

2012 Assessment, Teaching & Learning Conference PLENARY SESSION

The Future of Education Is Here and Now, and It's Not Pretty—or Is It?

Today the nation asks more from higher education than it has ever done before, and we're asked to do it with less. We are asked to graduate more students faster. We're asked to provide evidence of their competencies when they complete our programs though they are arriving at our doors more variously and too often woefully under-prepared. At the same time that colleges and universities are coming to be viewed as the path to the country's economic future, new models of education are complicating the landscape. Online competitors continue to crowd the education market. Alternative methods of credentialing learning are gaining ground. Students have the option of picking up digital badges from online venues that offer no credit but offer our content, often free of charge. They now pick from among a dizzying array of postsecondary options based largely on their perceptions of the rate of return on time and dollars spent.

This session will open this year's Assessment Teaching and Learning conference by provoking us all to engage the future and think about what transformation will/can look like for our institutions, for students, and last but not least, for us!

PRESENTERS



Gary Brown

After more than 20 years at Washington State, Gary now directs the new Center for Online Learning at Portland State University. He has taught in three disciplines and taught collaboratively in eight more. He has been a National Learning Communities fellow and has served as an editor or on advisory boards for five professional journals. As a program evaluator he has been involved with a variety of NSF and FIPSE and NIH evaluation projects. Gary has written and presented extensively on undergraduate learning and assessment. He was the

lead developer for the FIPSE funded WSU Critical Thinking Project, and, in collaboration with the EDUCAUSE Learning Initiative (ELI), he joins with colleagues from a variety of professional associations on the Evidence of Impact project. In addition, Gary co directs the International Association for Authentic Experiential and Evidence-Based Learning (AAEEBL)--an international ePortfolio association-- and is a Senior Scholar with the Association for American Colleges and Universities (AAC&U) where he has worked with the AAC&U VALUE project and serves as Assessment Lead on the new Quality Collaboratives (QC) project, a national initiative in collaboration with the Lumina Foundation designed to pilot strategies for implementing the Degree Qualification Profile. The DQP has been developed to promote the use of competencies to guide student transfer between 2 and 4 year institutions. Gary's teams have received seven national best research awards on studies ranging from quality learning and course design, engaging diverse stakeholders, and on faculty attitudes and motivation for teaching online and for

adopting innovation. Gary was a recipient of the ATL's first statewide teaching, learning, and assessment awards.



Robin Jeffers

Robin has been assessing student learning and helping others think about assessment for 25 years. Currently, she is Coordinator Effectiveness/Assessment at Bellevue College and teaches eLearning course design. She has also taught academic writing, linked developmental writing to courses in psychology, sociology, information technology, microeconomics, environmental science and marketing, and coordinated BC's college-wide assessment of student learning. Her interests in learning assessment, student self-assessment and intellectual development have guided countless experiments inside the classroom and have led her to facilitate numerous workshops and retreats on assessment, teaching and learning. She was one of ETS' first Community College Scholars, helped design the Analysis and Inquiry rubric for AACU's VALUE Program, scored SAT and Advanced Placement exams, and been the critical thinking expert on two Southern Association of Colleges and Schools accreditation visiting teams. Last year she co-authored, with Bill Moore, "Believing is seeing: Exploring the Significant Role of Student Beliefs in Attitudes about Learning and What Faculty Can Do about Them." She earned her BA and MA degrees at the University of California, Los Angeles, where she was founding faculty in the UCLA Writing Programs, designing and teaching the university's first 200-level interdisciplinary composition seminar, with sections focused on political science, chemistry, history, and philosophy.



Todd Lundberg

Todd began teaching college English and assessing writing programs in 1990. In 2009, after six years at Cascadia Community College in Bothell, Washington as a founding faculty member, he returned to school to study educational research and policy. He is currently a Research Assistant at the Wisconsin Center for Education Research at the University of Wisconsin-Madison where he is also completing the final requirements for a doctorate in the Department of Education Leadership and Policy Analysis. At WCER he works on two projects: a three-year national study of 9 minority-serving institutions that have made significant contributions to student retention, student learning, and student degree; and a non-profit cooperative of 30 states working together to meet the requirements of No Child Left Behind for English Language Learners with innovative standards and assessments. Todd's policy research and publications, like his teaching, have focused on understanding and developing academic programs that make space in higher education for first-generation college students. His current work focuses on inquiry-based learning, general education, and student approaches to learning. In the last century, he completed advanced degrees at both the University of Wisconsin-Madison and Washington State University, and so it is at least technically possible that he could, some day, have conflicted loyalties with respect to a Rose Bowl.