Beyond Educational Objectives, Outcomes Assessment, and Accreditation

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Oklahoma State University
June 19, 2009
Teaching & Learning:

Take a few minutes to complete the cards located at your seats (you will be asked to share).

Form groups of 3-4 people and share your responses.
Teaching & Learning:

Thinking back on your academic career, from which teacher or from which course did you learn the most and why?

“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”
Teaching & Learning:

Ten years after graduation, what would you hope students say about you as a teacher?
Teaching & Learning:

“The only thing that interferes with my learning is my education.”

- Albert Einstein
Teaching & Learning:

1. Teaching extends far beyond the boundaries of the traditional classroom
Teaching & Learning:

*Learning* is a process based on three interdependent student experiences:

- understanding academic content and processes
- student development
- identity formation

- Jonathan Keiser and Robert Mundhenk
Teaching & Learning:

**Learning** is a process based on three interdependent student experiences:

- understanding academic content and processes
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- Jonathan Keiser and Robert Mundhenk
Co-curricular education is the formal and informal out-of-class learning opportunities in which students engage.

... student organizations, study abroad, undergraduate research, internships, competition teams, service learning, living-learning communities ... and academic advising
Teaching & Learning:

The research:

- Student satisfaction is an important factor for retention; student satisfaction is closely associated with students’ relationship with faculty. *Winston et al.* (1984)

- Frequent interaction with faculty related more to satisfaction than any other type of involvement or characteristic of the student or institution. *Astin* (1985)

- Persistence to degree completion is related to the quality of the relationship established with a faculty advisor. *Hornbuckle et al.* (1979)

- Frequent student-faculty contact in and out of the classroom is the most important factor in student motivation and involvement. *Chickering & Gamson* (1995)
Teaching & Learning:

The research (continued):

- Students reporting the highest degree of satisfaction with the quality of their academic advisement were most likely to demonstrate the highest levels of student engagement. *2002 NSSE Survey*
- GPA is enhanced with quality academic advising. *Parris (1982)*
- Academic advising is closely related to alumni’s desire to invest in the institution following graduation. *University of Illinois Champaign-Urbana; College of Agricultural Consumer & Environmental Sciences*
Teaching & Learning:

2. “Doing the right things” is as important as “doing things right”
Teaching & Learning:

“Not everything that counts can be counted, and not everything that can be counted counts.”

- Albert Einstein
  hanging in his Princeton office
Teaching & Learning:

3. It is the “thinking about doing” and not the “doing” that results in the greatest opportunity for learning.
Teaching & Learning:
Teaching & Learning:

4. Truly exceptional teachers are “compassionately demanding”
Teaching & Learning:

Be Compassionately Demanding!
Teaching & Learning:

5. Fair verses equal
Teaching & Learning:

Fair does not imply equal
Teaching & Learning:

6. Challenges are opportunities in disguise
More students left in limbo on college wait lists; Public schools using practice

Mary Beth Marklein. 29 April 2004 USA Today

More colleges are putting more applicants on wait lists, leaving a growing number of high school seniors in planning limbo just when they need to make up their minds about where to go to school this fall.

While most students decide by May 1, some elite colleges place hundreds, even thousands, on wait lists. And the practice appears to be gaining favor among public universities, many of which are using wait lists to help manage unexpected surges in applications and enrollments.

The New York Times

Rejected? At This Age?


... Because continuing education programs are the cash cows of higher education, energetically marketed to adults who need educational assists to get ahead, the common wisdom is that anyone can get in. But admissions requirements to bachelor’s programs at top-tier colleges actually range widely, from forgiving to impressively steep.

THE CHRONICLE of Higher Education.

In a recent experiment to test the University of Denver’s methods of selecting undergraduate applicants, the university’s vice chancellor for enrollment, John Dolan, and the entire admissions staff put themselves through the university’s admissions process.

The staff anonymously voted on each candidate, admitting eight; but only after learning the identities of the applicants did staff members realize they put their boss’s file in the reject stack.

THE PLAIN DEALER

Getting in gets harder at OSU

Monday, November 20, 2006

Barb Galbincea; Plain Dealer Reporter

Twenty years ago, getting into Ohio State University didn’t require much more than a high school diploma. …

But since 1987, the state’s largest university has become increasingly selective. Of the 19,000 who applied to become undergraduates this year, 65 percent (12,200) were admitted, according to Mabel Freeman, assistant vice president of undergraduate admissions.
College tuition, fees up more than 6 percent

Report: Cost of public four-year schools rose $344; grant aid not keeping up

College price increases slowed this year but they again topped inflation, and financial aid isn't keeping pace, a new report says.

Tuition and fees at four-year public colleges rose $344, or 6.3 percent, to an average of $5,836 for the 2006-07 academic year, according to the College Board's annual "Trends in College Pricing" report, released Tuesday.

- US Department of Education
Rising Costs: The Facts

Michigan Governor to Propose Tuition Freeze

February 02, 2009 06:19 PM | Alison Go

Michigan Gov. Jennifer Granholm will propose a tuition freeze for the state’s public universities such as Michigan State and the University of Michigan in her State of the State address Tuesday, the State News reports.
Age & Ethnicity: The Facts

Growth of the “Non-Traditional” Student

Did you know that the 18–22-yr-old full-time undergraduate student represents only 16% of the higher education population?

Today’s students:

- 40% study part time
- 40% attend 2-yr institutions
- 40% are age ≥ 25
- 58% are age ≥ 22

Source: Commission on the Future of Higher Education Department of Education

Students of Color Make Dramatic Gains in College Enrollment but Still Trail Whites in the Rate at Which They Attend College

Washington, DC (October 30, 2006)

Total minority enrollment at the nation’s colleges and universities rose by 50.7 percent to 4.7 million students between 1993 and 2003, according to the Minorities in Higher Education 22nd Annual Status Report (2006)

Ministry enrollment in college still lagging

Updated 10/30/2006 7:30 AM ET

By Mary Beth Marklein USA TODAY

Despite significant gains in minority undergraduate and graduate enrollments at the nation’s colleges and universities, the rate at which black and Hispanic students attend college continues to trail that of white students, a report says.
Gender: The Facts

University gender gap widens as women increase their lead

Matthew Taylor, education correspondent
Thursday January 27, 2005
The Guardian
The gap between the number of men and women going to university is continuing to grow, according to figures published today.
Research by the Universities and Colleges Admissions Service (Ucas) shows that 7% more female than male applicants were accepted …
The growing dominance of women in higher education was underlined last week by a report from the Higher Education Funding Council for England which showed that once drop-out rates were taken into account, women were 27% more likely than men to get a degree.

Young Women More Likely Than Young Men to Receive Bachelor Degree
Inside Higher Ed, January 11, 2008
Data released by the U.S. Census Bureau Thursday show that among those aged 25 to 29, women are much more likely to have a bachelor’s degree: 33 percent to 26 percent

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Where have all the students gone?
That's a question Ohio college administrators may be asking in 2010, when they start facing a shrinking pool of high school graduates they can tap for their freshman classes.

Ohio's high school grads will bottom out at around 118,000 in 2014, down more than 5,000 students from this year and 10,000 fewer than a peak expected to be reached in 2009, according to projections by the Western Interstate Commission for Higher Education.
Teaching & Learning:

7. Scholarship extends far beyond research
In 1990, Earnest Boyer wrote:
we must give “scholarship a richer, more vital meaning”
and
that is unreasonable to limit the term “scholarship” to published research because it excludes so much of the significant work faculty do

- Earnest Boyer, 1990
Scholarship Reconsidered: Priorities of the Professoriate“
Teaching & Learning:

**According to Boyer:**

Scholarly teaching involves transforming and extending knowledge, not merely transmitting it.

*Earnest Boyer, 1990
Scholarship Reconsidered: Priorities of the Professoriate*
Scholarly Teaching focuses on student learning and is “well grounded in the sources and resources appropriate to the field.”

It reflects a thoughtful selection and integration of ideas and examples, and well designed strategies of course design, development, transmission, interaction, and assessment.”

-Lee Schulman
Carnegie Foundation for the Advancement of Teaching
Teaching & Learning:

Scholarship of Teaching goes beyond scholarly teaching in that it involves ensuring the work is made public; is susceptible to critical review and evaluation; and is accessible for exchange and use by other members of one’s scholarly community.

-Lee Schulman
Carnegie Foundation for the Advancement of Teaching
Teaching & Learning:

Teaching

Scholarly Teaching

Scholarship of Teaching & Learning
Teaching & Learning:

Scholarly Teachers:

- consciously reflect on teaching...who? what? how? why? how do I know? research?
- understand “how students learn”
- respond in a scholarly manner to teaching issues/challenges ... engaging students
- practice continuous self-evaluation and self-improvement (instructional development; peer assessment/observation, program review, curriculum development...)

- Eileen Herteis, 2003; Changing Perceptions of the Scholarship of Teaching & Learning 24th Annual Conference Society for Teaching and Learning in Higher Education
Teaching & Learning:

Institutions that Promote Scholarly Teaching:

- assess “quality of teaching” (amount learned), not just quantity (courses taught, credit hrs generated)
- use of both formative (to improve) and summative (to judge) teaching evaluations
- include “Scholarship of Teaching” as a criteria for teaching awards, annual evaluation, and P&T...
- provide opportunities for faculty enrichment
- remove barriers, encourage & reward experimentation
- embrace scholarly teaching as being central to the mission
Teaching & Learning:

8. One person can make a difference
Teaching & Learning:
Teaching & Learning:

9. To those whom much is given, much is expected
Teaching & Learning:
Teaching & Learning:

10. Pay Forward
Teaching & Learning:

“You can pay back only seldom... You can always pay forward and you must pay line for line, deed for deed, and cent for cent.”

- Ralph Waldo Emerson
Teaching & Learning:

Teaching is hard work...
If it was easy, anyone could do it well
Success

“To laugh often and much to win the respect of intelligent people ...; to appreciate beauty; to find that best in others; to leave the world a bit better...; to know even one life has breathed easier because you have lived. This is to have succeeded.”

- attributed to Ralph Waldo Emerson
Teaching & Learning:

Questions and(or)
Comments?