



LEAP

***Making Excellence Inclusive:  
New Vision, New Markers,  
New Accountability***



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Seattle, Washington

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Carol Geary Schneider



Association  
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# *A Guiding Vision for Inclusive Excellence and Student Success*



- ★ Contemporary
- ★ Compelling
- ★ Transparent
- ★ Achieved



# *Two National Dialogues about Student Learning in College*



- ★ “Underserved Student Success” – U.S. Success
- ★ American Capability



# *Our Challenge:*



- ★ Merging the Two Dialogues
- ★ Creating a Compelling Guiding Vision
- ★ Fulfilling the Promise

Even in the Midst of Economic Contraction



## *The National Dialogue on “Student Success” – U.S. Success*

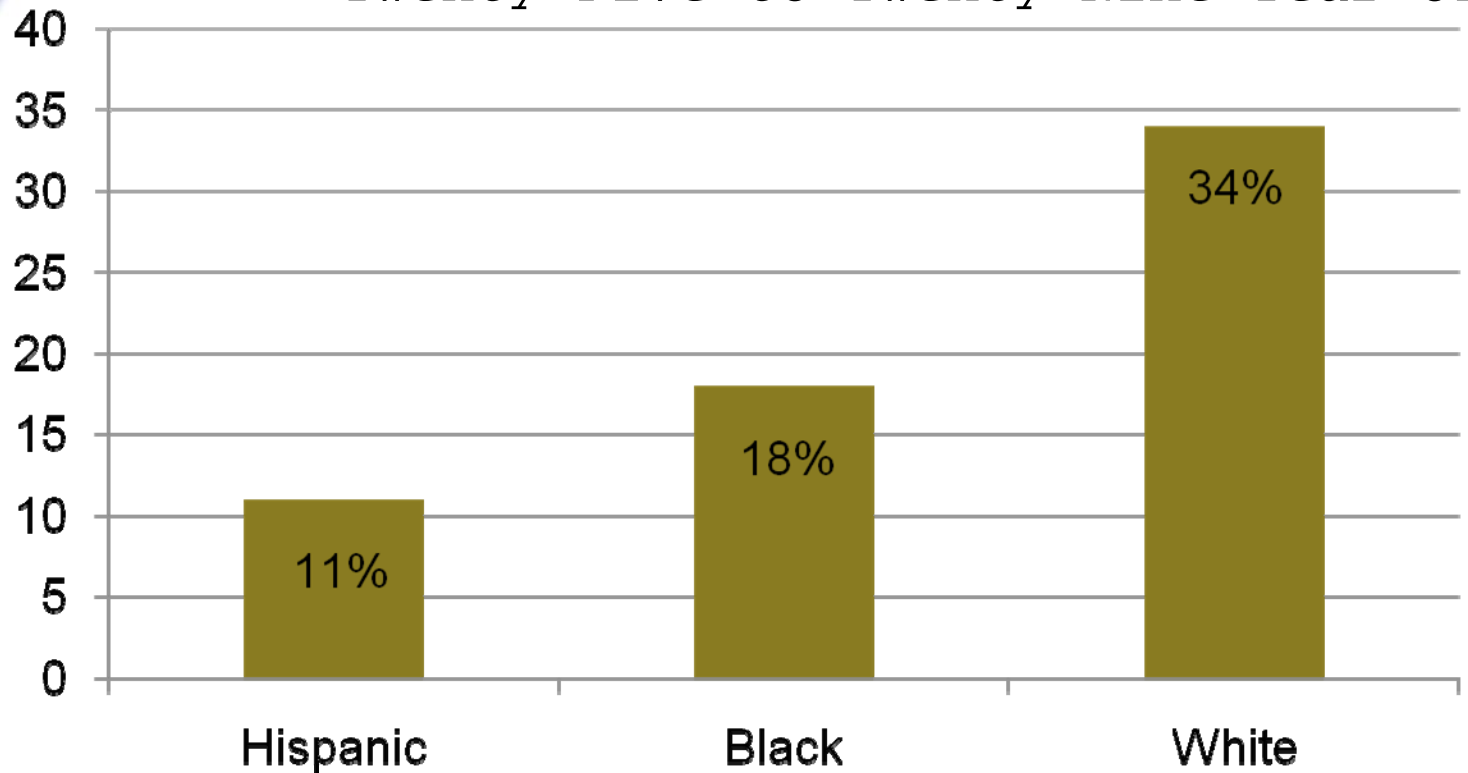


- ★ Economic need for higher levels of skill and knowledge
- ★ But the U.S. has lost its international leadership in college completion
- ★ Most of our growth in enrollment comes from underserved communities

# *Bachelor's Degree Attainment by Race*



Twenty-Five to Twenty-Nine Year Olds

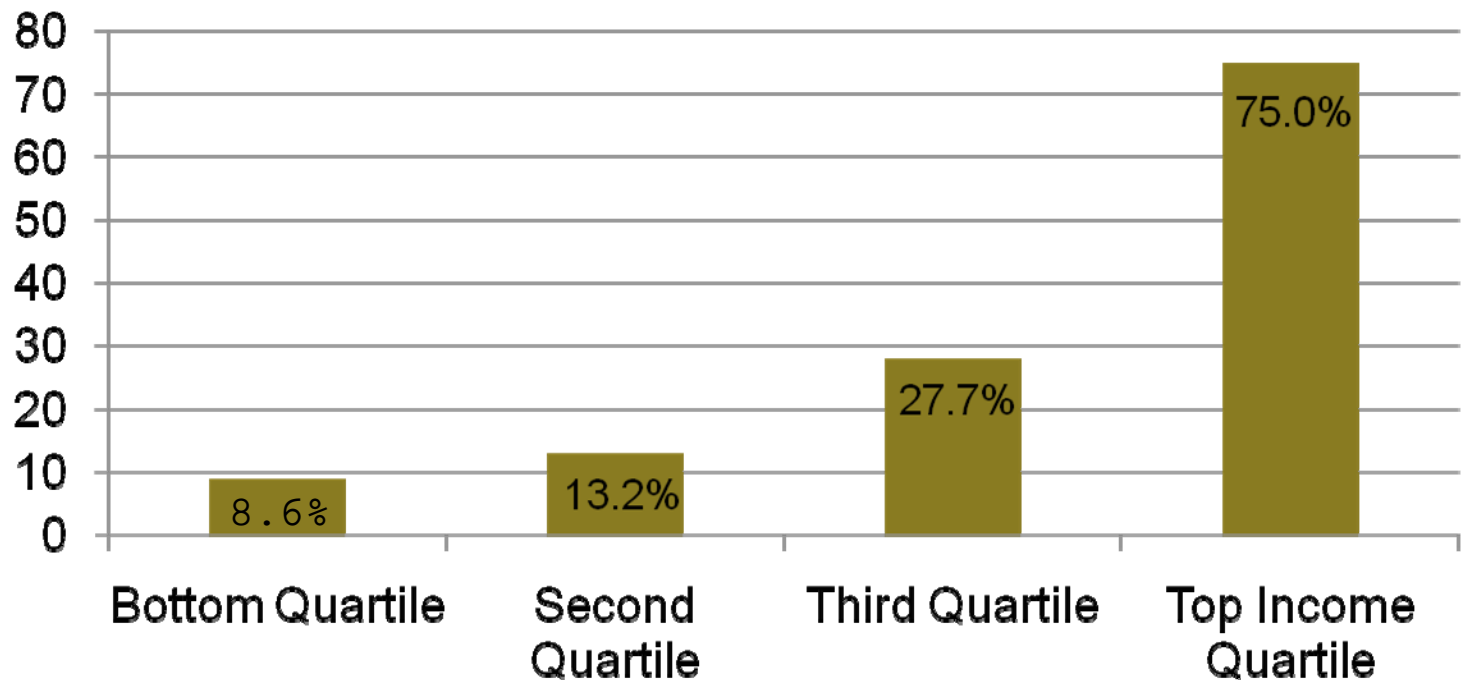


Source: U.S. Department of Education, The Condition of Education  
Postsecondary Education Opportunity, no. 158 (2005)

# *Bachelor's Degree Attainment by Family Income*



## **By Age Twenty-Four**



Source: U.S. Department of Education, *The Condition of Education*  
Postsecondary Education Opportunity, no. 158 (2005)

# *Markers of “Student Success”*



- ★ Enrollment
- ★ Persistence
- ★ Successful Transfer
- ★ Degree Completion



# *The Emerging Dialogue on American Capability*



★ Two Locations:

On Campus

Employers

★ AAC&U – Connecting  
Educators and Employers



# *Preparing Students for Twenty-First Century Realities*



2000-2005 – **Greater Expectations**

A National Dialogue About Goals and  
Effective Practices in College Learning

2005-2015 – **Liberal Education and America's Promise  
(LEAP)**

A Ten-Year Effort to Make  
Excellence Inclusive

# *The World is Demanding More...*



- ★ Changes in the balance of economic and political power – “The Rise of the Rest”
- ★ Global economy in which innovation is key to growth and prosperity
- ★ Rapid change and innovation as new realities in the workplace and the economy
- ★ Global interdependence and increasingly complex cross-cultural interactions
- ★ The need to renew democratic institutions, civic values, and inclusive community



The National Discussion About the  
Quality of Learning—and Whether  
Students Are Actually Prepared for  
These New Realities—Is Just  
Beginning

**LEAP Frames That Dialogue**



## *The Essential Aims and Outcomes*



- ★ Knowledge of Human Cultures and the Physical and Natural World
- ★ Intellectual and Practical Skills
- ★ Personal and Social Responsibility
- ★ Integrative Learning



*Liberal Education is the  
Key to American Capability*



# *Markers of Liberal Education and American Capability*



Evidence that Students Can Apply the  
Essential Learning Outcomes to  
Complex, Unscripted Problems –  
and Real-World Settings





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*How Well Are Graduates  
Achieving the  
Essential Learning Outcomes?*



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## *Employers Evaluate College Graduates' Preparedness In Key Areas*

	Not well prepared (1-5 ratings)*	Very well prepared (8-10 ratings)*	Mean rating*
Teamwork	17%	39%	7.0
Ethical judgment	19%	38%	6.9
Intercultural skills	19%	38%	6.9
Social responsibility	21%	35%	6.7
Quantitative reasoning	23%	32%	6.7
Oral communication	23%	30%	6.6
Self-knowledge	26%	28%	6.5
Adaptability	30%	24%	6.3
Critical thinking	31%	22%	6.3
Writing	37%	26%	6.1
Self-direction	42%	23%	5.9
Global knowledge	46%	18%	5.7

\*ratings on 10-point scale: 10 = recent college graduates are extremely well prepared on each quality to succeed in entry level positions or be promoted/advance within the company

# *Global Knowledge and Skills*



- Less than 13% of college students achieve basic competence in a language other than English
- Less than 34% of college students earn credit for an international studies class; of those who do, only 13% take more than four classes
- Less than 10% of college students participate in study abroad programs
- **Between 5 and 10% of college students meet all criteria for global competence**

Clifford Adelman, "Global Preparedness" of Pre-9/11 College Graduates: what the US Longitudinal Studies Say," *Tertiary Education and Management* 10 (2004): 243



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# *Knowledge in the Arts and Sciences*



First-generation students take fewer courses than others in mathematics, science, social studies, humanities, history, foreign languages, or computer science.

From National Center for Education Statistics, *First-Generation Students in Postsecondary Education: A Look at Their College Transcripts*. (Washington, DC: U.S. Department of Education, 2005).



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# *ETS Reports the Following on Intellectual Skills:*



Seniors “proficient” in critical thinking	<b>8%</b>
Seniors “proficient” at level 3 writing	<b>10%</b>
Seniors “proficient” at level 3 math	<b>10%</b>

# *NSSE 2007 Reports on Personal and Social Responsibility*



## **Small or No Gains:**

Understanding people of other racial and ethnic backgrounds	<b>46%</b>
Developing a personal code of values and ethics:	<b>42%</b>
Contributing to the welfare of your community	<b>53%</b>

## *The Essential Aims and Outcomes*



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# *Our Challenge*



- ★ Merging the Two Dialogues
- ★ Creating a Compelling Vision that Makes Inclusive Excellence the Key to “Student Success”





# *Supporting Student Success and Inclusive Excellence*



- ★ Access/Persistence
- ★ The Essential Learning Outcomes
- ➔ ★ High Impact Practices
- ➔ ★ Accountability for Assessments That Focus and Deepen Essential Learning



***High Impact Practices:  
What They Are, Who Has Access  
to Them, and Why They Matter***  
by George D. Kuh  
(LEAP report, October 2008, [www.aacu.org](http://www.aacu.org))



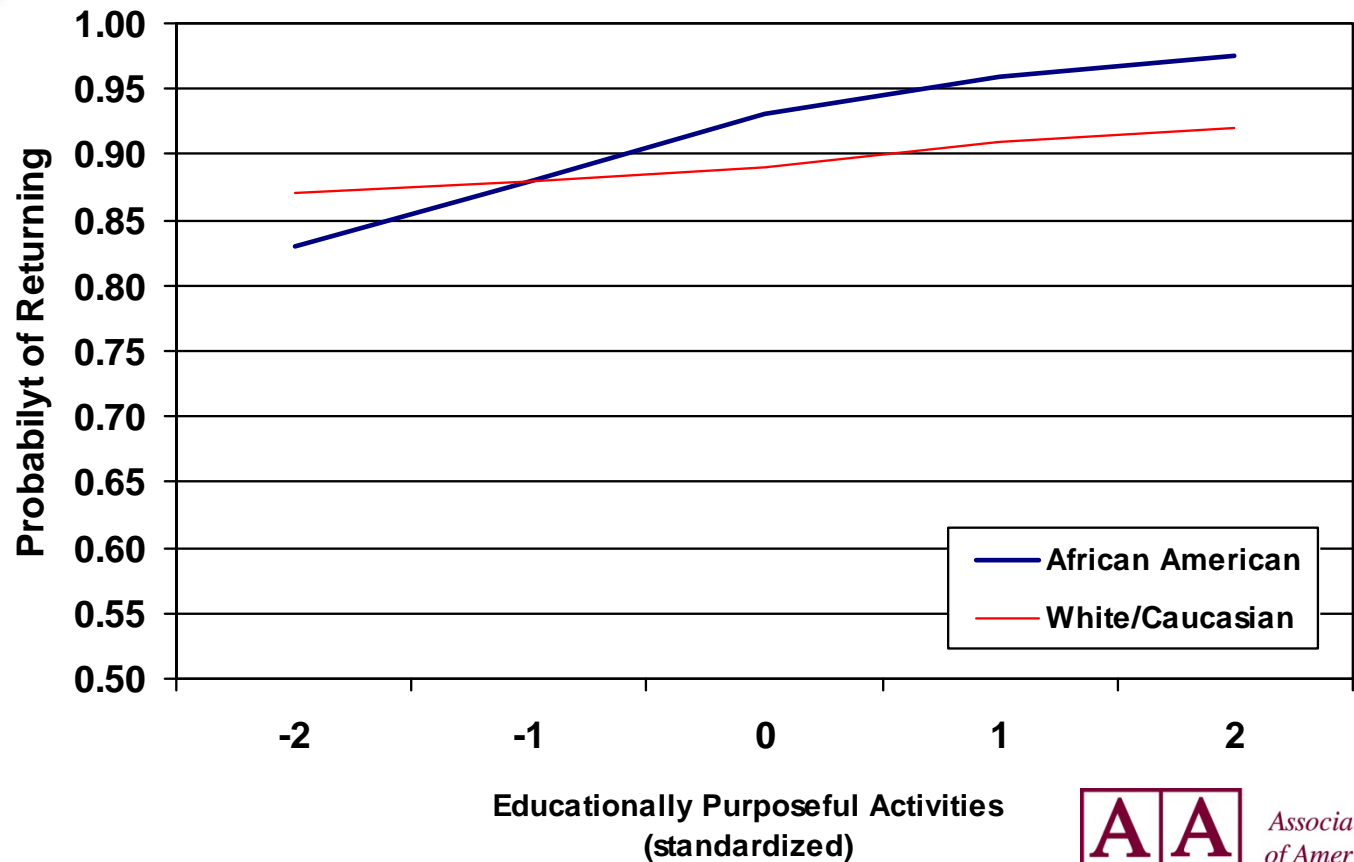
# *The Crucial Role of High-Impact Educational Practices*



- ★ First-Year Seminars and Experiences
- ★ Common Intellectual Experiences
- ★ Learning Communities
- ★ Writing-Intensive Courses
- ★ Collaborative Assignments and Projects
- ★ “Science as Science Is Done”/Undergraduate Research
- ★ Diversity/Global Learning
- ★ Service Learning, Community-Based Learning
- ★ Internships
- ★ Capstone Courses and Projects

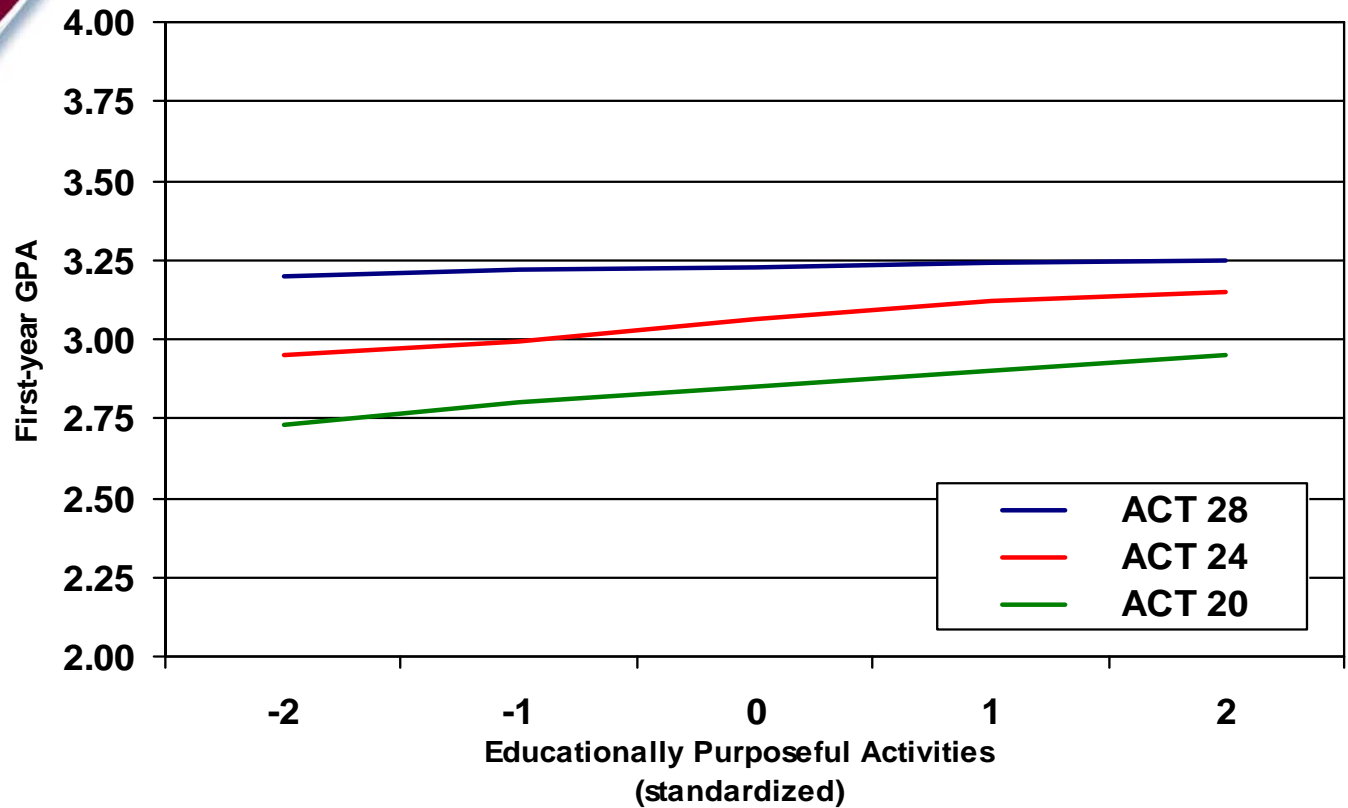


## Impact of Educationally Purposeful Practices on the Probability of Returning for the Second Year of College by Race



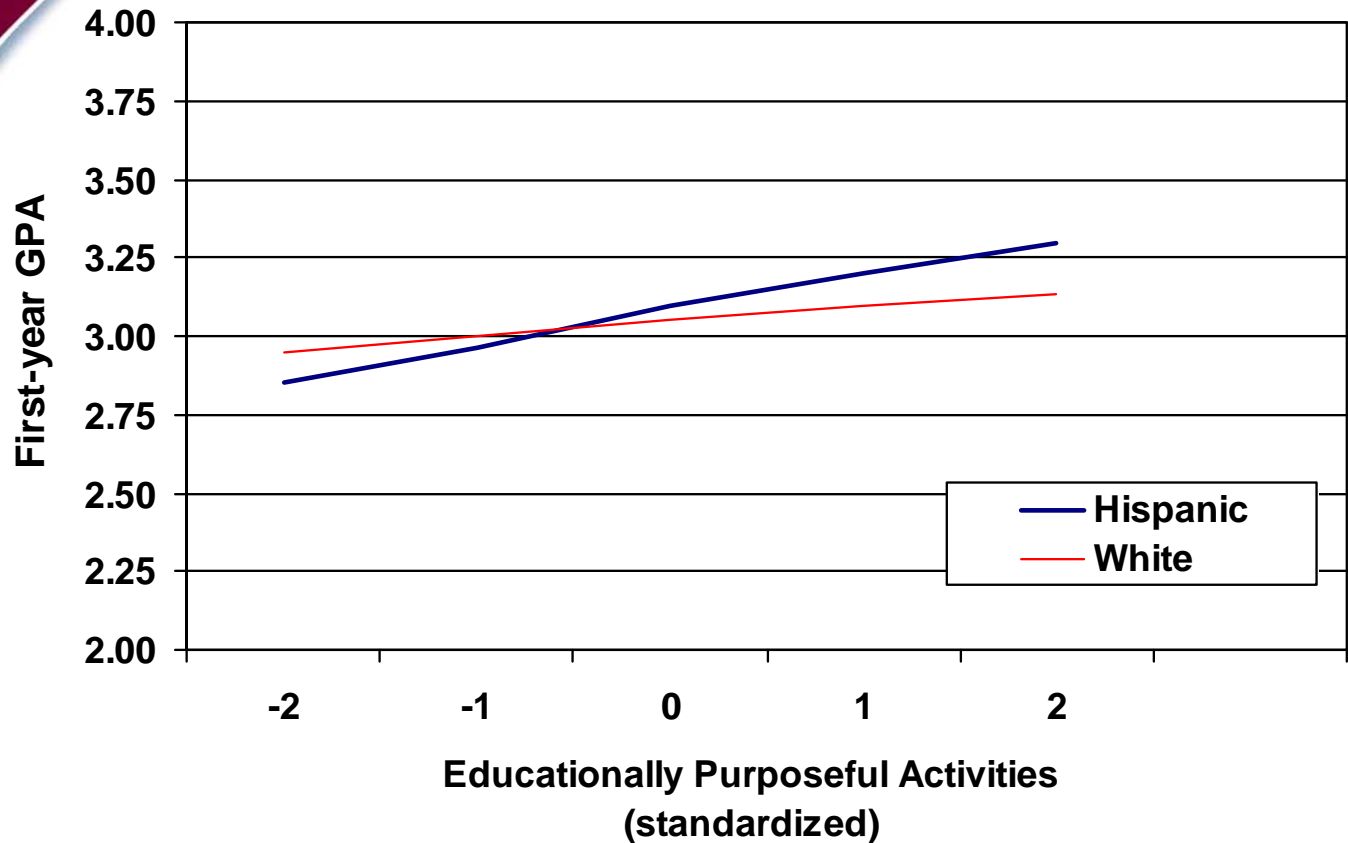
**\*\*From Kuh, *High Impact Practices: What They Are, Who Has Access to Them, and Why They Matter* (AAC&U, 2008)**

## Impact of Educationally Purposeful Practices on First Academic Year GPA by Pre-College Achievement Level



\*From Kuh, *High Impact Practices: What They Are, Who Has Access to Them, and Why They Matter* (AAC&U, 2008)

### Impact of Educationally Purposeful Practices on First Academic Year GPA by Race/Ethnicity



**\*\*From Kuh, *High Impact Practices: What They Are, Who Has Access to Them, and Why They Matter* (AAC&U, 2008)**



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# *Do High-Impact Practices Foster Essential Learning Outcomes?*



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*Outcomes of High Impact Practices  
for Underserved Students:  
A Review of the Literature*

*Lynn Swaner and Jayne Brownell*

*(Forthcoming AAC&U report, 2009)*





# *The Good News*



High Impact Practices  
Foster Gains on  
Essential Learning Outcomes



# *The Sobering News*



We Have Almost No  
HIP/Learning Outcomes Research  
At All on Underserved Students





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# *What Next?*



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# *Give Students a Compass – and Educators Too*



- ★ SHARED Responsibility for Essential Learning Outcomes
- ★ Face the Disparities WITHIN Almost Every College and University



# *Engage the Departments*



- ★ General Education – Necessary But Not Sufficient
- ★ Every Major Plays a Crucial Role in Students' Achievement of the Essential Learning Outcomes



## *Embed High Impact/High Effort Practices WITHIN the Major*



- ★ Collaborative Projects
- ★ Undergraduate Research
- ★ Community-Based Learning
- ★ Internships – Supervised and Evaluated
- ★ Advanced Thematic Learning  
Communities
- ★ Senior Projects



*Assess Students' Work in High Impact  
Projects To Document Achievement on  
Essential Learning Outcomes*



- ★ Levels of Knowledge
- ★ Intellectual and Practical Skills
- ★ Personal and Social Responsibility
- ★ Integration and Application



# *Show What Students Can Do With Their Knowledge*



- ★ The Proof is In the Portfolio
- ★ Our Students' Best Work **MUST** Provide the Best and Most Compelling Evidence – of Students' Success and Americans' Capabilities

# *An Accountability Framework Worthy of Our Mission*



- ★ Shared Goals – That Build American Capability
- ★ High Impact Practices that Support Essential Learning Outcomes
- ★ Disaggregated Data – That Shine a Light on Underserved Students’ Progress and Achievement
- ★ Students’ Best Work – Sampled and Synthesized For Public Reporting



# Campus-Wide Commitment – and Capacity – to Use Our Evidence to Support Essential Learning And Inclusive Excellence





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*This is America's Moment...*

Making Excellence Inclusive is  
Fundamental to Our Future



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*In the Words of This Moment*

*“Yes We Can”*



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