advance the work?
• Who cares about the choices made?
• Who bears the risk and who enjoys the benefits?
• Who interprets the results and defines success?
• Who uses the knowledge generated?

The same questions apply to engaged learning.
How will the Academy adapt to these needs?

• New approaches to scholarship
• **New approaches to the curriculum and the student experience**
• Capacity for integration, coherence
• Support structures and technical assistance
• New forms of accountability and analysis of impact: social returns, economic returns
What does it mean to be educated?

“...the most valuable ‘products’ of education are the ability to use knowledge and skill to solve unscripted problems, to explore the frontiers of knowledge and understanding, and to experience life in a deeper way.” Lingenfelter 2013
Components of an Undergraduate Education
The Degree Qualifications Profile (DQP) Lumina

• Broad/Integrative Knowledge
• Specialized Knowledge in a field of study
• Intellectual Skills
• Civic Learning/Civic Identity
• Applied Learning

Based on Liberal Education and America’s Promise AAC&U 2007
Engagement in the Undergraduate Curriculum

“What students do during college counts more in terms of desired outcomes than who they are or even where they go to college.” George Kuh (2008)

✓ Any high impact learning practice can be approached in an engaged mode.
✓ For the best outcomes, these efforts need to be intentional, comprehensive and increasingly demanding over time.

“...in order to build a set of experiences that “help students develop the knowledge, skills, competencies and dispositions required to function effectively in the 21st century.”” (Peter Ewell 2009)
High Impact Learning Practices

- First year seminars and experience
- Common intellectual experience
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning
- Community based learning/service learning
- Internships
- Capstones

from George Kuh (2008)
Curriculum and the student experience
Principles of Excellence from AAC&U

**Principle One: Aim High—and Make Excellence Inclusive**

Make the **Essential Learning Outcomes** a Framework for the Entire Educational Experience, Connecting School, College, Work, and Life

**Principle Two: Give Students a Compass**

Focus Each Student’s Plan of Study on Achieving the Essential Learning Outcomes—and Assess Progress.

**Principle Three: Teach the Arts of Inquiry and Innovation**

Immerse All Students in Analysis, Discovery, Problem Solving, and Communication,

Beginning in School and Advancing in College
What are the Essential Learning Outcomes?
Principles of Excellence from AAC&U

Knowledge of Human Cultures and the Physical and Natural World
• Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
  *Focused by engagement with big questions, both contemporary and enduring*

Intellectual and Practical Skills, including
• Inquiry and analysis, Critical and creative thinking, Written and oral communication, Quantitative literacy, Information literacy, Teamwork and problem solving
  *Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*
What are the Essential Learning Outcomes?
Principles of Excellence from AAC&U

Personal and Social Responsibility, including
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
  Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, including
- Synthesis and advanced accomplishment across general and specialized studies
  Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems
Curriculum and the student experience
Principles of Excellence from AAC&U

**Principle Four: Engage the Big Questions**
in Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, Human Dignity and Freedom, Climate Change.

**Principle Five: Connect Knowledge with Choices and Action**
Prepare Students for Citizenship and Work through Engaged and Guided Learning on “Real-World” Problems

**Principle Six: Foster Civic, Intercultural, and Ethical Learning**
Emphasize Personal and Social Responsibility, in Every Field of Study.

**Principle Seven: Assess Students’ Ability to Apply Learning to Complex Problems**
Use Assessment to Deepen Learning and to Establish a Culture of Shared Purpose and Continuous Improvement.
QUESTIONS

1. How does your institution approach undergraduate education? How do you describe the outcomes of the undergraduate experience and what aspirations do you have for your graduates?

2. What are the most pressing challenges or most promising opportunities in your community on and beyond campus?

3. What is the composition of your student body? Do they come from diverse backgrounds?

4. Which high impact practices are in common use on your campus?

5. How many of these experiences are your students likely to encounter? Does the answer vary by ethnicity or socioeconomic status?
QUESTIONS

6. How engaged are your students in their learning? How do you know?

7. What fraction of your students, faculty and staff can describe your intended learning outcomes and why they are important?

8. Can each program show where and how students are learning and demonstrating the intended outcomes?

9. What information do you collect on students’ demonstrated achievement and do you use that information to adapt programs to enhance academic success?
How will the Academy adapt to these needs?

• Academic structure and new approaches to faculty work
• New approaches to the curriculum and the student experience
• **Capacity for integration, coherence: creating a culture of engagement**
• Support structures and technical assistance
• New forms of accountability and analysis of impact: social returns, economic returns
What does a culture of engagement look like? Components

- **Innovative and relevant** educational programs, research and information resources that draw on the region.
- **New academic structures** and approaches to both individual and collaborative faculty and student work.
- **Scholarship** that arises from and contributes to efforts to promote human well-being in a healthy environment.
- **Partnerships** that address social, economic and environmental issues at home and abroad ranging from single studies and projects to long-term collaborations, depending on the focus and goals of the relationships.
What does a culture of engagement look like?
Made possible by...

• **Integration** of efforts throughout the university.

• **Measures of outcomes** that recognize both individual and shared efforts and responsibilities and that include both institutional and community outcomes, supported by...

• **Resources** to invest in the future through engagement with people throughout the local community, the state, the region and beyond (depending upon the mission and capacity of each of our institutions) generated by...

• **Redirection of funds** through Smart Change Strategies and by new forms of resource generation through partnerships.
What is Smart Change?

A way to design your way out of a mindset of scarcity and invest in the future.

“You can’t achieve prosperity with a savings plan. You need an investment plan.” (Francis Mertz)

“[..[Assume] that what needs to change is how we work together as members of an educational organization to accomplish our goals. We will still engage in scholarship; we will still offer educational programs and support the advancement and application of knowledge. What will change is how we do these things and with whom.” (Baer, Duin and Ramaley 2008 SCUP)
What can Smart Change do for you?

Using Educational LEAN

✓ Releases frozen assets of time by trimming away unproductive work.

✓ Provides a natural way to promote faculty and staff development. Builds student resumes.

✓ Reduces the costs of delivery of academic programs and support services.

✓ Maintains a high quality student experience with the staffing the campus can afford.

✓ Ensures that academic programs really are pathways to the future.

✓ Positions the university as a working model and laboratory for the 21st century.
Outcomes of an investment plan

✓ Higher retention and graduation rates.
✓ Reduced cost of delivery of the curriculum: fewer sections, better use of faculty time.
✓ Better alignment of goals, course offerings and learning assessments supported by curricular mapping.
✓ Close alignment of support services with faculty and student interests and needs.
✓ Funds and time to build a culture of engagement.
How will the Academy adapt to these needs?

• Academic structure and new approaches to faculty work
• New approaches to the curriculum and the student experience
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• **Support structures and technical assistance**
• New forms of accountability and analysis of impact: social returns, economic returns
The Changing University Community
New Structures

• Creation of new collaborative structures as mechanisms for exchanges of ideas and experiences in order to
  --Learn differently, work together differently and measure outcomes in new ways.
  --Centers for Academic Innovation
• Integration of strategic planning, institutional research and assessment
• New approaches to support for engaged scholarship through new forms of documentation and expected outcomes.
How will the Academy adapt to these needs?

- Academic structure and new approaches to faculty work
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A Quality Assurance Framework from AACU

• **Degree quality** defined by faculty and endorsed by employers using LEAP/DQP learning outcomes.

• **Educational practices** that foster competencies and promote deeper student engagement in learning.

• **Achievement** and performance metrics documented through nationally validated VALUE Rubrics.

• **Equitable** participation and success reported through disaggregated data.

All built upon a number of national efforts to define and measure educational outcomes.
To Educate

• How can we align educational outcomes, practices and policies with the demands of today’s world?
• What key areas of skill and knowledge should all students develop in college?
• What can we expect of a college graduate at each degree level, AA, BA/BS/MA/MS?
To Educate

- What should students aim to achieve in their **major** at each degree level?
- How do we know what our students are learning and how can students **demonstrate their achievements**?
- What can we do to facilitate **transfer and mobility** while ensuring increasing achievement at each stage of an education?

....while preparing our students to deal with **real-world problems**?
Measuring Impact on communities

**Economic Impact** of a higher education institution or another non-profit is relatively easy to measure.

- Contributions to employment and compensation
- Consumption of goods and services
- Taxes paid, both direct and indirect

**Social Impact** is much harder to measure and should be studied largely through the goals of particular partnerships or projects. Larger community impact suffers from the “attribution problem”—if conditions change, what actually caused that change?
Measuring Impact on Communities

• Who or what has been affected or changed?
• What were the effects or changes?
• How do we decide what we want to pay attention to and continue to measure?
• How much of the observable change can be attributed to our own efforts?
• How does the community explain the sources/causes of change?
• What are we learning from this experience?
• Who else should be included in defining our goals and assessing the results because they share some measure of both the burden and the benefit of the work we are doing?
Judith A. Ramaley
jramaley@pdx.edu