Closing keynote address
Reflections on Outcomes and Assessment: Applying the CAS Process
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What a wonderful, fast two days we have had together. I am reminded of my favorite Gary Larson cartoon in which a student who is seated at a desk in his classroom is madly waving his arm saying "Teacher, teacher, can I be excused, my brain is full!" Gary Larson always added perspective and our brains today are very full.

Another wonderful way to get perspective is to ponder some of the clever messages that circulate on the internet. About 10 years ago I came upon a tremendous list from a Masters' class at The Ohio State University entitled the "Top Ten Reasons I Entered Student Affairs Work". Hopefully you can find perspective in this whether you are in student affairs or are an ally in another role sharing this noble work we do with students.

TOP TEN REASONS (I Entered Student Affairs Work)
Student Affairs Master's class at The Ohio State University

10.   It was either this or nuclear biophysics.

 9.   I can't get enough self-reflection.

 8.   Newsprint and smelly markers are a great obsession of mine.

 7.   People bug me, but I am constantly fascinated by them.

 6.   I believe the MBTI should be an organized religion.

 5.   The hours are flexible

      -- you can work 80 hours a week anytime you want.

 4.   I thought "student affairs" was something sexual.

 3.   I enjoy the challenge of trying to tell people what I do for a living.

 2.   How else could I re-live college for the rest of my life?

I then re-CONSIDERED their #1 reason to be:

1.   *To make a difference in the lives of students who in turn will change the world (Komives).*

We must always keep perspective. In the early 1980's, I was the Vice President and Dean of Student Life at Stephens College, a women's college in Columbia, Missouri. Our students cleverly staged a mock commencement a month before their official graduation. Loving this satire, they wore bathrobes instead of caps and gowns; they had

key student leaders playing the president, me, and the dean of faculty. From my perch in the balcony looking down on the event it was very clever. At one point, a student took the podium as the commencement speaker and began a pithy speech. Students were intently staring into their laps and at one point, one student jumped up and shouted "BINGO!" They had been playing **Commencement Bingo** with words like Future, Hope, Opportunity, Leadership, Vision, and Humanity. We know all those words in commencement speeches!!

At this conference we could play **Assessment Bingo**. Our cards would have words or phrases like:

- Learning outcomes
- Student success
- Student experience
- NSSE
- Bloom's taxonomy
- Accountability
- Program evaluation
- CAS Standards
- Performance indicators

- Authentic assessment
- Culture of evidence
- rubrics
- E-portfolio
- Accreditation
- QEP
- Spellings' Commission
- BINGO

Every single person here knows all the concepts about standards, assessment, and outcomes. *Our challenge is to create energy in our campus systems to create and sustain processes of regular and systematic assessment of student outcomes for continuous improvement.*

I have the world's most wonderful partner—next to yours of course! My wonderful Ralph drives a truck; Ralph has always owned a truck; Ralph's philosophy is every family needs a truck! Ralph is now 62 years old and Ralph has announced he wants a Mustang! A RED Mustang.

Imagine you have a phenomenal car like that Mustang, but you have been going along in 2nd gear; you have all the talent, capacity, and ability possible but it is not being used. It is qualitatively different to shift into 3rd gear or 4th gear using the full capacity of the machine. We are in remarkable institutions, too often straining along in 2nd gear !!

About This Presentation
As you prepare to head home today, (1) I will capture some of the thinking from this symposium; (2) pose thought questions to move us into 3rd and 4th gear; (3) remind you of the CAS approach; and (4) challenge you to identify action steps you will do when you get home.

Simply stated – what you have heard throughout this Symposium ?? I hope what you have heard is that the 37 member CAS associations believe several things. CAS believes that:

1. Higher education must dynamically seek continuous quality enhancement of all services and programs
2. Quality is foundationally grounded in standards
3. Standards become a basis of desired student outcomes that address the whole student
4. These learning and developmental outcomes are established through self-assessment
5. Assessment must loop back to continuous quality enhancement action interventions

This dynamic quality-assurance cycle *must* include standards, outcomes, self-assessment, feedback loops, and action implementation

CAS has been with us for 27 years and there are legions of uses for the CAS standards and approach. At lunch Dr. Eaton overviewed the current federal/ national/ public perspectives that all signal the time has never been more important for this work. Faced with new challenges and opportunities, CAS emerges as a beacon, a guide, a touchstone for us to move into 3rd and 4th gear with a common agenda.

The CAS approach is distinct in several ways.

1. It is distinct to **emphasize standards**.

CAS cites George Washington in 1787 "Let us raise a standard to which the wise and honest can repair." A standard is a "level or degree of quality or achievement". The origins of the word come from *stand* – "be upright on a base, confront/face, a point of view". We indeed assert something to be of value.

To me, standards do several things. (a) *Standards set minimums* (we must all do them); guidelines can be tailored to our individual circumstances. Standards help us design quality programs.

When I came in as Vice President at the University of Tampa with a charge to enhance retention and persistence at the college it was clear commuter students needed a lot of attention. Largely a commuter school, there was no identifiable attention to those students. Using the CAS standards, within a matter of months we had established a commuter lounge, created a commuter-specific publication, installed lockers in a central location, realigned parking spaces, and started a research program on commuter student attrition. That research including plotting the zip codes of all the commuters who had left the college in the recent year and discovering the transportation barriers for one whole group of students along a corridor of a major road in a 2-3 years construction project. CAS standards helped us establish a credible and comprehensive program.

(b) Standards protect the user (particularly students). A few years ago I met with the Presidents of the Women's College Coalition. These wonderful people are struggling to lead institutions with tremendous missions but declining enrollments, decreasing budgets, and regular staff layoffs. I had been a Vice President of a women's college and

knew those woes keenly. I spent some time with a sad Vice President who described cutting her counseling center staff from 3-4 full time psychologists to now having a part-time psychologist who comes to campus twice a week for 10 hours to do screening and referral. It was clear that campus could no longer say they have a Counseling Center or Counseling Service. At best they have a counseling referral service but it would mislead the student to think there were opportunities for a level of care that were not present.

So, (c) *standards give us a basis to judge quality.* One of my former students is now in a professional position and began hiring graduate assistants from a nearly graduate program. She was appalled to find they did not know any racial identity theory, never heard of learning outcomes, or even the CAS standards. She can help them learn these things, but she said "Susan, that program must not follow the CAS standards and I just assumed they would be of quality." Two users did not have quality in that scenario: the students in the master's program and the employer assuming she could hire professional GAs.

2. Standards serve a purpose- they should **lead to intentional outcomes.**

CAS identified 16 learning and developmental outcomes to address the whole student. Functions either directly influence that outcome or they contribute to that outcome or they make that outcome possible. Some of these outcomes may be more salient to your work that others but all of them must be on your radar screen.

As you heard Sunday night with Rich Keeling's fine opening address, two founding CAS member associations --NASPA and ACPA -- recently introduced *Learning Reconsidered (2004).* Rich and I were on that team [you can download a pdf on either association's website] and found that work compatible to the CAS process and was informed by the CAS process.

Learning Reconsidered offers a campus-wide focus on the student experience that (1) Starts with what outcomes a college/university seeks to develop in her students; and *advocates that all of us are accountable to facilitate student learning, i.e. develop those learning outcomes.* In order to achieve this goal, every aspect of campus life must be examined and a new configuration of learning processes and outcomes created. (2) *Learning Reconsidered* challenges us to RECONSIDER the word LEARNING as not just academic learning and student development—not opposite sides of a coin, but on the SAME side of the coin as true transformative learning. Everything any of us tries to learn or develop is filtered by our personal context and transformative learning builds on those intersections.

Marcia Baxter Magolda (1998, 1999, 2001) has a body of tremendous work around self-authorship and truly transformative learning. [See also Baxter Magolda & King, 2004]. Baxter Magolda (1999) emphasizes that "Our vision of learning assumes that distinctions among terms such as personal development, student development, and learning are meaningless, if not destructive," and therefore proposes the "…integration of all domains of learning and involvement of all educators, regardless of their campus role" (p. 39).

Indeed. "All of the resources of the campus must be brought to bear on the student's learning process and learning must be reconsidered (*Learning Reconsidered*, 2004).

For me it starts with outcomes. What does your mission statement claim your office or institution will seek to accomplish with students?

> The story is told of the city slicker who gets of the train in a small mountain town. He notices a youth ahead of him taking a pot shot with a BB gun at various targets (such as the side of a barn, a picket fence, a stop sign). The youth then walks up to the target and appears to study the shot, and moves on. Approaching the first target, the visitor is impressed to note that the shot is dead center in the middle of a bull's eye. The same is true with each target! He catches up with the youngster and says, "Young lady, I am very impressed with your shooting. How did you learn to shoot that well?" She pauses a moment and says, "Aw shucks, it ain't nothing. I shoot first and draw a circle around the hole later. (Komives & Schoper, 2006, p. 17)

So are you looking at your programs and figuring out what they might be doing (drawing the circle around the hole) or are you deciding what the target is and designing programs to accomplish that goal? Both may be helpful, but I think *our goal must be to start with outcomes.*

What outcomes did you achieve when you were an undergraduate? Think back to your own experience as a place to start; your own context matters. Think about the skills and competencies you left college with and identify the parts of your experience that helped you develop them. In 1969 I had my first job interview at the University of Tennessee for my first full time processional position. I was asked over and over, "Why should we think you can do this job as area coordinator of residence life. What evidence do you have that you can supervise? Budget? Handle crises? Program?" Somehow I thought to talk about being rush chair of my sorority and coordinating and motivating a 70 woman chapter to review 1500 freshmen women rushees in a week's period of time and what that taught me. I relayed being a class senator and cabinet officer in the student government association and how I learned a system's view of the university as an organization and to understand diverse students' needs and issues and how policies could address those. I relayed being a resident assistant (we called them junior counselors then at Florida State University) and all the interpersonal competencies needed as well as ability to hold peers accountable for our community agreements. I talked about my mathematics major and chemistry minor as evidence of my being a good learner and persistent in my tasks. And I got the job. They told me I showed evidence of self-confidence. Somehow I knew I had done similar things before in a different setting.

We all know about generalizable skills, but we need to be able to link our own skills to the college experiences that helped develop them, and help students consciously learn to do the same thing. We need to ask "What can you do well and how did you learn that?" What would your own resume look like as a competencies resume? Instead of what job titles you have held what is the evidence of your teaching, your organizational skills, or your assessment skills?

3. Outcomes take shape through **assessment**

The word *assess* means "to settle the amount of something like rate for taxation" but it comes from the Latin- Assidere, meaning "to sit by". We all owe a debt to lovely Alverno College and the amazing work they have done for decades in developing competencies and assessing outcomes. Their web page photo shows an advisor and student sitting side-by-side looking at the same document with the caption that to assess is to sit beside.

We have been asking assessment of outcomes questions for years- In 1957, reflecting on the impact of college, Jacobs asked
> Is college the SCENE of the change or
> is college the SOURCE of the change?

Alexander Astin's (1991) College Impact Model is essential to answer that question. This inputs-environments-outcomes (IEO) model asserts that we have outcomes we seek to develop in students; we know what aspects of the environment may contribute to those outcomes; but we have to control for inputs (pre-college experiences). Always remember that 18 years of experience is powerful; student bring a great deal with them to their college experience. It is often hard to do true pre-tests or to establish experimental interventions. I find some hope in a concept of THEN-NOW designs instead of PRE-POST DESIGNS (Rohs & Langone, 1997). Clearly Pre-Post are almost always better, but in some cases there is a response bias if someone does not really understand what a topic means (e.g. leadership or counseling), they may self-report lower in the post-test after they have experienced the complexities of a topic than they did when they started. If they had the same understanding of the phenomena in the first place they would have some reliability in their assessment over time. So on some topics like leadership it may be useful to use a THEN-NOW design and asking "Before you started college, how would you assess your skills in the following areas.." in the same instrument in which you ask how strong they are now.

Assessment is all about data—all kinds of data. *Student Affairs should be the dashboard of the institution*. The dials and gauges and indicators provided by data should become a steady flow of information into the campus culture? Further, we should always be asking "What matters and for whom does it matter?"

4. Standards, outcomes, assessment lead us to **accountability**

Before the 1990s movement toward external accountability, CAS has said for 27 years that we do assessment because it is the *right thing to do*. It is not imposed- it is *not* "proof of value". It is the best of professional and ethical practices. It is staking a leadership role to be visionary and bring meaning to our campus about the student experience.

Rich Keeling stressed that it is *our* need to know. Rich reminded us of different approaches we might take to rising to this assessment challenge.

      --you're good, we're good, do good, be good

      --it won't hurt, it will hurt a little, it won't last long, it will be over soon

      --shields are down, resistance is futile

      --this will pass, make a show of compliance, it will be gone soon (Keeling Opening Keynote)

But it is how WE KNOW we are doing our best work.

The Council of Regional Accrediting Commissions, [adopted May 2003] asserted what an accrediting commission should reasonably expect of an institution:

      Compilation of evidence. Evidence of student learning is derived from multiple sources, such as courses, curricula, and *co-curricular programming*, and includes effects of both intentional and unintentional learning experiences. Evidence collected from these sources is complementary and portrays the impact on the student of the institution as a whole.

      [www.msche.org/documents/P1. 3-PrinciplesRegionalCommissions.doc]

Middle States Standard 14 in accreditation is about assessing outcomes. Here is some indication that about 30% haven't passed this section in recent years. Fully 70-80% might not pass now and Research I's appear to be the slowest in compliance (Sharon LaVoy, Personal Communication, October, 2006).

At this symposium, Bob Bonfigliaro reminded us of the Spelling's Commission comparative focus on "Whether [students] learn MORE at one place than another. It reminded me of an early Arthur Chickering article entitled "The Best Colleges Have the Least Effect." If you selectively admit terrific students you might not change them much; but if you admit a range of students many with thrive and credit college with that development.

Remember then this dynamic **CAS quality-assurance cycle MUST include standards, outcomes, self-assessment, feedback, and action implementation**. CAS has been talking about self-assessment since 1979 yet in practice we are all still struggling. Why has it taken so long?? What is this process about? Everett Rodgers (1995) writes about the patterns of people adopting innovation and change in an organization. There are the innovators who are on board immediately, the early majority who check things out but quickly see the reality or benefits of a new direction, followed by the majority, the late majority and the laggards who never wanted to change or do anything new anyway. Go home and hang out with the innovators and the early majority- they will help you get things underway into third and fourth gear.

In her workshop here, Doreen Tobin reminds us to get the culture ready for change. To do this well, we must be a learning organization, in one of our books, Doug Woodard, Pat Love and I (Woodard, Love, & Komives, 2000) wrote about the heresies and myths in our work. It is heresy to observe that our institutions are not learning organizations; learning happens in them for students but not others and we do not function as learning environments. It may be better to ask ourselves "Are we *learning* centered not just student-centered??" *All of us* are learners

Learning from an assessment process
Terry D. Piper, Marcia Baxter Magolda, and Tim Trevan presented on *Educating Intentional Learners: New Connections for Academic and Student Affairs* at the Association of American Colleges and Universities conference in Philadelphia, Pennsylvania on November 13, 2004 (Downloaded from http://www.aacu.org/meetings/educating/programresources.cfm).

Their program chronicled how California State University Northridge studied the process of moving toward a learning partnerships model. Their experience may help you predict the stages your own campus might go through in working toward assessing your programs and related learning outcomes. Think about how this explains where you are in the process.

They report that in the **early process** (*note: portions taken directly from the authors' powerpoint)*
- Difficulty seeing big picture – leads to Confusion
- Concern for work load - leads to Apprehension
- Uncertainty about expectations
- Required major identity shift
- Required leaps of faith
- Lack of experience & expertise- leads to Insecurity
- Information bottleneck - leads to Info Overload

Through the implementation process there were key shifts, impact points and challenges. They found **mental shifts occurred from the early to mid process**

- Isolation became Connection
- Director Control became Shared Responsibility
- Wide Net became Narrowed Focus
- "Get it right… right now" led to an Evolutionary Process

While in **mid process** they identified key strategies – [moving into 3rd or 4th gear now]
- New language and theory base
- New connections between theory and practice led to Enthusiasm
- Reinforced new identity
- Increased sense of competence led to Engagement
- Movement and direction led to Optimism
- Community and camaraderie led to Mutual Learning = Fun
- Focused on Process vs. Product

Mental shifts happened in the **Mid to Later Process**
- Imposed Direction led to Ownership
- Disempowerment led to Authority
- Distributed Focus led to Coordinated Direction

Later in the Process
- More Entrepreneurialism and experimentation led to Self Esteem
- Critical mass & Increased unity became Divisional Pride

It is hard work but there is an evolutionary process that will change the culture and help a campus predict those stages in their process.

Thought Questions
Let me end with a number of thought questions to remind you of some salient aspects of our challenges when we return home. Samuel Johnson said "We more often need to be reminded than informed." I hope I have reminded you of things you knew and have learned but might now be ready to do more with.

1. **How do your institution's mission and goals center on the student learning experience**? What outcomes are signaled in your mission?   What learning and developmental outcomes does your division, your office, and your own programs most contribute to? My grad students search mission statements on the web and most are terrible. We need to all revisit these statements.

2. **How would you assess your campus process toward standards and assessment**? Where are you in that cycle? Are you in 1st gear moving to 2nd; 2nd moving to 3rd; or 3rd moving to 4$^{th?}$ I would speculate that no one is in overdrive!

3. **What outcomes that you seek to develop are shared with other units on campus**? How might you form a coalition and become allies working toward the same goals? (a) Consider a conversation with counseling staff, English comp 101 instructors, and residence hall directors who deal regularly with new students and see patterns in their changing needs over the years. (b) Align discipline-based standards across your institution; what might happen if you examined ABET, NCATE, APA and look for commonalities to guide outcome development and assessment?

4. **What needs attention in your office?** What's not working? Which of your traditional practices are wonderful – keep them; but which ones need to be examined? Why do we do it this way?
       This always reminds me of the classic story that I have told for years about the young bride who has the family reunion at her farm for the first time. She and her cousin are in the kitchen visiting and preparing to put the ham in the oven to cook. She carefully slices off the two ends of the ham and places it in the pan. Her cousin says quizzically, "How did you learn to do that, I do that too?" They concluded that since their mother's were sisters that they had learned it from grandma. They went out to the yard and approached grandma who was rocking under the apple tree and asked her "Why did you teach our mothers to cut the ends off the ham before putting it in the pan?" Grandma says, "Well when I was a young bride, I had a ham this big (and gestures with her hands about 10 inches apart) and I had a pan this big (and moves her hands in to about 8 inches apart). So I had to cut the ends off the ham to FIT it into the pan!" And they have been doing it that way for two generations?

What things are you doing now in your office that you have been doing that way for a long time. Most forms we even took from paper copies and made pdf versions instead of reframing how we could gather that information. What most needs to be done very differently –wjas aspects of training, accountability, evaluation, recognition/ rewards?? What new approaches to program delivery using technology.

Former ACPA president, Betty Fitzgerald, used to ask, "Do you suffer from psychosclerosis; it is like arteriosclerosis only it is hardening of the attitudes".

We need to pinch ourselves and acknowledge that we do far too much atheoretical practice based on little research and scholarship. Too often we shoot first and draw the circle around the bulls eye later!

The most valuable people to this process are those new to your organization, including new professionals. They are the ones that notice these kinds of practices and ask why we still do them that way. Further, new professionals come to us with more assessment skills that many of us who have been in the field for a while. We need to rewrite every job description to prefer candidates who have skills and experience with standards implementation and assessment.

6. **What are the tension points as your campus moves to assessment**?
   - Accountability vs improvement
   - Public vs private
   - How transparent is your assessment data? How transparent should it be? *How can we fix what we don't acknowledge*??

7. **Where is all this happening really good on campus**? Last summer we were in a science museum with our granddaughters. One of the exhibits was a wall panel with heat sensors. As people approached it, the hot parts of their body glowed green. It is interesting to see what parts of my body glowed! Where are your campus hot spots of standards based practice? Might it in the counseling center? The health center? In discipline-based accreditation? Kathy Allen would admonish us to follow the energy!

8. **How do we make students critical consumers of learning outcomes**? What if a student asked you "if I want to develop this outcome, in which courses or experiences might I learn this?" It is a classic learning principle that If you know the GOAL you will more likely learn it! How can we make learning goals more transparent to students?

9. This leads to an important question: **How important is advising on your campus**?? Remember that Alverno website. Advisors "sit beside" students- turning assessment data into constructing a college experience with the student. Harvard sociologist Richard Light (2001) published his findings in his book on *Making the Most of College,* and concluded that "Good advising may be the single most underestimated characteristic of a successful college experience" (p. 81). In a *Learning Reconsidered* vein, this should not be just academic advising, but life plan advising that connects the student to the breadth and depth of learning experiences across campus. This happens with curricular advisor as well as with advisors to student organizations, residence hall counselors, and career advisors as well.

10. **What are the lesson students learn by engaging with us**? Bart Giamatti (former President of Yale and former baseball commissioner) said "An educational institution teaches far, far more, and more profoundly, by *how it acts* than by anything anyone within it ever says". As I interview students across the country, they find it confusing and ironic if they see

- Advisors who tell or preach to students
- Administrators who don't like students
- resident life departments that are dysfunctional communities
- career centers where people feel trapped in dead end jobs
- counseling centers with staff that don't talk to each other
- being assessed with no visible changes made in programs that don't work or no personal feedback to help them improve. Our congruence matters.

11. **Where do you start?** Don Creamer used the metaphor of going into the cave with the flashlight; pick one or two outcomes to start and just begin. Doreen Tobin advises us to " let the boat leave the harbor".

Personal thought questions

12. **How are you using your time?** Thoreau said "It is not enough to be busy, the question is what are we busy about?" The paradox of time is that we each have all there is. Take some things off your agenda or postpone them and make this the priority use of your time.

13. **Do you have what Love and Estanek (2004) would call an assessment mindset**? We have needed new mindsets in our rapidly changing, networked world. We have needed multicultural mindsets, learning mindsets, shared leadership mindsets and an assessment mindset. These new mindsets need to be built into *our way of being* in our work.

14. **How collaborative are you to make partnerships all across campus?** Our campus formed a Campus Assessment Working Group of a variety of people doing assessment in their units; they formed a learning community. Who else might you join with across our functional silos. Remember that you swim better with your fingers together instead of fingers apart. We need to "Wheatlize" everything. Meg Wheatley (1996) always reminds us to bring good people into conversation and remarkable things happen. Think about what do we need from the rest of the campus? What do you ask of others? What data do you have that others could use? Who else works on the same outcomes as your office? Drath and Palus (1994) observe that "Leadership develops when people as people are brought into new ways of relating to others in a community of practice" (p. 22)

15. **What might you be resisting?** What is your own fear or loss about? Rich Keeling admonished us Sunday night to "GET OVER IT!" Parker Palmer (1999) describes being stranded on a cliff face and unable to move. Then he remembered the Outward Bound philosophy "if you cannot get out of it get into it". We need to proceed as if we can do

this- and we will. Admit what is hard and address it: begin talking across disciplines; valuing different strategies for measurement; acknowledging the tensions; and unfolding the process.

16. **How intentional is your professional practice?** Remember that youngster and her BB gun shooting first and drawing a hole around the circle later? How purposeful is what you do? Who needs targeted interventions? What developmental theories help you understand your students? What do you know about the body of knowledge that connects to the outcomes you touch? Or do you just draw a circle around the hole later?

17. **What do you need to learn?** We are in what Harvard's Ron Heifitz (1994) calls "a sustained period of disequilibrium". Our times of rapid change mean we are back to scratch, back to level 1, back to zero. We are back to being beginners again. Peter Vaill (1991) says "It is not an exaggeration to suggest that everyone's state of 'beginnerhood' is only going to deepen and *intensify so that ten years from now each of us will be even more profoundly and thoroughly settled in the state of being a perpetual beginner*" (p. 81). We don't need competency skills for this kind of life long learning, we need comfort with INCOMPETENCY skills, the skills of being effective beginners (Vaill, 1996, p. 81). Indeed, we need to be learners. Surely we build on our knowledge to become wise but paradoxically we build our capacity, when we admit we don't know something; and we have the efficacy to know we can learn it.

Heider (1985), one of the many who have translated the reflections of Lao Tzu, writes,
> Learn to unclutter your mind. Learn to simplify your work.
> As you rely less and less on knowing just what to do,
> your work will become more direct and more powerful.
> You will discover that the quality of your consciousness is more potent than any technique or theory or interpretation.
> Learn how fruitful the blocked group or individual suddenly becomes
> when you give up trying to do just the right thing. (p. 95)

This may be what Oliver Wendell Holmes called "The simplicity on the other side of complexity."

In Conclusion
CAS provides us standards to design our programs that have been agreed to through the consensus processes of the 37 member associations. Measurable learning and developmental outcomes, self assessment materials to evaluate our impact, and double loop learning strategies to use this information in program redesign and action plans. Further, *Learning Reconsidered (2004)* helps us frame the depth of this shared work to reconsider what learning is and to hold the whole environment accountable for those learning outcomes.

We are in a very interesting time in higher education. Everything that **was** is tripping over everything that **is**; when what **will be** needs to be based on what **can be** and what **needs to be**. Breciani quoted Jim Wallis' Baccalaureate address at Stanford – when he observed "We are the ones we have been waiting for." As Phyllis Mable says in times

like these you don't just MAKE a difference, you ARE the difference! Always remembering that you are doing exceptionally valuable work to make a difference in the lives of college students who in turn...will change the world.

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