



Past SHEEO Meetings:

July 13-16, 2010 - SHEEO Annual Meeting
Graves 601 Hotel Downtown, Minneapolis, MN

2010-11 Officers

Elected officers are as follows:

Chair	Jack Warner, RI
Past Chair	James H. McCormick, MN
Chair Elect	George Pernsteiner, OR
Treasurer	Sheila Stearns, MT
Executive Committee Members	Hank Bounds, MI Kathryn G. Dodge, NH Glen Johnson, OK Mike Meotti, CT Brian Noland, WV Bill Sederburg, UT Garry Walters, SC

SHEEO Annual Meeting
The Graves 601 Hotel, Minneapolis, Minnesota
July 13-16, 2010

Agenda

TUESDAY, JULY 13

4:00 PM—6:30 PM

Registration Begins

Foyer I/II

5:30 PM—6:30 PM

Welcome to Minneapolis Reception

Foyer I/II

Sponsored by Xap Corporation, represented by Roger Clague, Vice President, Worldwide Sales; Judy Chappellear, Vice President, Solutions; and Bobby Kanoy, Director of The Institute for College and Career Success

6:30 PM—8:30 PM

Welcome to Minneapolis Dinner

Ballroom I/II

Sponsored by AcademyOne, Inc., represented by David Moldoff, Founder and Chief Executive Officer, and also the provider of audio-visual services for the SHEEO Annual Meeting for the third consecutive year

Presiding:

James H. McCormick, Chair, SHEEO; and
Chancellor, Minnesota State Colleges & Universities

Introduction:

Brian Noland, Chancellor
West Virginia Higher Education Policy Commission

**A Conversation with Governor Joe Manchin: A Focus on the NGA
College Completion Initiative**

Speaker:

The Honorable Joe Manchin III, Governor, West Virginia, and
Chair, National Governors Association

WEDNESDAY, JULY 14

Optional Family Activity

Maryan McCormick and Carol Lingenfelter will lead an outing to The American Swedish Institute on Wednesday afternoon. An authentic Swedish lunch has been arranged at the Institute, followed by a one-hour tour. The Swedish Institute is a historic house, museum, and cultural center located near downtown Minneapolis. Swedish immigrant newspaperman Swan J. Turnblad founded the Institute in 1929. For more information on the Institute, go to: <http://www.americanswedishinst.org/ASI/Home.html>.

All SHEEO attendees' family members are invited, \$17 per person. Please meet at 12:00 noon at the SHEEO Registration Table.

7:15 AM—5:00 PM

Registration

Foyer IV

7:15 AM—8:45 AM

Breakfast Buffet

Foyer IV

7:45 AM—8:45 AM

SHEEOs, SHEEO Alumni, and SHEEO Staff Only Breakfast Meeting

Room C

Presiding:

James H. McCormick, Chair, SHEEO; and
Chancellor, Minnesota State Colleges & Universities

9:00 AM—10:00 AM

Reaching the Big Goal: The Agenda for States

Ballroom III/IV

Introduction:

Michael P. Meotti, Commissioner, Connecticut Department of Higher
Education; and Vice Chair, SHEEO Federal Relations Committee

Speaker:

Jamie Merisotis, President, Lumina Foundation for Education

10:00 AM—10:15 AM

Break

Foyer IV

*Break refreshments for Wednesday are sponsored by Northwest
Education Loan Association, represented by Danette Knudson, Director,
External Relations*

WEDNESDAY, JULY 14 (CONTINUED)

10:15 AM—11:15 AM

Maintaining Academic Integrity in the Context of High Growth and Expanding Markets

Ballroom III/IV

Moderator:

Sheila Stearns, SHEEO Treasurer, and Commissioner of Higher Education, Montana University System

Speakers:

Marshall Hill, Executive Director, Nebraska's Coordinating Commission for Postsecondary Education

Sylvia Manning, President, The Higher Learning Commission of NCA

Peter Smith, Senior Vice President, Academic Strategies and Development, Kaplan Higher Education

11:15 AM—12:15 PM

Raising the Bar: Employers' Views on College Learning

Ballroom III/IV

Moderator:

George Pernsteiner, Chancellor, Oregon University System

Speakers:

Abigail Davenport, Senior Vice President, Hart Research Associates

Debra Humphreys, Vice President for Communications and Public Affairs Association of American Colleges and Universities

Lois Quam, Founder and Chair, Tysvar, LLC

WEDNESDAY, JULY 14 (CONTINUED)

12:15 PM –1:45 PM

Luncheon
Ballroom I

Stewards of State: Leadership in Challenging Times

Introduction:

James H. McCormick, Chair, SHEEO; and Chancellor, Minnesota State Colleges & Universities

Speaker:

Muriel Howard, President, American Association of State Colleges and Universities

Sponsored by USA Funds, represented by Henry Fernandez, Vice President, Government Affairs and Outreach

2:00 PM—3:15 PM

SHEEO's Peer Consultation Networks (PCNs): Big Challenges and New Opportunities

Ballroom III/IV

Participants may break as necessary during the afternoon; refreshments will be provided in the foyer.

Organizers:

Julie Carnahan, Senior Associate and PCN Coordinator, SHEEO
Paul Lingenfelter, President, SHEEO

I. Productivity Peer Consultation Network

Chair: Teresa Lubbers, Commissioner
Indiana Commission for Higher Education

Vice-Chair: Rich Pattenau, Chancellor
University of Maine System

Staff: Jeff Stanley, Associate Vice President, SHEEO

Speakers:

Kristin Conklin, Partner, HCM Strategists

Dennis Jones, President, National Center for Higher Education Management Systems

Stan Jones, President, Complete College America

WEDNESDAY, JULY 14 (CONTINUED)

3:15 PM—4:00 PM

II. State Data Systems Peer Consultation Network

Chair: Kathryn Dodge, Executive Director
New Hampshire Postsecondary Education Commission

Vice-Chair: Michael Rush, Executive Director
Idaho State Board of Higher Education

Staff: Hans L'Orange, Vice President for Research and
Information Resources, and Director of the SHEEO/NCES
Network, SHEEO

III. Student Learning and Accountability Peer Consultation Network

Chair: Sheila Stearns, SHEEO Treasurer, and Commissioner of
Higher Education, Montana University System

Vice Chair: Robert King, President
Kentucky Council on Postsecondary Education

Staff: Charlie Lenth, Vice President for Policy Analysis and
Academic Affairs, SHEEO

Evening on your own

THURSDAY, JULY 15

7:30 AM—9:00 AM

Regional Breakfast Buffet Meetings

Served in Foyer IV

Please take your food to the Regional Breakfast Meeting of your choice, or dine in Foyer I/II.

Sponsored by National Student Clearinghouse, represented by Jeffery Tanner, Vice President

Midwestern Higher Education Compact (MHEC)
Ballroom I

New England Board of Higher Education (NEBHE)
Meeting Room G

Southern Regional Education Board (SREB)
Ballroom III

Western Interstate Commission for Higher Education (WICHE)
Ballroom IV

9:15 AM—10:30 AM

Regional Higher Education Association Initiatives

Ballroom III/IV

Moderator:

Jack R. Warner, SHEEO Chair-Elect, and Executive Director & CEO, South Dakota Board of Regents

Speakers:

Larry Isaak, President
Midwestern Higher Education Compact (MHEC)

Michael K. Thomas, President & CEO
New England Board of Higher Education (NEBHE)

David S. Spence, President
Southern Regional Education Board (SREB)

David A. Longanecker, President
Western Interstate Commission for Higher Education (WICHE)

THURSDAY, JULY 15 (CONTINUED)

10:30 AM—10:45 AM

Break

Foyer IV

*Sponsored by MGT of America, Inc., represented by Kent Caruthers,
Senior Partner*

10:45 AM—12:00 PM

**The Elementary/Secondary Agenda: What We Need from
Higher Education**

Ballroom III/IV

Moderator:

Robert L. King, President, Kentucky Council on Postsecondary Education

Speaker:

Gene Wilhoit, Executive Director
Council of Chief State School Officers (CCSSO)

12:00 PM—1:30 PM

Luncheon

Ballroom I

*Sponsored by Educational Testing Service, represented by Cathrael
"Kate" Kazin, Director, Client Management*

**The Role and Responsibilities of States in Increasing Access, Quality,
and Completion**

Introduction:

John C. Cavanaugh, Chancellor, Pennsylvania State System of Higher
Education; and Chair, SHEEO Federal Relations Committee

Speaker:

Martha Kanter, Under Secretary of Education
U.S. Department of Education

THURSDAY, JULY 15 (CONTINUED)

1:45 PM—3:00 PM

SHEEO Annual Business Meeting
Ballroom I

Business meeting for SHEEOs and SHEEO Alumni

Presiding:

James H. McCormick, Chair, SHEEO; and
Chancellor, Minnesota State Colleges & Universities

3:00 PM—5:30 PM

Free Time

5:30 PM—6:30 PM

Reception and Hosted Bar
Foyer I/II

7:00 PM—10:00 PM

Optional Activity—Minnesota Twins vs. Chicago White Sox
Target Field

Enter at Gate 34, the main entrance to Target Field, which is about two blocks from the Graves 601 Hotel.

Sponsored by Kaplan Higher Education, represented by Peter Smith, Senior Vice President, Academic Strategies and Development; and John Carreon, Vice President, State Regulatory Affairs and Associate General Counsel



FRIDAY, JULY 16

Overlap Day with CCSSO Summer Institute

7:30 AM—8:30 AM

Breakfast Buffet
Ballroom I

Networking Breakfast – please observe signage for seating.

8:30 AM—9:15 AM

Opening the Dialogue--Achieving Common Purposes
Ballroom II/III/IV

Presiders:

James H. McCormick, Chair, SHEEO and
Chancellor, Minnesota State Colleges & Universities

Steven L. Paine, President, CCSSO and
Superintendent of Schools, West Virginia

Speakers:

Gene Wilhoit, Executive Director, Council of Chief State School Officers

Paul Lingenfelter, President, State Higher Education Executive Officers

9:15 AM—10:30 AM

A Conversation with the U.S. Secretary of Education
Ballroom II/III/IV

Presiders:

Gene Wilhoit, Executive Director, Council of Chief State School Officers

Paul Lingenfelter, President, State Higher Education Executive Officers

Speaker:

Arne Duncan, U.S. Secretary of Education

10:30 AM—10:45 AM

Break
Foyer I/II

FRIDAY, JULY 16 (CONTINUED)

10:45 AM—12:00 PM

**Engaging Arts and Sciences Faculty in the Adoption of
Common Core Standards**

Ballroom II/III/IV

Presider:

Jack Warner, SHEEO Chair-Elect, and Executive Director, South Dakota
Board of Regents

Speakers:

Jason Zimba, Co-Founder, Student Achievement Partners

Susan Pimentel, Senior Consultant, Achieve

Panelists:

George Pernsteiner, Chancellor, Oregon University System

Kevin Reilly, President, University of Wisconsin System

David Steiner, Commissioner of Education, New York State

Susan Castillo, Superintendent of Public Instruction, Oregon

12:00 PM—1:15 PM

Networking Luncheon

Ballroom I

Networking Luncheon – please observe signage for seating.

FRIDAY, JULY 16 (CONTINUED)

1:15 PM—2:30 PM

Providing High Quality Clinical Experience for Teachers and School Leaders

Ballroom II/III/IV

Presider:

Christopher Koch, Superintendent of Education, Illinois

Speakers:

Nancy Zimpher, Chancellor, State University of New York

Dwight Jones, Commissioner of Education, Colorado

Panelists:

Stephen M. Jordan, President, Metropolitan State College of Denver

Dwight Jones, Commissioner of Education, Colorado

Sally Clausen, Retired Commissioner of Higher Education, Louisiana Board of Regents

Kathy O'Neill, Director, Leadership Initiative, Southern Regional Education Board

2:30 PM—2:45 PM

Break

Foyer I/II

2:45 PM—4:00 PM

Imperative for Action

Ballroom II/III/IV

Closed session for Chiefs, SHEEOs, and their staff

Presider:

Terry Holliday, Commissioner of Education, Kentucky

Speaker:

Richard Laine, Director of Education, The Wallace Foundation

FRIDAY, JULY 16 (CONTINUED)

4:00 PM—4:15 PM

Putting it All Together and Moving Forward

Ballroom II/III/IV

Closed session for Chiefs, SHEEOs, and their staff

Speakers:

Gene Wilhoit, Executive Director, Council of Chief State School Officers

Paul Lingenfelter, President, State Higher Education Executive Officers

4:15 PM

Meeting adjourns

Improving Academic Quality Assurance

Dr. Peter Smith
SHEEO Annual Meeting
Minneapolis, Minnesota
July 14, 2010

Why Is Academic Quality Today's hot Button Issue

- Skilled Jobs are chasing skilled workers
- Complex and Diverse Variety of Modalities
- Higher Education has not become significantly more efficient or effective
- Conclusion: the need to define, describe, and achieve academic quality has never been greater.

Two Areas Where Approval and
Accreditation Can embrace and Drive
Academic Quality

1. Continuous Improvement
2. Academic and Institutional Outcomes

Continuous Improvement

- Require in the self-study a CI design and process for designated Academic and learning-related processes

Recommendations

1. SHEEOs and Associations agree on and require members to use a common template and rubrics for the CI process .
2. Define core academic areas where CI will be implemented and data collected.

Require Self-Study on Learning
Outcomes that are Consistent, Valid,
and Reliable

- Distinguish Between
 - Academic Learning Outcomes: Knowledge, Skills, and Abilities.
 - Institutional Impact Outcomes: persistence, graduation, satisfaction, job placement et. al.

Academic Learning Outcomes

- Consistent:
At the course and program levels, with rubrics embedded in the curriculum
- Ex: Lumina's Tuning Project, AACU's "Greater Expectations" ; Dublin Descriptors

- Valid:
Link academic learning outcomes at the course and program level to hierarchy of workplace skills and abilities both generic and job-specific.
- Ex: ACT/CAEL product

- Reliable: Third party review of institutional impact outcomes and academic learning outcomes at course and program levels
- Ex: Concord Law School; NSSE, CLA

Recommendation

- SHEEO and Accrediting Associations define eligible third party agents and rubrics for each area of Learning outcomes (consistent, valid, reliable) including the Liberal Arts

Other Recommendations

- Create an “Innovation Application” process to encourage new thinking on academic improvement
- Incentivize the portability of credit between institutions by asking institutions to document what their policies for rejecting credit are and to reveal how much credit they deny and why.
- Ex: Minnesota Model

Raising the Bar: Employers' Views on College Learning

SHEEO Annual Meeting
July 14, 2010

Debra Humphreys
Association of American Colleges & Universities
humphreys@aacu.org
www.aacu.org



Association
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Liberal Education & America's Promise



EXCELLENCE FOR EVERYONE AS A NATION GOES TO COLLEGE

**“A COLLABORATION BETWEEN EDUCATORS,
POLICYMAKERS, AND EMPLOYERS”**



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LEAP Partners and Advisors

National Leadership Council

(includes K-16 educators, policy makers, business leaders,
civic leaders)

Lois Quam, founder, Tysvar, LLC

Hart Research Associates

(conducted focus groups and four national surveys to inform
LEAP campaign)

Abigail Davenport, Senior Vice President



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LEAP Reaches the 5-Year Mark



New Findings on Employer Priorities
for Student Learning in College

*Hart Research Associates
for the LEAP Initiative*



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LEAP Responds to New Reality— The World is Demanding More

There is a demand for more **numbers** of college educated workers.

There is also a demand that those educated workers and citizens have higher levels of **learning and knowledge.**



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Narrow Learning is Not Enough

The LEAP Essential Learning Outcomes

- ***Knowledge of Human Cultures and the Physical and Natural World***
Focused on engagement with big questions, enduring and contemporary
- ***Intellectual and Practical Skills***
Practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance
- ***Personal and Social Responsibility***
Anchored through active involvement with diverse communities and real-world challenges
- ***Integrative Learning***
Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

LEAP Promotes:

Essential Learning Outcomes

A Guiding Vision for College Learning and Liberal Education in the 21st Century

High Impact Practices

Helping Students Achieve the Essential Learning Outcomes

Authentic Assessments

Probing Whether Students Can APPLY Their Learning – to Complex Problems and Real-World Challenges



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Connecting Educators, Employers and Policymakers: A Key LEAP Strategy



Making—and Promoting—an
Economic and Civic Case for
Liberal Education



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US Economy Defined by Greater Workplace Challenges and Dynamism

- **Every year, more than 1/3 of the entire US labor force changes jobs.**
- **Today's Students Will Have 10-14 Jobs by the Time They Are 38.**
- **50% of Workers Have Been With Their Company Less Than 5 Years.**
- **Each year, more than 30 million Americans are working in jobs that did not exist in the previous quarter.**

Source: DOL-BLS



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More College-Educated Workers are Needed but Supply is Not Keeping up

Economists predict that by 2018, America will be 3 million college-educated workers short, but college graduation rates are flat.

By 2018, 22 million new and replacement jobs will require some college.

By 2018, 63 percent of all jobs will require at least some postsecondary education.

US high school graduation rates have not improved in 40 years

Sources: Georgetown University Center on Education and the Workforce;
AAC&U, *College Learning for the New Global Century* (2007);
Lumina Foundation for Education



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Raising The Bar

*Employers' Views On College Learning
In The Wake Of The Economic Downturn*

Key findings from survey among 302 employers
Conducted October 27 – November 17, 2009
for



Association of American Colleges and Universities

2009 AAC&U Survey Methodology

- ◆ Survey among 302 executives at private sector and non-profit organizations that have 25 or more employees
- ◆ Each reports that 25% or more of their new hires hold an associate's degree from a two-year college or a bachelor's degree from a four-year college.
- ◆ Overall margin of error = ± 5.7 percentage points

Source: *Raising the Bar* (AAC&U, 2010)



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“Raising the Bar” Examines:



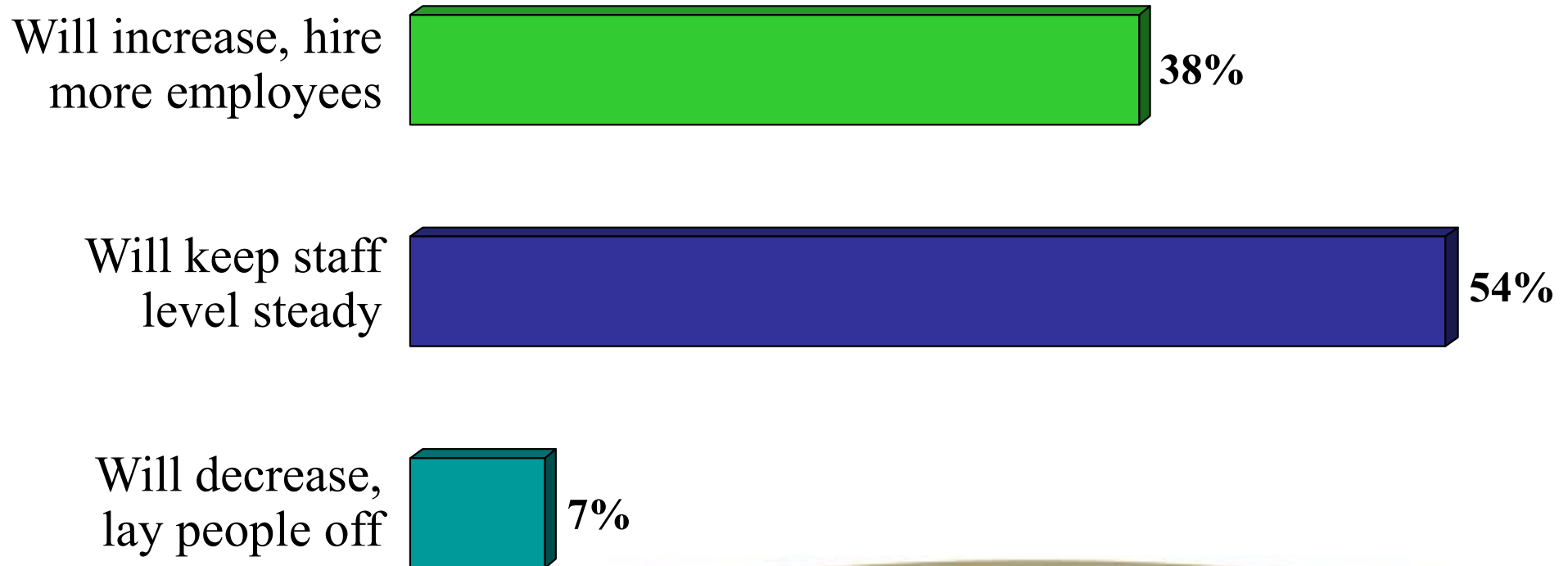
- ◆ How Workplace Expectations Are Changing
- ◆ Whether Colleges and Universities Are Doing a Good Job
- ◆ What Learning Outcomes Employers Seek
- ◆ What Practices They Think “Would Help”



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Nearly two in five employers expect to increase staff level in the next year.

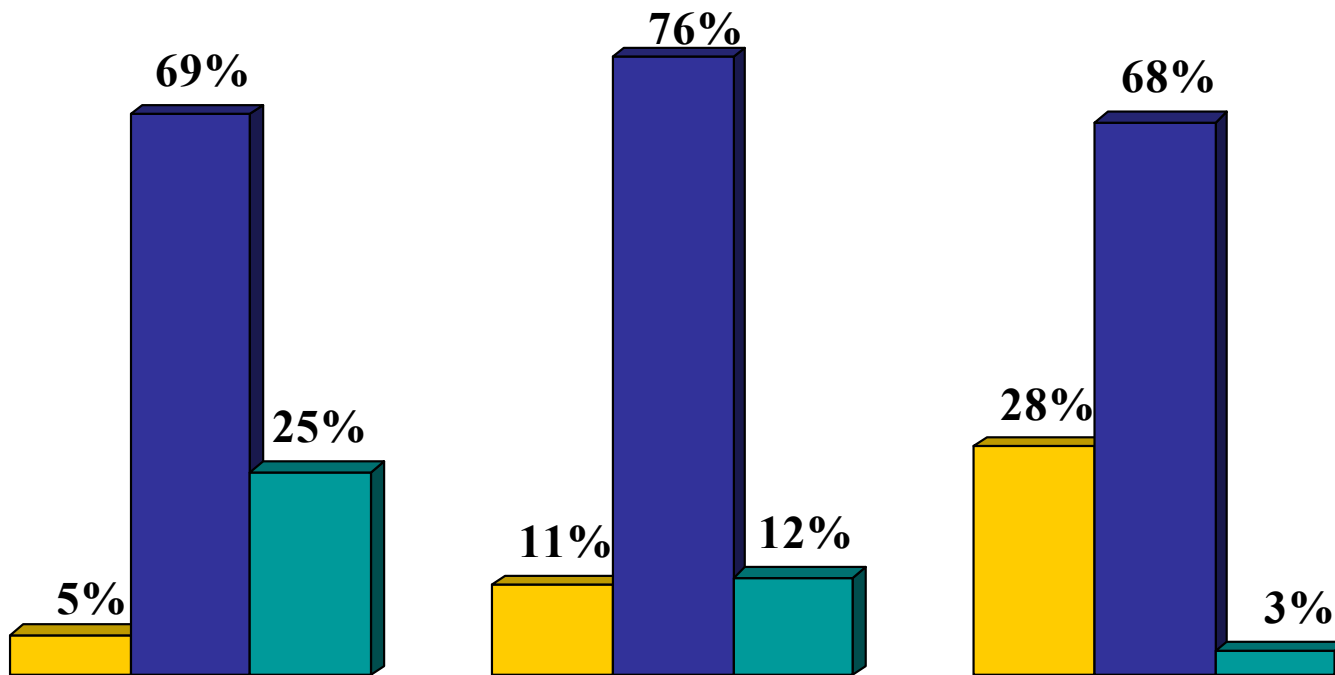
Expectations of Company's Staff Level in the Next Year



Employers expect increased emphasis on hiring people with a bachelor's degree.

Expectations of Company's Emphasis on Education Level of Hirees

- Will put MORE emphasis on hiring people with this level of education
- Will put THE SAME emphasis on hiring people with this level of education
- Will put LESS emphasis as before on hiring people with this level of education



	Plan to increase staffing	Do not plan to increase staffing
More emphasis on BA/BS degree	38%	21%
Same emphasis on BA/BS degree	58%	75%
Less emphasis on BA/BS degree	4%	3%

High school degree, no further education

Associate's degree from two-yr college

Bachelor's degree from four-yr college

Employers' Expectations of Employees Have Increased

% who agree with each statement

Our company is asking employees to **take on more responsibilities** and to **use a broader set of skills** than in the past



Employees are expected to **work harder to coordinate with other departments** than in the past



The **challenges** employees face within our company are **more complex today** than they were in the past

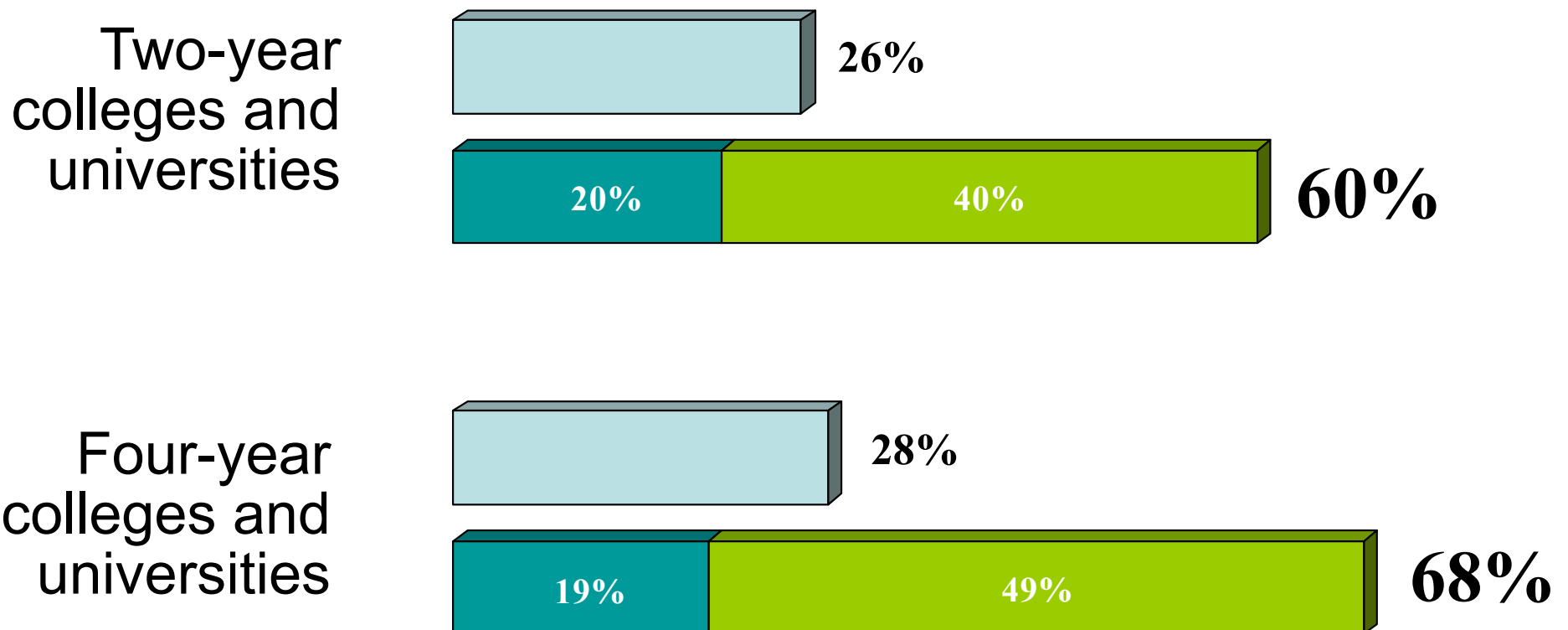


To succeed in our company, employees need **higher levels of learning and knowledge** today than they did in the past



How good a job are our colleges/universities doing in preparing students effectively for the challenges of today's global economy?

■ Doing good job ■ Some improvement needed ■ Significant improvement needed



Employers' Top Priorities For Student Learning Outcomes In College



% saying two- and four-year colleges should place MORE emphasis on helping students develop these skills, qualities, capabilities, knowledge



Employers Assess the Potential Value of Emerging Educational Practices

% saying each would help a lot/fair amount to prepare college students for success

- 84%** Expecting students to **complete a significant project** before graduation that demonstrates their depth of knowledge in their major AND their acquisition of analytical, problem-solving, and communication skills *(62% help a lot)*
- 81%** Expecting students to complete an **internship or community-based field project** to connect classroom learning with real-world experiences *(66%)*
- 81%** Ensuring that students develop the skills to **research** questions in their field and develop **evidence-based analyses** *(57%)*
- 73%** Expecting students to work through **ethical issues and debates** to form their own judgments about the issues at stake *(48%)*

Broad Skills/Knowledge AND Specific Skills/ Knowledge Are Needed for Career Success

Which is more important for recent college graduates who want to pursue advancement and long-term career success at your company?

BOTH in-depth AND broad range of skills and knowledge



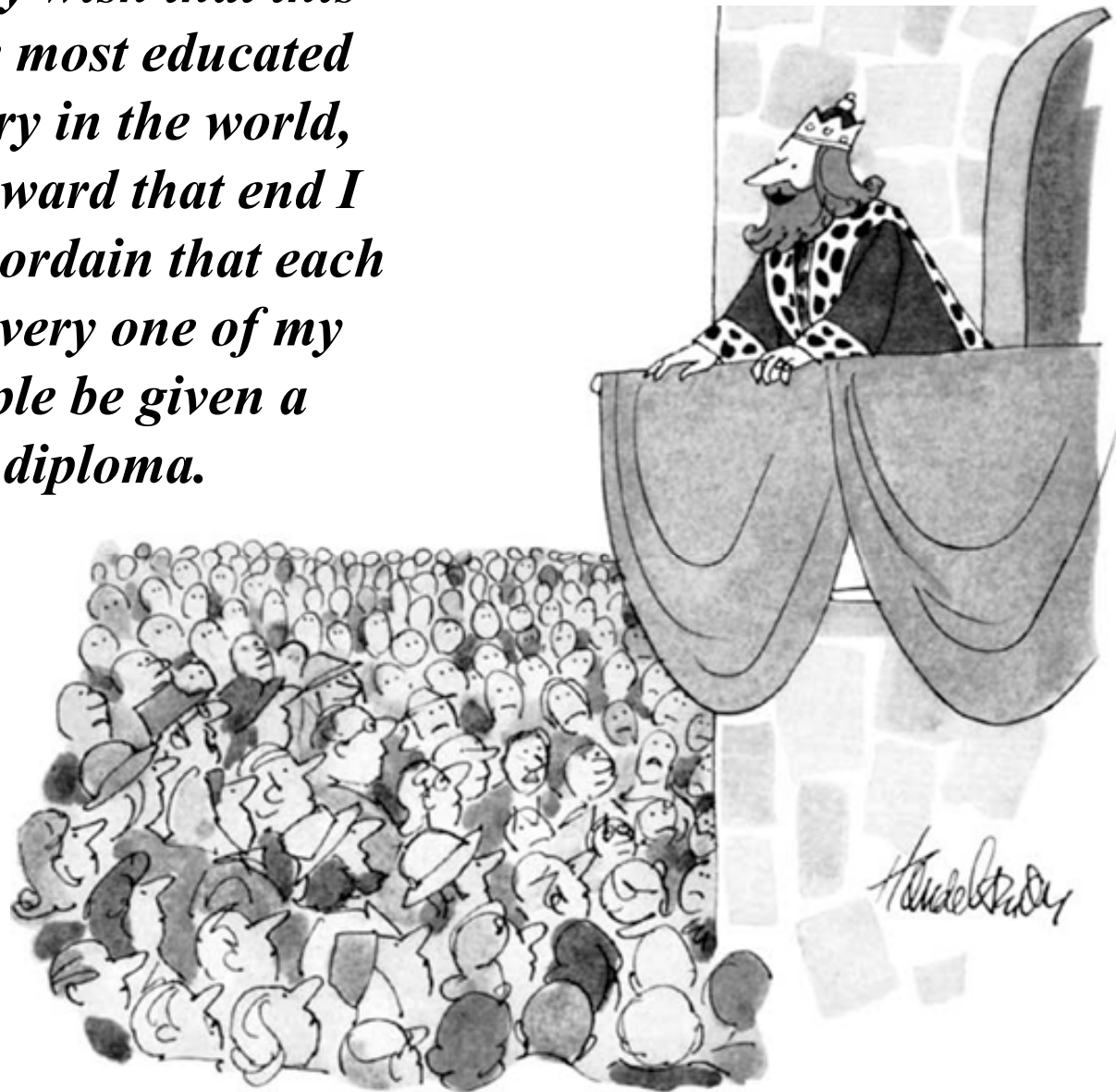
Broad range of skills and knowledge that apply to a range of fields or positions



In-depth knowledge and skills that apply to a specific field or position



*It is my wish that this
be the most educated
country in the world,
and toward that end I
hereby ordain that each
and every one of my
people be given a
diploma.*



***In a Knowledge Economy,
Liberal Education—and the
Outcomes It Develops—Are
Key to American Capability
and Student Success***



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The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

★ 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

★ 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

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see www.aacu.org/leap.

Percentage of Employers Who Want Colleges to “Place More Emphasis” on Essential Learning Outcomes



★ Knowledge of Human Cultures and the Physical and Natural World

• Science and technology	70%
• Global issues	67%*
• The role of the United States in the world	57%
• Cultural diversity in the United States and other countries	57%
• Civic knowledge, participation, and engagement	52%*

★ Intellectual and Practical Skills

• Written and oral communication	89%
• Critical thinking and analytic reasoning	81%
• Complex problem solving	75%
• Teamwork skills in diverse groups	71%*
• Creativity and innovation	70%
• Information literacy	68%
• Quantitative reasoning	63%

★ Personal and Social Responsibility

• Ethical decision making	75%
• Intercultural competence (teamwork in diverse groups)	71%*
• Intercultural knowledge (global issues)	67%*
• Civic knowledge, participation, and engagement	52%*

★ Integrative and Applied Learning

• Applied knowledge in real-world settings	79%
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Note: These findings are taken from *Raising the Bar: Employers' Views on College Learning in the Wake of the Economic Downturn*, a survey of employers conducted for AAC&U by Hart Research Associates and published in 2010. For a full report on this survey and related employer findings, see www.aacu.org/leap.

*Starred items are shown in multiple learning outcome categories because they apply to more than one.

The Miami Dade College Learning Covenant

Miami Dade College is the largest and most diverse non-profit college in the nation. With eight campuses and over 170,000 students from across the world, the College offers over 300 programs of study and several degree options, including vocational, associate, and baccalaureate degrees.

[B]oth at Miami Dade and nationally...[Eduardo Padron] has pushed liberal education, including ethics and critical-thinking and communications skills, "for every American."

"The world is spinning at such a very fast pace that you need not only technical skills, but general skills in many different areas to adapt to different situations," Padron says. "Just preparing somebody to install solar panels is not going to be enough because two years from now it will be something else."

Source: Cynthia Barnett, "Eduardo Padron, Floridian of the Year" (*Florida Trend*, January 1, 2010)

The Miami Dade Learning Outcomes

Purpose: Through the academic disciplines and co-curricular activities, Miami Dade College provides multiple, varied, and intentional learning experiences to facilitate the acquisition of fundamental knowledge and skills and the development of attitudes that foster effective citizenship and life-long learning.

As graduates of Miami Dade College, students will be able to:

1. Communicate effectively using listening, speaking, reading, and writing skills.
2. Use quantitative analytical skills to evaluate and process numerical data.
3. Solve problems using critical and creative thinking and scientific reasoning.
4. Formulate strategies to locate, evaluate, and apply information.
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.
6. Create strategies that can be used to fulfill personal, civic, and social responsibilities.
7. Demonstrate knowledge of ethical thinking and its application to issues in society.
8. Use computer and emerging technologies effectively.
9. Demonstrate an appreciation for aesthetics and creative activities.
10. Describe how natural systems function and recognize the impact of humans on the environment.

University of Wisconsin System Shared Learning Goals for Baccalaureate Students

All bachelor degree programs offered by University of Wisconsin System institutions have certain goals and purposes. While respecting the individual missions and practices of each UW System institution, the following describes a set of learning goals shared by all of our institutions, even though each institution may approach these goals differently. The essence of these learning goals is a commitment to liberal education.

The University of Wisconsin System embraces the definition of liberal education developed by the Association of American Colleges and Universities, a definition informed by AAC&U's dialogue with hundreds of colleges, universities, and business and civic leaders.

Liberal education is a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement. These broad goals have been enduring even as the courses and requirements that comprise a liberal education have changed over the years. Characterized by challenging encounters with important and relevant issues today and throughout history, a liberal education prepares graduates both for socially valued work and for civic leadership in their society. It usually includes a general education curriculum that provides broad exposure to multiple disciplines and ways of knowing, along with more in-depth study in at least one field or area of concentration. [http://www.aacu.org/advocacy/What_is_liberal_education.cfm]

It is within this larger context of liberal education that we envision the *UW System Shared Learning Goals*.

The *UW System Shared Learning Goals* provide a framework to communicate the meaning and value of a college education to students, parents, and the broader community.

These five shared goals were derived from extensive discussions among faculty and staff representing every institution within the University of Wisconsin System. They represent the synthesis and essence of the goals of these various institutions.

University of Wisconsin System Shared Learning Goals for Baccalaureate Students

- **Knowledge of Human Cultures and the Natural World** including breadth of knowledge and the ability to think beyond one's discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences.
- **Critical and Creative Thinking Skills** including inquiry, problem solving, and higher order qualitative and quantitative reasoning.
- **Effective Communication Skills** including listening, speaking, reading, writing, and information literacy.
- **Intercultural knowledge and competence** including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.
- **Individual, Social and Environmental Responsibility** including civic knowledge and engagement (both local and global), ethical reasoning, and action.

Many University of Wisconsin System campuses are currently working to advance these primary learning goals and values. However, we can be more intentional, coordinated, systematic, and effective in educating the citizens that our communities, state, and nation need.

Reference

College Learning for the New Global Century, AAC&U, January 2007
http://www.aacu.org/advocacy/leap/documents/Global_Century_final.pdf



Productivity: Reflections After Two Years



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Productivity: It's About Social Justice

- Big Goal
- It is not a grant
- It is not an initiative (MOA)
- It is about resources spent differently



Productivity: It is Four Steps Addressed Systematically at the State Level

- Reward institutions for completion
- Reward students for completion
- Expand low-cost options
- Invest in institutions that model good business practices



Productivity: It can't be accomplished without statewide policy capacity

■ SHEEO

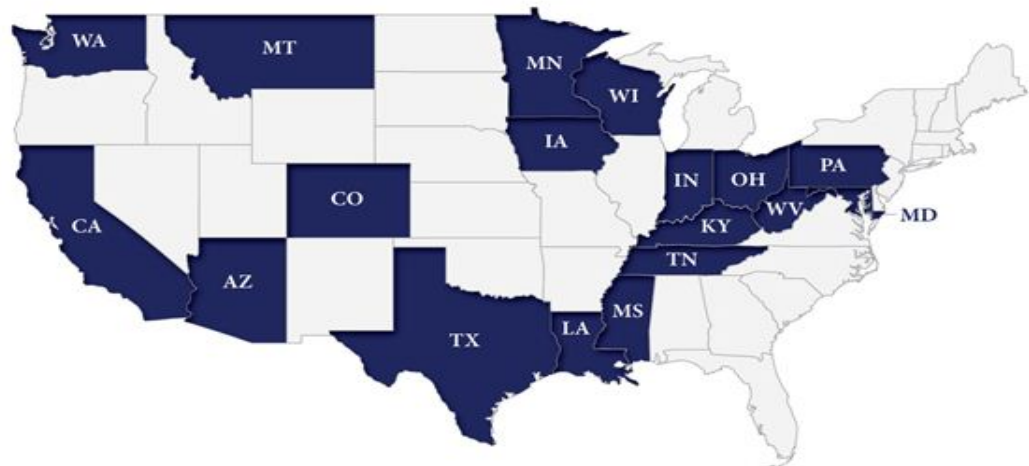
■ PCNs

■ Strategy Labs

PARTICIPATION & JOINING THE LABS

Lumina will sponsor two cohorts of states to participate in the Strategy Labs. The first cohort of states will begin in June 2010. The second cohort will begin in January 2012. Participation within cohort states is not limited.

The first cohort of Strategy Labs states includes: Arizona, California, Colorado, Indiana, Iowa, Kentucky, Louisiana, Maryland, Minnesota, Mississippi, Montana, Pennsylvania, Ohio, Tennessee, Texas, Washington, West Virginia and Wisconsin.



Productivity: It is the Only Way to Manage the Fiscal Cliff

- Lumina's 2010 National Productivity Conference
- November 15-16 in Indianapolis
- New modeling and advice from NCHEMS and Delta
- All SHEEOs are invited; we'll pay

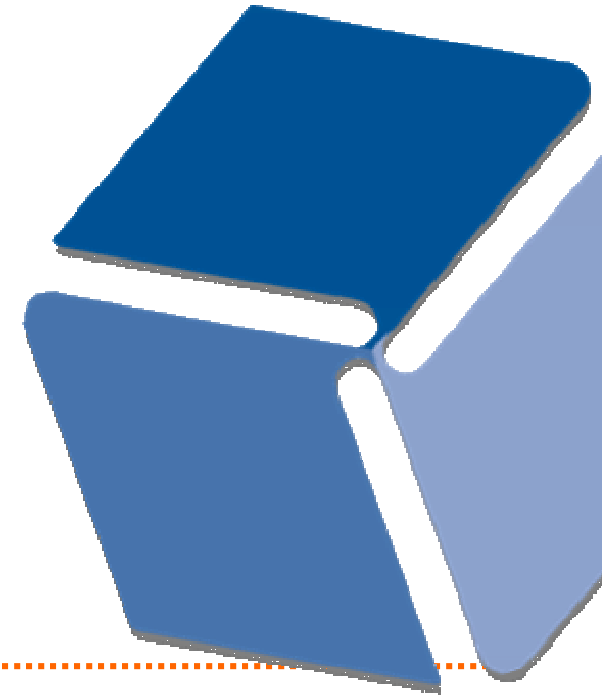


Productivity:

Graduating many more students with the resources we have, without sacrificing quality



Achieving the Possible:
Improving Productivity in Higher Education



SHEEO Annual Meeting
Minneapolis, Minnesota
July 14, 2010



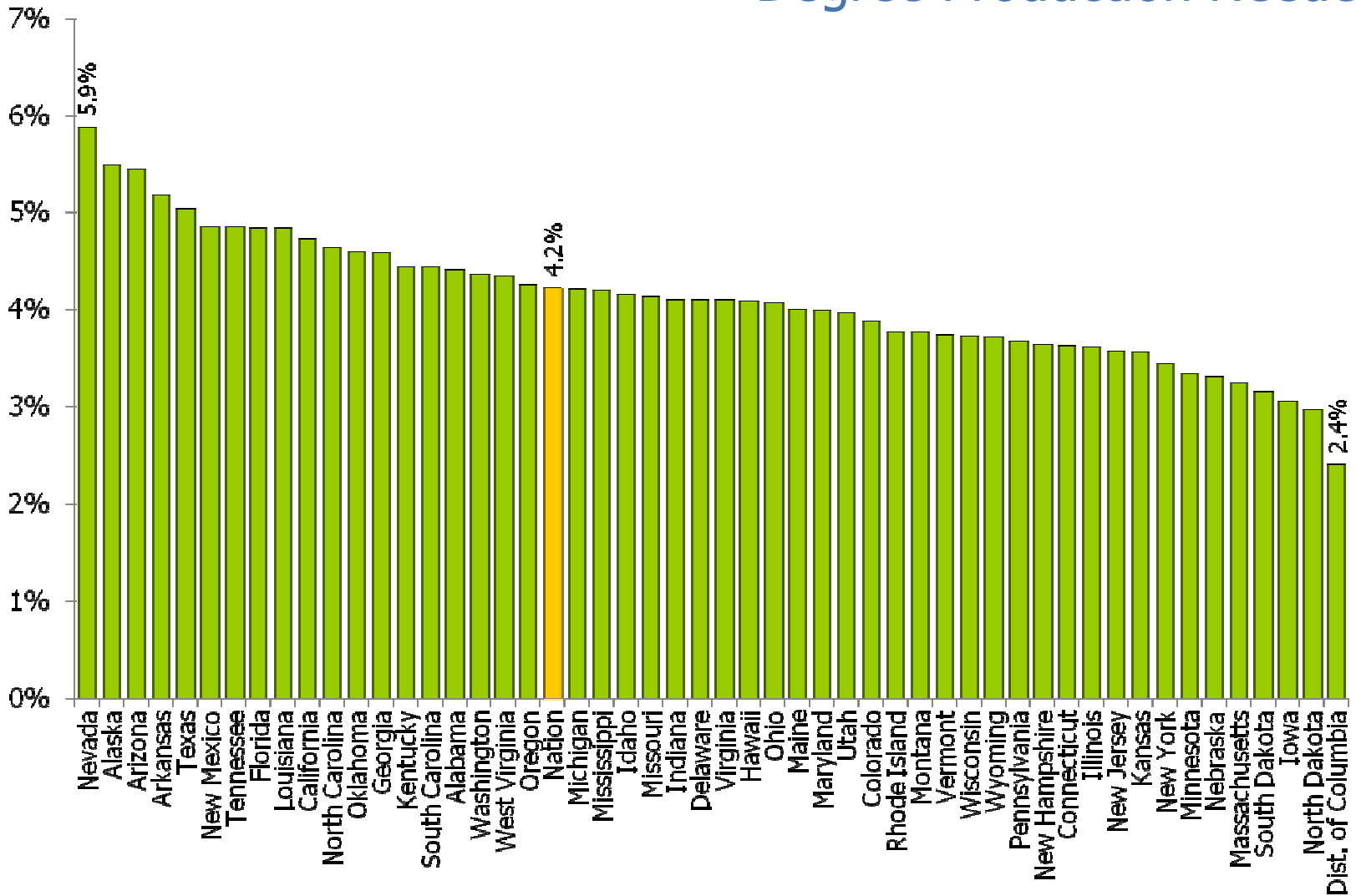
NCHEMS

National Center for Higher Education Management Systems
3035 Center Green Drive, Suite 150
Boulder, Colorado 80301

Calculating the Degree Gap for 25 to 34 Year Olds

Current % of Adults Aged 25 to 34 with College Degrees (2008)	37.8%
Average Annual % Change from 2000 to 2008	0.34%
2020 % with Average Annual Change Applied to 2008 base	41.9%
Projected 25 to 34 Year Olds in 2020	45,065,697
Additional Degrees Needed to Meet Goal = $(60.0 - 41.9\%) * 45,065,697$	8,165,954
Additional Degrees Needed Annually (to make linear progress)	123,727
Current Production of Associate and Bachelors (2007-08)	2,313,233
Annual Percent Increase Needed	4.2%

Contributing to the Goal: Average Annual % Increase in Degree Production Needed



State Fiscal Realities

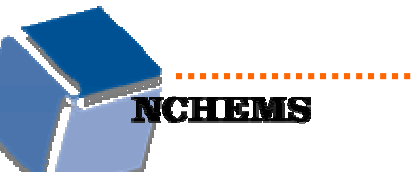
- No end in sight to revenue shortfalls
- Benefits for higher education lag recovery
 - Employment rebound lags financial recovery
 - State revenue increases lag employment gains
 - Higher education benefits lag state revenue gains
- All 50 states have structural deficits

The Decision to be Made

- Reduce access in response to constrained resources – *perpetuate business as usual*

or

- Find ways to pursue goal with in constraints of limited resources – *improve productivity*



Approaches to Achieving Greater Productivity

- Build cost-effective systems
- Change the academic production function
- Reduce demand each student places on the system
- Reduce leaks in the pipeline

Building Cost-Effective Systems

- More appropriate mix of institutions
- Create new types of providers
- Effective collaboration among institutions
- More efficient use of existing resources
- Rein in costs of benefits

Changing the Academic Production Function

- Create programs of cost-effective size (elimination in some cases, collaboration in others)
- Reengineer curricula
- Reengineer course delivery
- Change composition and deployment of human assets

Reducing Demands Each Student Places on the System

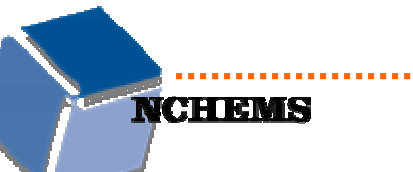
- Students come to college fully prepared (no remediation)
- Accelerated learning
- Minimize “rework”
- Improve rates of course completion
- Reduce credit hours to degree
- Encourage use of assessment/“test out” options
- Learning in the workplace/credit for experience

Reducing Leaks in the Pipeline

- Curricula alignment
- Financial aid incentives
- Early-warning systems
- Improved consumer information

A Final Point

- The need to re-think practice state budgeting practices
 - Budget to efficient practice, not average
 - Consider performance, not just expenditures
 - Invest strategically – put the money behind the goals





Midwestern Higher Education Compact (MHEC) Initiatives

57th SHEEO Annual Meeting
Minneapolis, Minnesota
July 15, 2010

Presentation by Larry A. Isaak, MHEC President

Midwest CREST



- ▶ Across the Midwest over 10 million adults have earned some college credits but have not earned a degree.
- ▶ Citizens increasingly “swirl” among colleges and universities during the course of their educational pursuits, often enrolling in multiple institutions of varying types in different states and at different times in their lives.
- ▶ The Bill & Melinda Gates Foundation has awarded MHEC a grant to explore the creation of the Midwest Credential Repository for Education, Skills, and Training (CREST).

Midwest CREST



- ▶ CREST is envisioned as a means of growing the human capital of the region by matching degree seekers with degree completing institutions.
- ▶ The exploratory process has identified additional opportunities for MHEC to assist states in developing improved processes and systems for facilitating interstate mobility of students and accelerating degree completion.

Policy Research: Difficult Dialogues



- ▶ Part of Lumina Foundation’s “Making Opportunity Affordable” initiative
 - Phase I: Policy Summit Dialogues, Nov. 2008
 - Phase II: Dialogues in all 12 MHEC states
April to Dec., 2009

- ▶ Thought Experiment:
 - Suppose you had to increase the proportion of adults in the U.S. with a college degree by 20 percentage points by 2025 with no increase in funding and no decrease in quality. How would you do it?

Difficult Dialogues: Contradictions & Conundrums

- ▶ Focused, directive curriculum vs. opportunity to choose from a variety of courses
- ▶ Broad based studies vs. career specific education
- ▶ Aligning students with “better fit” institutions vs. fear of tracking & the desire to give everyone a chance
- ▶ Mixed perspectives on remedial education
- ▶ High cost of multiple campuses & duplicative programs vs. access and opportunity
- ▶ System–level policymaking & standardization vs. institutional autonomy & entrepreneurship
- ▶ Facilitate mobility & aggregation of credits vs. “our degree” at “our institution”
- ▶ Need for improved student services vs. the cost of said investments

Difficult Dialogues: Policy Challenges



- ▶ Producing real change while remaining sensitive to fundamental values about the purpose and role of higher education
- ▶ Investing in long-term gains, not short-term fixes
- ▶ Measuring the impact of investments and developing genuine systems of accountability
- ▶ Managing higher education efficiently, knowing it's more than a business

MHEC Cost Saving and Cost Containment Initiatives



- ▶ Saved \$28 million for MHEC states in FY09 and \$286 million cumulatively

- ▶ Property insurance program insuring \$73 billion:
 - MHEC, WICHE, and NEBHE states

- ▶ Technology Programs:
 - MHEC and WICHE States
 - \$225 million of purchases

- ▶ Exploring energy and health insurance programs

Observations About Collaboration to Reduce Costs

- ▶ Focused initiatives (Don't try to do everything)
- ▶ Interstate compact statute critical
- ▶ Let users identify needs and build programs
- ▶ Barriers = turf, turf, turf
 - State government
 - Campuses, systems
- ▶ Need committed system and campus leaders who want different solutions



*Restore, Revitalize, Renew:
Higher Education's Role in the Economic
Transformation of Communities*



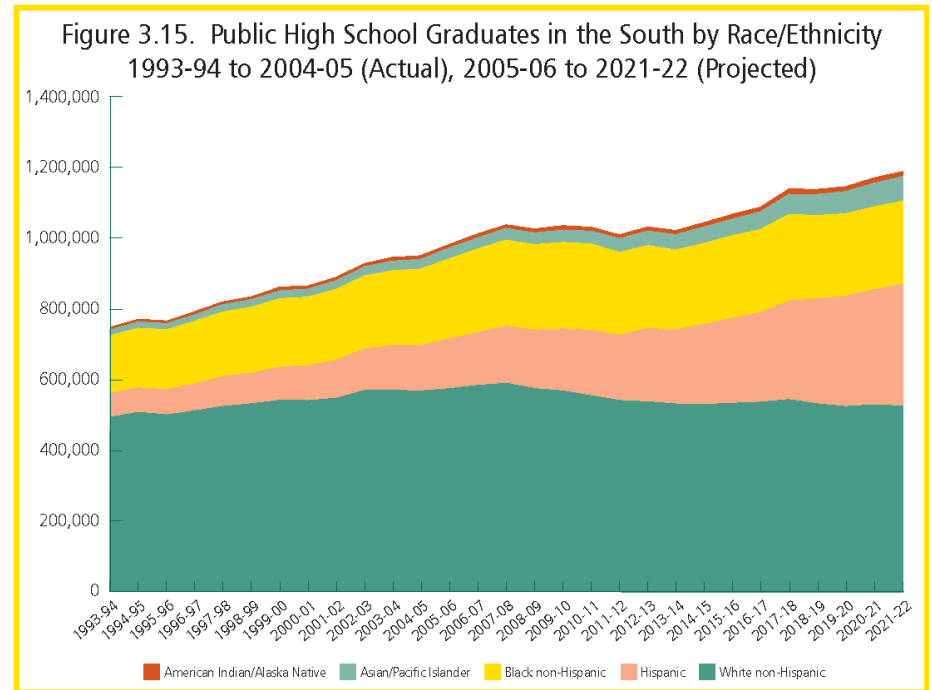
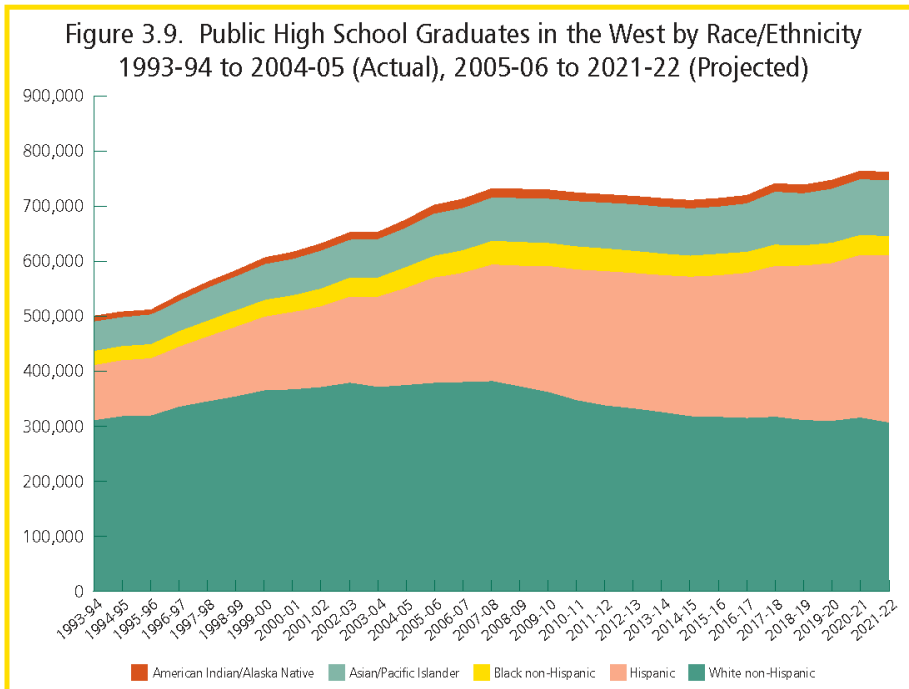
**Midwestern Higher Education Compact
Annual Policy Summit & Commission Meeting
November 15-17, 2010 • Detroit, MI
www.mhec.org/2010annualmtg**



The Westin Book Cadillac Detroit
1114 Washington Boulevard

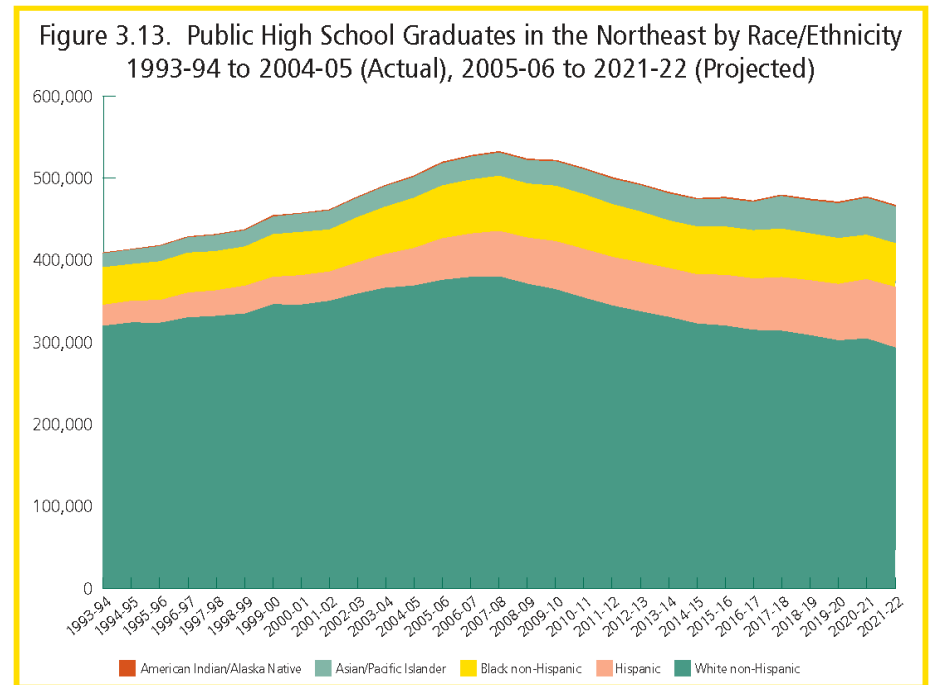
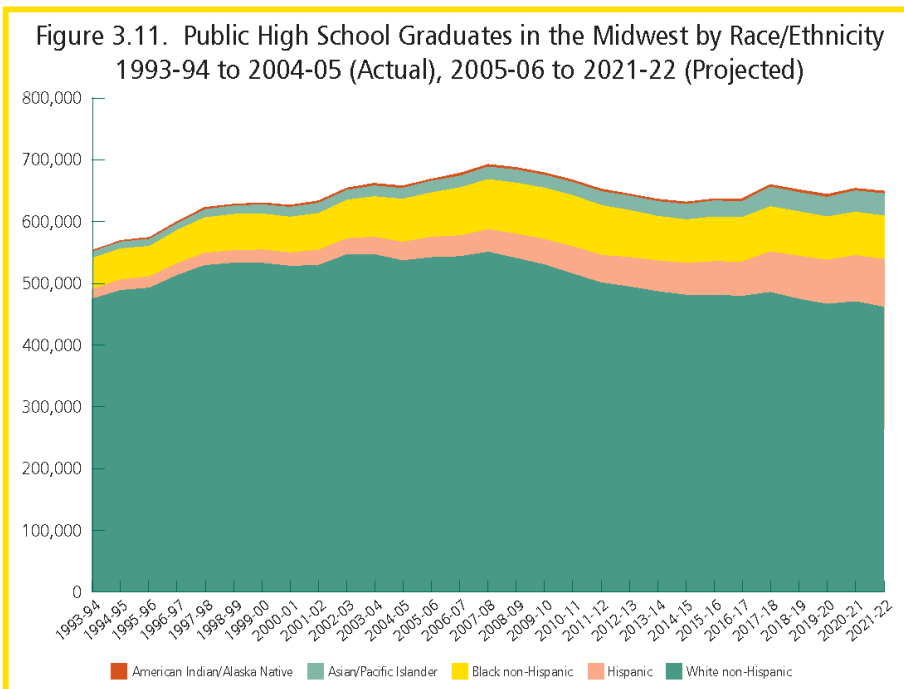
*Celebrating 20 Years of
Advancing Education Through Cooperation*

WICHE Projections of High School Grads



Source: WICHE, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity 1992-2022*. 2008.

WICHE Projections of High School Grads



Source: WICHE, *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity 1992-2022*. 2008.



Imperative for Action: Connecting the K-12 and Post- Secondary Systems for the Benefit of Both

CCSSO/SHEEO
2010 Summer Institute

Richard Laine
Director of Education
The Wallace Foundation

July 16, 2010

Why do systems need to work together?

In 1990 the News of the World reported that the Chunnel project, already suffering from huge cost overruns, would face another big additional expense caused by a colossal engineering blunder.

Apparently the two halves of the tunnel, being built simultaneously from the coast of France and England, would miss each other by 14 feet.

The error was attributed to the fact that French engineers had insisted on using the metric specifications in their blueprints. The mistake would reportedly cost \$14 billion to fix.

Priorities for K-12 & higher education exist in more challenging environment

- K-12 priority: Universal success by closing the achievement gap
- Post-secondary education priorities: Quality, access and affordability
- The challenging environment
 - Changing demographics in public schools – more poverty and more challenges facing students
 - Heightened demands for quality and accountability
 - Tough economy – fewer new dollars on the horizon

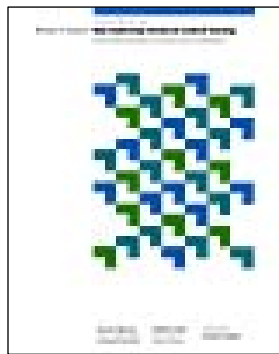
Connections between K-12 and higher education

- At student level – The focus typically is on the quality of the high school graduates
- At the adult level – The focus is typically on teacher preparation and is only recently beginning to include leader preparation

Leadership is key – especially where it is needed most

“...there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader.”

-- *How Leadership Influences Student Learning, 2005* and *Leadership for Learning, Leithwood, Seashore Louis & Wahlstrom, 2010*



Leadership is key – especially in tight budgets...

Investing in the development of 100 teachers can have an impact on approximately 2,500 students

Investing in the development of half as many principals can impact 50 schools, roughly 1,000 teachers and approximately 25,000 students

And investing in the development of both teachers and leaders can help close the achievement gap

**So investing in leadership makes sense
educationally and economically**

Critical need to bring about change

- Principal training has been the subject of unremitting criticism for years
- Only 56% of principals surveyed by NAESP rated their graduate education as highly valuable to their success as a principal (2008)
- Wallace-funded research report by Linda Darling-Hammond and team identified characteristics of effective leader preparation programs
- Small, but growing number of leader preparation programs incorporating effective characteristics
- Wrong incentives for both the applicants and the programs

Graduates of exemplary programs more likely to become principals

Exemplary programs:

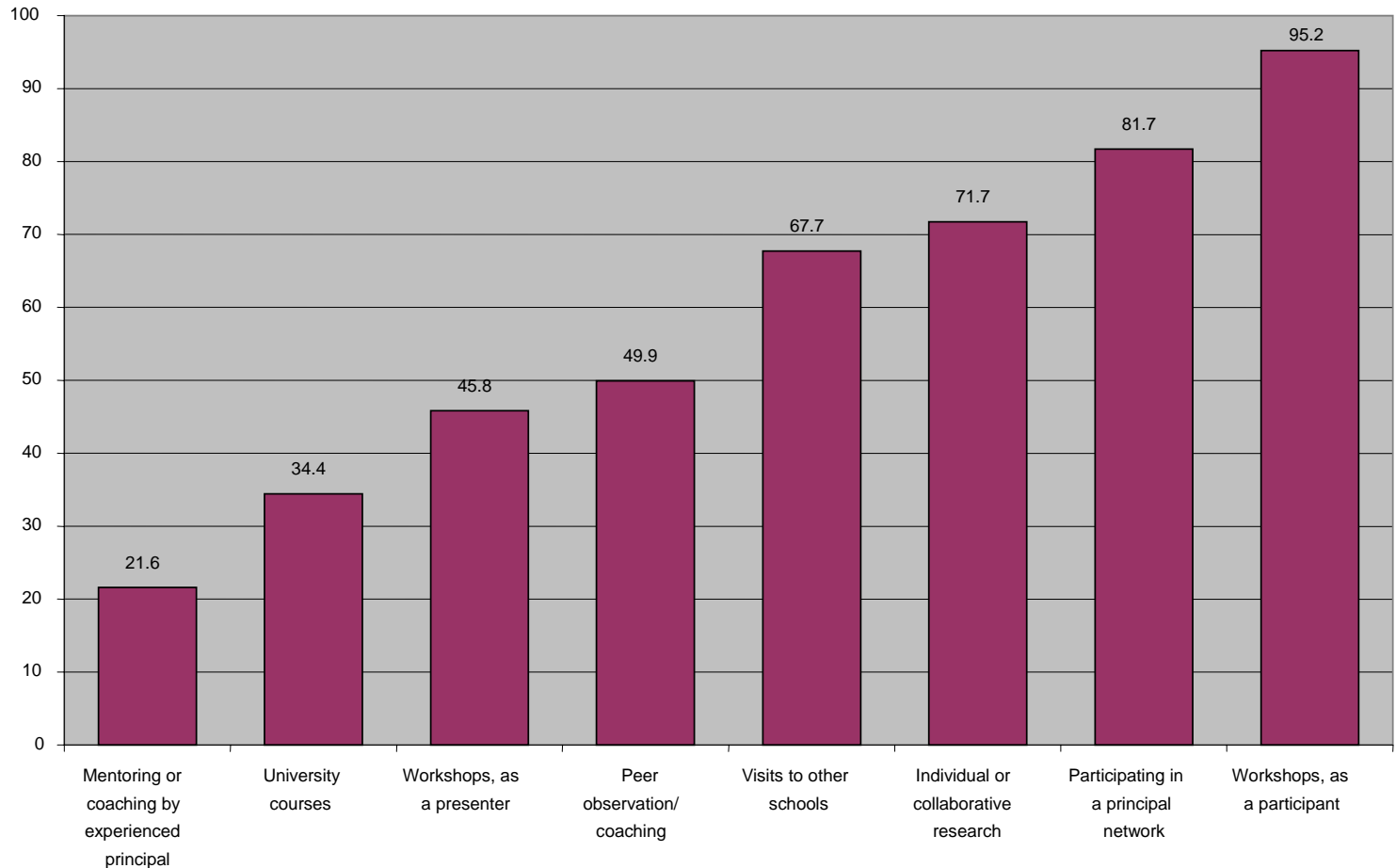
- 60% of the '02-'04 graduates of exemplary programs were principals by '05
- Another 20% were assistant principals

Typical administrator preparation programs:

- 20-30% of graduates become principals within a few years
- fewer than half ever enter any administrative position

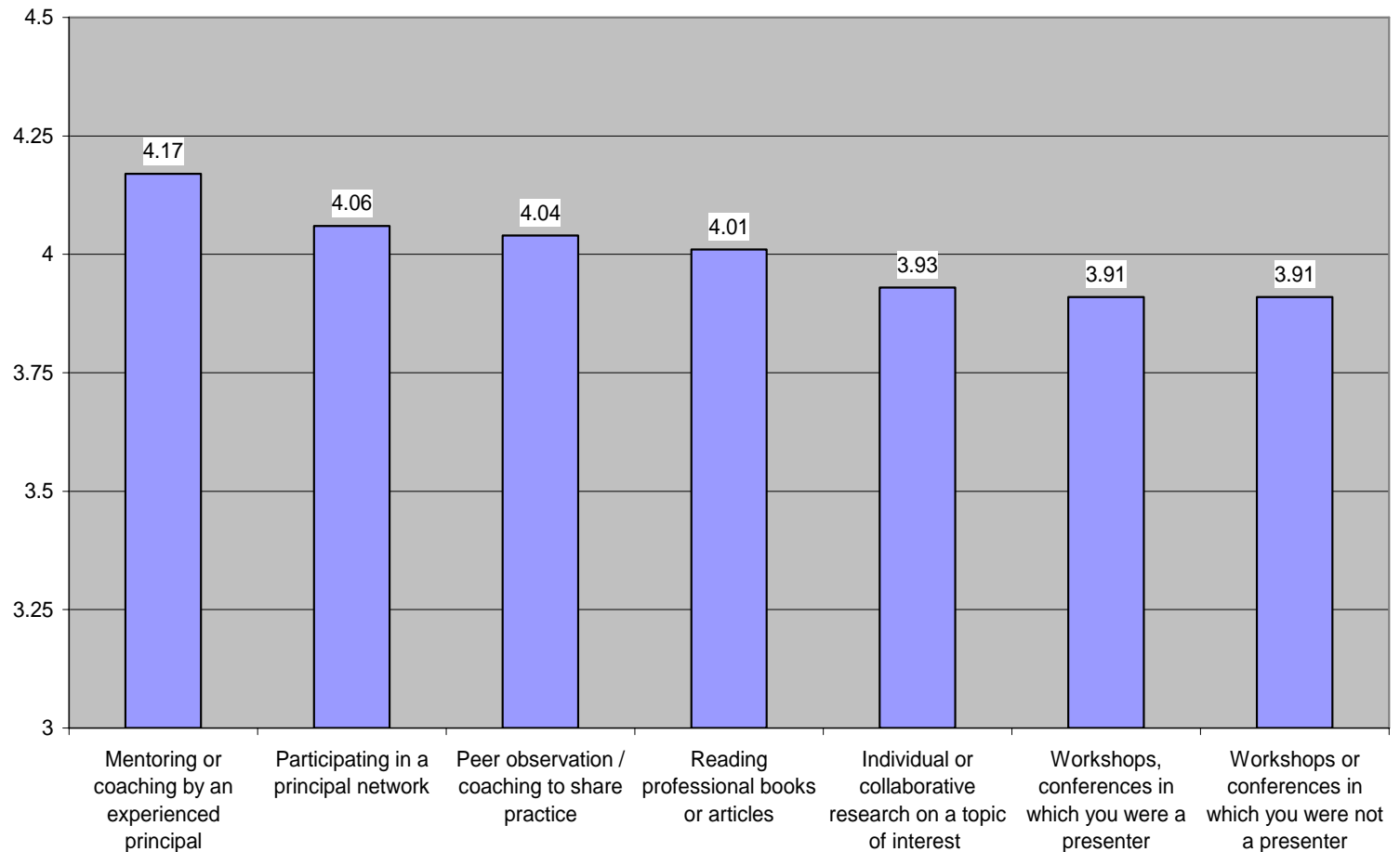
What principals typically experience

Figure 1 - Principals' Access to Professional Development in Last 12 Months
(% of Principals Participating)



What principals actually value

Figure 2 - Principals' Views of the Helpfulness of Professional Development
(1= Not at all Helpful; 5= Very Helpful)



Policy levers to improve leadership

- **Standards, data & accountability policy levers**
 - Leader standards – focused on right things?
 - Certification – who grants it?
 - Accreditation and program review – what is quality?
 - Assessment for initial license and/or renewal
 - Collect & use the right actionable data

Policy levers – Cont'd

➤ **Financial levers and incentives**

- Target resources to support aspiring leaders
- Modify funding allocation formulas for SIG dollars and other federal programs
- Explore differentiating incentives of teachers wanting to move up the salary guide from aspiring leaders
- Explore aligning incentives of preparation programs and faculty across university with needs of public schools

Policy levers – Cont'd

➤ **Continuing education policy levers**

- Increase access to induction/mentoring programs
- Increase likelihood that continuing ed requirements met by high quality professional development
- Consider regional leadership academies
- Explore the development of teacher leader programs to build pipeline for school leaders and new revenue source for higher education

As you utilize state policy levers, it is important to align state action with district policy and practice to have the greatest impact on schools...[RAND]

Barriers to change...

➤ **Lack of knowledge**

- Limited understanding of the need for change
- Unsure of what to do

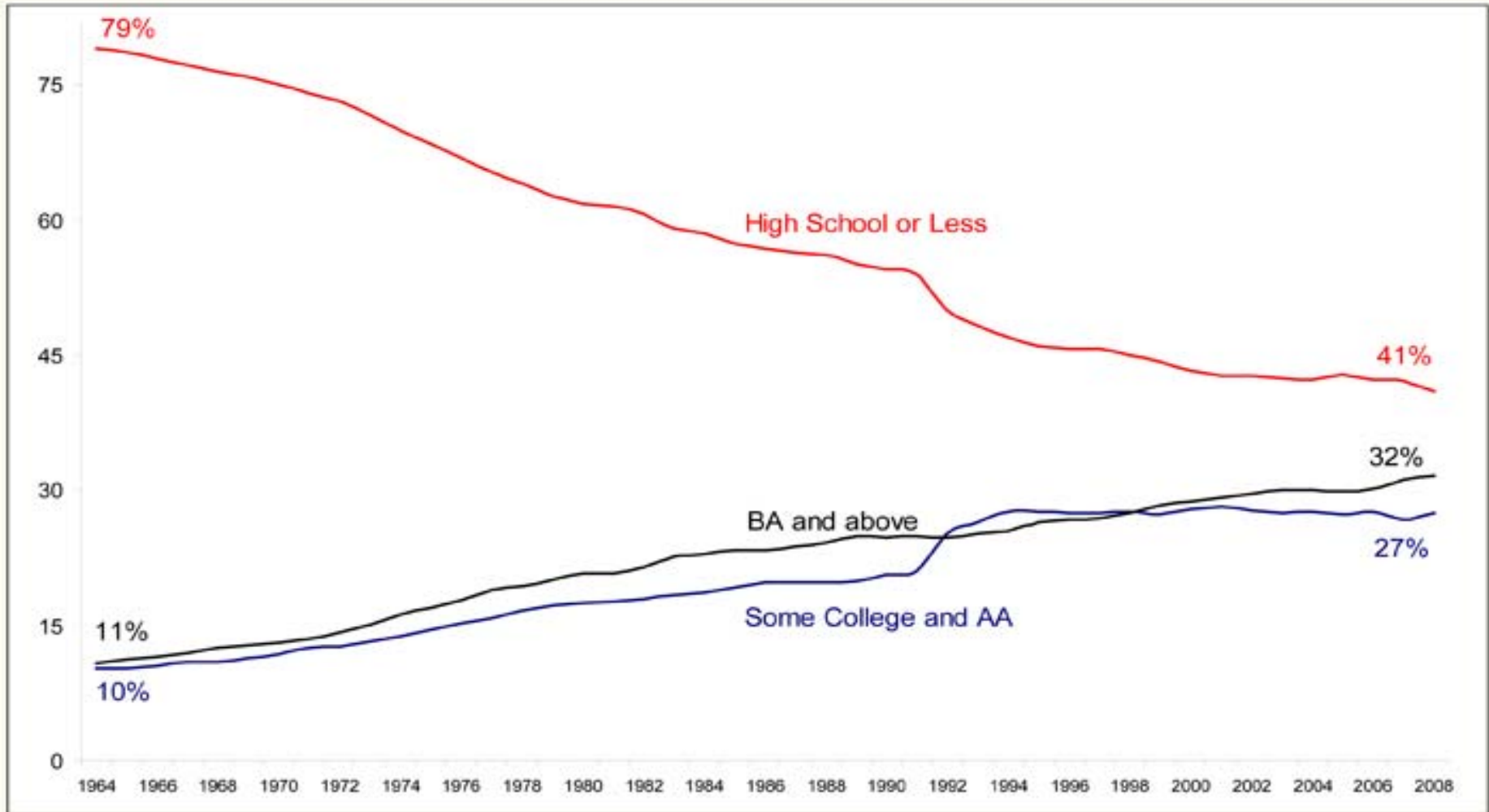
➤ **Lack of motivation**

- Strong incentives to maintain the status quo
- Lack of political will to change
- Opposing agendas

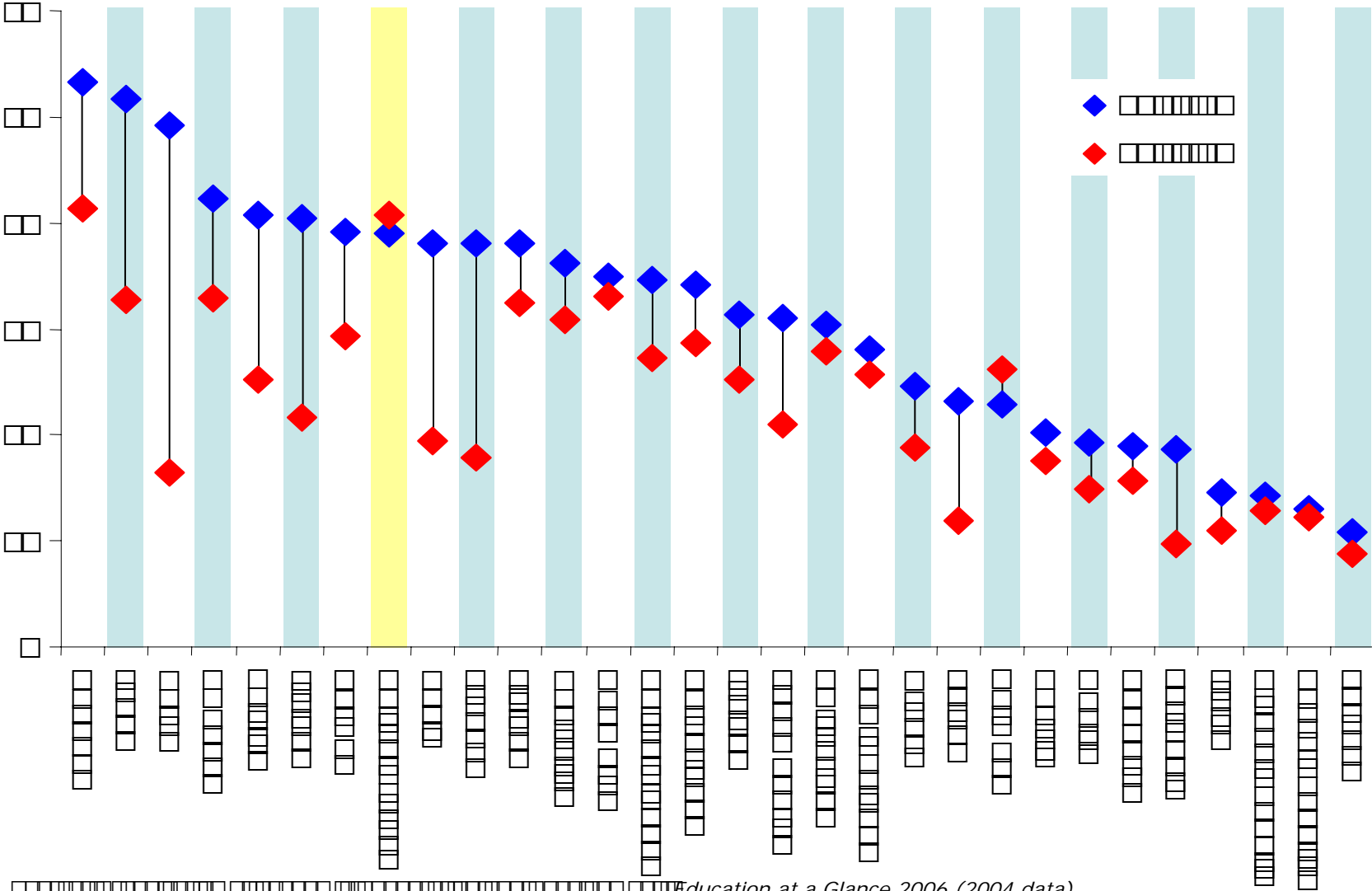
➤ **Lack of organizational capacity**

- Competing priorities
- Staff unprepared to change – lack of relevant skills
- Lack of productive partnerships to set policies and implement effectively

Growing need for more schooling – education requirement for a changing economy



Who is to blame for lack of US progress in college attainment (AA and up)?



Education at a Glance 2006 (2004 data)

Taking action: questions to consider

- What key policy levers have you used to improve leadership and other reforms?
- What is in the way of using the policy levers to achieve your reform goals?
- Does your organization have the authority, power and/or influence to bring about the needed changes? If not, what partners do you need?

“Don’t be afraid to take a big step when one is indicated. You can’t cross a chasm in two small steps.”

David Lloyd George, Prime Minister, England, 1916 – 1922