

An educational institution's culture has a dramatic impact on the quality of the educational experiences it provides students and the potential it creates for transformative learning experiences for its students, faculty, and staff.

Recently, there has been increased interest in the role that the culture of an academic institution plays in student success, especially in light of the perceived decline in academic standards and low student graduation rates. In response to these issues, many institutions have increased their student support services and provided more coaching and mentoring for students. Offering a different perspective, Hersh and Keely argue that what academic institutions need to do is develop a culture that supports transformative education.

To say it plainly: in both quantity and quality, college learning is inadequate. The root cause of this learning crisis is that at most institutions the campus culture itself does not prioritize and foster transformative learning.

Without high academic expectations and standards challenging students to exceed their own expectations, too much time is wasted, and peer norms that are less demanding, less intellectual, and less respectful become dominant. Students regulate their performance by the high or low expectations of them.

The culture change we espouse includes significantly higher expectations and standards, far greater student effort, an incentive and reward system focused on learning and, at its core, extensive learning assessment that is timely, formative, summative, standard based and transparent.

(Occasional Paper 17: Changing Institutional Culture to Promote Assessment in Higher Learning, 2013)

Process Education and Success

Process Education is transformative education. Since 1985, Pacific Crest has actively collaborated with a wide variety of academic institutions, working with faculty and staff on projects and research, all of which seek to articulate what transformative education looks like in the classroom. The most recent scholarship, more than 30 years later, still focuses on transformative education, phrased now in terms of *success* and the *educational culture* that leads to success. This scholarship describes the qualities of a successful collegiate learner, the institutional cultural conditions that create and support student success, and those changes in institutional culture that promote student empowerment

for self-growth, self-assessment, and academic success (Apple, Duncan, & Ellis, 2016).

The theory and practice for creating an institutional culture of success that fosters student empowerment and self-growth is fundamental to Process Education and is documented in *Process Education: Past, Present, and Future* (Burke, Lawrence, El-Sayed, & Apple, 2009) and *What is Special About Process Education* (Desjarlais & Morgan, 2013). A review of this work is also offered in *Work in Progress — Process Education: Growing Performance Across Domains* (Litynski & Apple, 2008).

Pacific Crest began developing a process for training faculty to create a culture of success at their universities and providing opportunities for these faculty to actively engage in cultural change through the Learning to Learn Camps. *Reflections on Student Success* (Pacific Crest, 2006) offers a list of 10 factors that bear consideration for any institution working to increase student success:

1. There are pitfalls associated with having someone from within an institution try to facilitate institution-wide change. It is better to use an external facilitator.
2. The change process at an institution must be facilitated through the work of internal coordinators and internal mentoring teams (while an external facilitator can bring an objective perspective in coordinating and helping to facilitate change, the actual work must be done by individuals and teams who are part of the institution).
3. Success begins with clearly described outcomes and definable projects to attain them.
4. Key institutional events are crucial for building the critical mass you need to support change processes throughout your institution.
5. The Learning-to-Learn Camp model has been a cornerstone in many of the change processes.
6. Courses and programs should be redesigned according to quality design principles.
7. Continuous quality improvement begins with high quality program assessment practice.
8. Administrative support is critical throughout the transformational change process.

9. Institutions must foster communities of practice to better support growth.
10. Institutions must set up a system for rewards-based process, and recognition must be given for strong performances.

The language used here (“change,” “success,” “transformational,” “administrative,” “institutions”) makes clear that the aim, even then, was to shift the culture of belief and practice institution-wide in order to achieve greater student success.

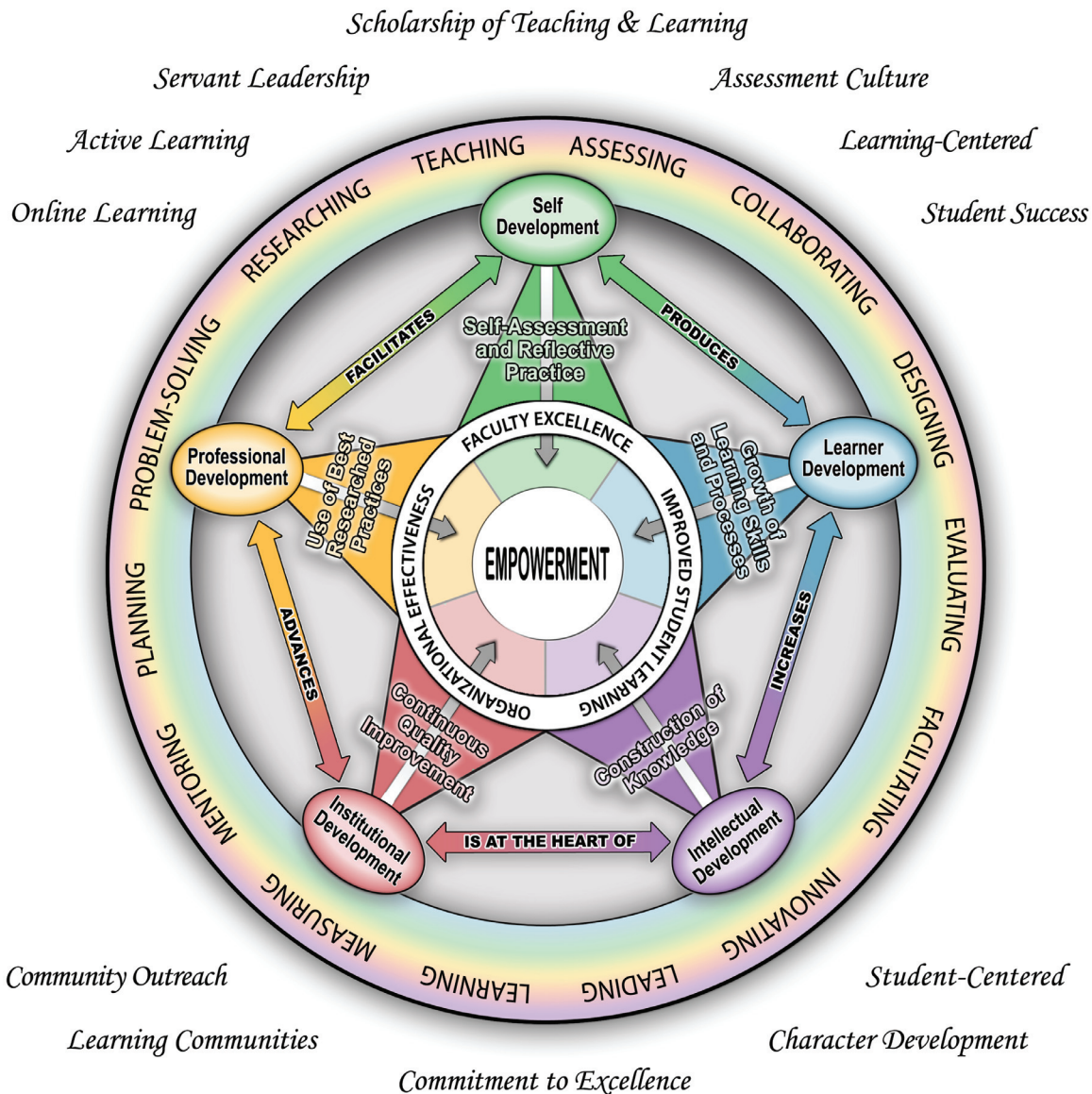
The Compass of Higher Education

It was at this time that the Compass of Higher Education was developed as a way to not only explain Process Education, but to outline its broad methods and goals in transforming educational culture (see Figure 1). The Com-

pass became the roadmap for institutional transformation, a pathfinder for Process Education scholarship contained within the *Faculty Guidebook* (Beyerlein, Holmes & Apple, 2007), and the basis for ongoing and future work in Process Education. While a strong argument could be made that every module within the *Faculty Guidebook* ultimately speaks to transforming education and creating a culture of success, several modules explicitly address the need or call for educational transformation:

- *Efforts to Transform Higher Education* (Holmes, 2007b)
- *Role of Process Education in Fulfilling the Changing Mission of Higher Education* (Duncan-Hewitt, 2007)
- *Changing Expectations for Higher Education* (Holmes, 2007a)
- *Learning Colleges* (Armstrong & Holmes, 2007)

Figure 1 The Compass of Higher Education



- *Introduction to Expectations and Change Movements in Higher Education* (Lindborg, 2007)

The Transformation of Education

Additional scholarship focused on the culture of success and the success of the Learning to Learn Camps led to a deeper analysis of the elements necessary for institutional cultural change to succeed. The Transformation of Education: 14 Aspects (Hintze, Beyerlein, Apple & Holmes, 2011) presents 14 aspects of traditional educational culture and demonstrates how the assumption behind and practice of each aspect might be shifted in order to achieve greater educational success (see Figure 2). The Transformation of Education is used as the basis for a cultural analysis and comparison of the traditional and transformational frame-

works for education in two articles currently being written. One focuses on the traditional framework as it correlates to *risk factors* (characteristics in learners and learning situations that lead to failure or jeopardize success; see also Horton, 2015); the other focuses on the transformational framework as it correlates to *success factors* (characteristics in learners and learning situations that lead to or accompany success).

The work in this area is just beginning. We are finding that the more we explore, the more important this area seems to be. New scholarship focuses not only on the extent to which educational culture can be shifted to the kind that fosters success, but also on the mechanism(s) that facilitate this kind of change.

Figure 2 The Transformation of Education

Aspect	Traditional Practice	Transformed Practice
Challenge <i>The degree to which increasing the level of difficulty is used in order to grow capacity for learning and performing</i>	Enabling	Empowering
Cognitive Complexity <i>The degree to which training and doing is elevated to problem solving and research</i>	Memorizing	Problem Solving
Control <i>The locus of power/authority for the learning situation or experience</i>	Faculty-Centered	Learner-Centered
Delivery <i>The means by which information/knowledge is obtained by learners</i>	Presentation	Active Learning
Design <i>The purposeful arrangement of instructional environment, materials, and experiences to support learning</i>	Rigid	Responsive
Efficacy <i>The well-founded belief in one's capacity to change and to make a difference</i>	Doubt	Conviction
Feedback <i>Information about what was observed in a performance or work product</i>	Evaluation	Assessment
Measurement <i>The process of determining the level of quality of a performance or product</i>	Subjective Determination	Objective Determination
Ownership <i>The degree to which the learner accepts responsibility and accountability for achieving learning outcomes</i>	Directed	Self-Directed
Relationship <i>The degree of emotional investment an instructor or mentor has in his or her students or mentees</i>	Emotionally Distant	Emotionally Invested
Scope of Learning <i>The contexts across which learning occurs and its application is demonstrated</i>	Situational Understanding	Interdisciplinary Understanding
Self-Awareness <i>The degree to which reflective and self-assessment practices are used by the individual to foster the growth of his or her own learning skills across the cognitive, affective, and social domains</i>	Self-Consciousness	Self-Growth
Social Orientation <i>The investment, interdependence, and responsibility for learning throughout a community</i>	Individual	Community
Transparency <i>The degree to which stakeholders can view individual, team, or collective performances</i>	Private	Public

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