The meeting was called to order at 3:03 p.m. with the following people present: Brad Chambers, Peggy Clark, Richard Coughlin, Doug Davenport, Lou Ann Gilchrist, Teri Heckert, Deb Kerby, Donna Liss, Gina Morin, Clifton Ricana, and Paul Yoder.

Lou Ann stated that the reports would be 30 minutes in length, with 15 minutes for discussion.

<u>Donna Liss—Implications of the Technological Revolution</u>
Donna distributed a handout entitled "Technology Influences and Trends". She stated that the technology landscape is huge, and shared how this might impact higher education. There are two contradictory movements taking place. President Obama is focusing on college access and graduation completion, whereas the state is focusing on budget cuts from the economic deficit. The federal focus is on community colleges, but is also pushing online courses. States will develop comprehensive data systems which will measure student growth and success.

College readiness varies greatly between high school programs. Some colleges have put remedial work online. All technologies used must meet Section 508 (ADA) accessibility. Many of our courseware systems do not support this. There are numerous state and federal regulations concerning security and data privacy.

Environmental responsibility (sustainability) is an important topic for IT organizations. Data centers are using lots of electricity. Server consolidation can produce greater efficiency.

Project Tomorrow has been going on for five years, and is an analysis of K-12 technology. They have a very different idea of what they want, which includes social-based learning, un-tethered learning, and digitally-rich learning. Middle school students want learning that is enabled, engaging, and empowered, and are known as Free Agent Learners. These students will be coming to the University in the next five years.

The key concerns of technology issues and trends are the conflict of the IT role in promoting efficiency versus personal productivity; the "Greening of IT"; the role of IT in college completion; and the Horizon report with key technology trends.

The next general learning challenge will be blended learning. Currently MIT has open courseware, which is posted on their web site. The question is: what can faculty do online? The Horizon Report includes trends, with lots of resources available to students right now. We need to evaluate what we want to be as educators. Technology is increasingly cloud based.

What we are pushing right now is the broad adoption of open course tools. How can we get faculty up to speed up the use of technology? Perhaps there is a grant to help pay for training.

Are students learning more with the new technology? They have better skills and knowledge or preference for engaging in the learning process. Doug said they will experience deeper learning.

Doug stated that in the President's installation speech, Troy stated that we must be innovative in how we use technology to improve learning with fewer resources. Is it possible to provide course work online and use class time to discuss the material? Technology should be a means to an end.

<u>Paul Yoder—New Developments in Curriculum</u>
Paul introduced Dean Hansen, secretary in the Education Department, and distributed a handout "Raising the Bar" of his powerpoint presentation. Two surveys indicate the current economy will impact 2/3 of the students' college choices. According to the National Center for Education Statistics, enrollment in two-year colleges rose from 37-41%. This will result in a need for more realignment for transfer options.

A significant and steady growth in high school grads began in 1992 and reached its peak in 2007-2008. By 2015, the following changes in the national numbers are predicated to occur on the secondary level:

    Hispanic graduates will increase by 54%
    Asian/Pacific Islander grads will increase by 32%
    Black, non-Hispanic grads will increase by 3%
    American Indian/Alaska native grads will increase by 7%
    White, non-Hispanic grads will decline by 11%

According to the USDE, in 2008, traditional students comprise only 16% of college students. There is an increased emphasis on job placement after graduation.

Curriculum trends are related to learning outcomes and students. There is a greater emphasis in online education. There is also a greater push towards accountability with more emphasis on measurable objectives/standards-based curricula.

There is a lack of communication from grade 12 to grade 13. The curriculum for community college is more aligned with that on the high school level. What are we doing with the assessment data we collect and the curriculum? The Collegiate Learning Assessment (CLA) and the National Survey of Student Engagement (NSSE) are not good indicators as they are performance-based outcomes.

"Raising the Bar" is a survey among 302 employers conducted in the fall of 2009 for the AAC&U. Employers' expectations of employees have increased, and expect a greater emphasis on hiring people with a bachelor's degree.

Top priorities include exercises in usefulness rather than exercises in learning for learning's sake. What is the role of the liberal arts in today's world? There will probably be no change in curriculum over the next five years, but maybe a change in pedagogy. We need to be much more flexible in what courses students take. Unless it can be clearly articulated that the liberal arts has an important part in the real world, it will influence the way we perceive it and what it means to be a Truman graduate.

We also need to make the transformational experiences more accessible to more of our students by building these costs into the Financial Aid package. Doug quoted a statement made by Dana Delaware: "Strong majors bathed in the liberal arts".

ACT scores show that only 23% of students are prepared for a grade C or better in college, which means students will need more remediation.

The meeting was closed at 4:30 p.m.