A Well Rounded Education

For a Flat World
The College Outcomes Project

- Well-being
- Holistic
- Learning assessment
- Institutional change
Flat World

...compete, connect, and collaborate with more equal power than ever before...... (Tom Friedman)
Best Education for a Flat World is a Liberal Education

- Horizontal form of education connecting history, art, science, mathematics, music, and politics
- Meaning-making: connects dots among disciplines, infinite information, people
- Social and emotional competence--valuing diverse ideas and people, developing a secure sense of self, authentic connection with others, and ethical grounding
- Holistic and engaging--links cognitive, emotional, spiritual, physical, behavior
LIBERAL

WELL-ROUNDED

TRANSFORMATIONAL

LEARNING
What is the appropriate focus/purpose of a liberal and transforming education?

**College is about:**
- Becoming an *effective* expert worker/professional
- Mastering knowledge, skills, confidence, competence to work productively in careers that will change continuously over lifetime
- Emphasis on development of the mind

**In a Transformative Education both are tightly coupled**

**Efficacy**

**Aspirational**

- Acquiring self knowledge, skills, competencies values, dispositions i.e., capacities for *self authorship* and meaning making about transformation needed for many roles in a world of inevitable change, i.e., preparation for life
- “Development” of whole person
Healthiest psychosocial functioning (i.e., low helplessness, clear goals in life, high resilience, and high intimacy)

FLOURISHING

"Efficacy" Skills

Cognitive Outcomes
- Broad Abilities
- Knowledge & Reasoning in Disciplines

"Aspirational" Skills

Transformational Learning

PIER Outcomes
- Perspective Taking/Acting
- Identity
- Emotional Competence
- Resilience

COLLEGE ENVIRONMENT

Efficacy

Aspirational
Transformational Learning
Self-constructed

- Developmental
- Active
- Holistic
- Integrative
- Contextual
- Collective and Cumulative
“College is a critical stage in the development of young adults. They leave behind old ways of understanding, believing, and relating to the people around them, and move to new forms of identity and more critically aware forms of knowing, choosing, and living authentically”

(Boston College Journey to Adulthood 2007)
Transformational Learning: **Paradigm Shift**

- Mind / holistic
- Teaching / Learning
- Passive / Engaged
- Classroom / Campus / Larger Community
- Summative / Formative Assessment
Transformational / Systemic Institutional Change

- Leadership--president, provost/dean, faculty
- Higher Expectations and Standards Linked to
- Assessment as A Form of Teaching and Learning
- Incentives and Rewards
- Horizontal and Vertical Integration --student coherence; institutional efficacy
- Student effort increased
Catalysts for Change

- Accreditation
- Strategic Planning
- Capital Campaign
- Assessment Data
- Crisis
- Leadership and Learning Culture
College Outcomes Project
Transformative Learning Outcomes

Leadership Coalition Presidents Symposium
“Campus Change for Learning”

Daniel C. Silverman, MD MPA
November 12, 2008
A Definition of Transformative Learning

Transformative learning involves experiencing a deep shift in the basic premises of thought, feelings, and actions. It is a shift of consciousness that dramatically and irreversibly alters our way of being in the world. Such a shift involves our understanding of ourselves... our relationships with other humans and with the natural world; our body awarenesses, our visions of alternative approaches to living; and our sense of possibilities...

O'Sullivan (2003)

If we took the notion of creating comprehensive educational environments that facilitate transformative learning intentionally and comprehensively, how might we measure the development of what a student would be able to “think, feel and do differently”
Constructs of Transformative Learning Outcomes

“Constructing a space for identifying outcomes. We plan to recommend alternative measures for each of the domains. Few campuses will use all the measures in our framework…”

- **Coherent self-identity**  Achievement of enduring self-awareness, self-acceptance and realistic levels of self-esteem; establishment of interdependence between self and others/self and community; the development of a sense of purpose and integrity;

- **Emotional Competence**  Ability to experience and understand feelings in order to facilitate authentic communication with others; ability to make meaning of emotions (e.g. anger may be response to perception of unfairness; fear as a signal of threat; sadness as a reaction to loss); ability to regulate emotions to make and sustain meaningful interpersonal relationships; the ability to “attune” oneself to and make sense of the feelings and experiences of others in the service of empathy and environmental mastery
Resilience  Individual’s capacity to deal effectively (coping) with stressors and risks of all levels of severity ranging from, e.g., confronting the challenge of a difficult exam, to tolerating a lower grade to coping with a serious illness or loss of an important relationship

Ability to take the perspectives of others  Competence in accurately understanding an “other’s” (individual, group, or culture’s) viewpoint in situational context—”seeing,” both cognitively and emotionally (empathically) a situation through the eyes, thoughts and feelings of another person(s)
Promoting and Protecting Mental Health as Flourishing

A Complementary Strategy for Improving National Mental Health

Corey L. M. Keyes
Emory University

This article summarizes the conception and diagnosis of the mental health continuum, the findings supporting the two continua model of mental health and illness, and the benefits of flourishing to individuals and society. Completely mentally healthy adults—individuals free of a 12-month mental disorder and flourishing—reported the fewest missed days of work, the fewest half-day or greater work cutbacks, the healthiest psychosocial functioning (i.e., low helplessness, clear goals in life, high resilience, and high intimacy), the lowest risk of cardiovascular disease, the lowest number of chronic physical diseases with age, the fewest health limitations of daily living, and lower health care utilization. However, the prevalence of flourishing is barely 20% in the adult population, indicating the need for a national program on mental health promotion to complement ongoing efforts to prevent and treat mental illness. Findings reveal a black advantage in mental health as flourishing and no gender disparity in flourishing among Whites.

Keywords: mental health, flourishing, mental illness, subjective well-being, race and ethnicity

The National Institute of Mental Health (NIMH) recently declared cure therapeutics as a goal of its portfolio of research (Insel & Scodnick, 2006). The assumption is that by reducing the number of cases of mental illness, either by preventing those at risk or by successfully treating more cases of mental illness, the American population will be mentally healthier. This is truly an assumption, because it rests on one of the most simple and inexplicably untested empirical hypotheses: The absence of mental illness is the presence of mental health. Put in psychometric terminology, the success of the current approach to mental health hinges on the hypothesis that measures of mental illness and measures of mental health belong to a single, bipolar latent continuum.

There is mounting empirical evidence that the paradigm of mental health research and services in the United States must change in the 21st century. First, measures of mental illness and measures of mental health form two distinct continua in the U.S. population (Keyes, 2005b). Second, measures of disability, chronic physical illness, psychosocial functioning, and health care utilization reveal that mental illness and mental health belong to a single, bipolar latent continuum. Third, the presence of mental illness is a burden to self and society. Third, only a small proportion of those otherwise free of a common mental disorder are mentally healthy (i.e., flourishing). Put simply, the absence of mental illness is not the presence of mental health. Flourishing individuals function markedly better than all others, but barely one fifth of the U.S. adult population is flourishing (Keyes, 2002, 2003, 2004, 2005a, 2005b).

The two continua model (see also Tudor, 1996) calls for the adoption of a second, complementary national strategy: the promotion and maintenance of genuine mental health as flourishing. Curing or eradicating mental illness will not guarantee a mentally healthy population. Because mental health belongs to a separate continuum, and the absence of mental health—a condition described later as “flourishing in life”—is as bad as major depressive episode (MDE), the current national strategy of focusing solely on mental illness can, at best, reduce mental illness but not promote mental health. The U.S. strategy for mental health must simultaneously (a) continue to seek to prevent and treat cases of mental illness and (b) seek to understand how to promote flourishing in individuals otherwise free of mental illness but not mentally healthy. To paraphrase the famous Johnny Mercer song (Mercer & Arlen, 1944), if mental health is truly society’s national objective—and I would like to make a case in this article that it must be—then it has to “accentuate the positive [i.e., flourishing], eliminate the negative [i.e., mental illness] . . . and don’t mess with mister in-between [i.e., languishing].”

Stuck in the Past: The Meanings of Health

The U.S. national vision of health is rooted in a bygone era: recognizing this is the first step toward adopting a complementary approach to national mental health. Throughout human history, there have been three conceptions of health:
Flourishing is not merely the absence of physical or mental illness but the presence of a complete, positive state of well-being in which the individual fulfills his or her full potential, copes with the normal stresses of life, works productively and fruitfully, and is able to make a contribution to his or her community.

Transformative Learning experiences should support an ongoing process of positive development and lifelong optimal emotional, psychological, and social well-being, i.e., “Flourishing.”

Measuring Flourishing then could be a way of assessing student learning, success and institutional effectiveness in providing transformative experiences.
### Table 1
Factors and 13 Dimensions Reflecting Mental Health as Flourishing

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive emotions (i.e., emotional well-being)</td>
<td>Regularly cheerful, interested in life, in good spirits, happy, calm and peaceful, full of life.</td>
</tr>
<tr>
<td>Positive affect</td>
<td>Mostly or highly satisfied with life overall or in domains of life.</td>
</tr>
<tr>
<td>Positive psychological functioning (i.e., psychological well-being)</td>
<td></td>
</tr>
<tr>
<td>Self-acceptance</td>
<td>Holds positive attitudes toward self, acknowledges, likes most parts of self, personality.</td>
</tr>
<tr>
<td>Personal growth</td>
<td>Seeks challenge, has insight into own potential, feels a sense of continued development.</td>
</tr>
<tr>
<td>Purpose in life</td>
<td>Finds own life has a direction and meaning.</td>
</tr>
<tr>
<td>Environmental mastery</td>
<td>Exercises ability to select, manage, and mold personal environs to suit needs.</td>
</tr>
<tr>
<td>Autonomy</td>
<td>Is guided by own, socially accepted, internal standards and values.</td>
</tr>
<tr>
<td>Positive relations with others</td>
<td>Has, or can form, warm, trusting personal relationships.</td>
</tr>
<tr>
<td>Positive social functioning (i.e., social well-being)</td>
<td></td>
</tr>
<tr>
<td>Social acceptance</td>
<td>Holds positive attitudes toward, acknowledges, and is accepting of human differences.</td>
</tr>
<tr>
<td>Social actualization</td>
<td>Believes people, groups, and society have potential and can evolve or grow positively.</td>
</tr>
<tr>
<td>Social contribution</td>
<td>Sees own daily activities as useful to and valued by society and others.</td>
</tr>
<tr>
<td>Social coherence</td>
<td>Interested in society and social life and finds them meaningful and somewhat intelligible.</td>
</tr>
<tr>
<td>Social integration</td>
<td>A sense of belonging to, and comfort and support from, a community.</td>
</tr>
</tbody>
</table>

*Note: The 13 dimensions are from Keyes (2005b, Table 1, p. 541).*
FLOURISHING QOL ASSESSMENT

Today’s date (mm/dd/yy): \\

NAME: \\
DOB: \\
ID: \\

Please answer the following questions are about how you have been feeling in the past 2 weeks. Circle the number that best represents how often you have experienced or felt the following:

<table>
<thead>
<tr>
<th>In the past 2 weeks, how often did you feel …</th>
<th>NEVER</th>
<th>ONCE OR TWICE</th>
<th>ABOUT ONCE A WEEK</th>
<th>2 OR 3 TIMES A WEEK</th>
<th>ALMOST EVERY DAY</th>
<th>EVERY DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. happy</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. interested in life</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. satisfied</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. that you had something important to contribute to society</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. that you belonged to a community (like a social group, your neighborhood, your city)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. that our society is becoming a better place for people</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. that people are basically good</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. that the way our society works makes sense to you</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. that you liked most parts of your personality</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. good at managing the responsibilities of your daily life</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. that you had warm and trusting relationships with others</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. that you have experiences that challenge you to grow and become a better person</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. confident to think or express your own ideas and opinions</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. that your life has a sense of direction or meaning to it</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Scores (add columns): 

Total (of all 5 columns): ____
Connections between Transformative Learning Outcomes

- **Cognitive Outcomes**
  - Broad Abilities
  - Knowledge & Reasoning in Disciplines

- **Transformational Learning**

- **PIER Outcomes**
  - Perspective Taking/Acting
  - Identity
  - Emotional Competence
  - Resilience

**Flourishing Scale**

- Healthiest psychosocial functioning (i.e., low helplessness, clear goals in life, high resilience, and high intimacy)