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***New Vision, New Designs,
New Measures of Success:
Preparing Today's Students for the
New Global Century***

Greater Expectations Institute
Nashville, TN
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Carol Geary Schneider



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

- ★ Implications for Students
- ★ Implications for Your Work



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***Two National Dialogues about
Student Learning in College***

- ★ "Underserved Student Success" – U.S. Success
- ★ American Capability




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Making Excellence Inclusive:


- ★ Merges These Two Dialogues
- ★ Creates a Compelling Guiding Vision
- ★ Helps Campuses Make Wise Choices
Even in the Midst of Economic Contraction!


 Association of American Colleges and Universities

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The National Dialogue on "Student Success" – U.S. Success

- ★ Economic need for higher levels of skill and knowledge
- ★ But most of our growth in enrollment comes from underserved communities
- ★ Success in raising underserved student achievement is an American priority

 Association of American Colleges and Universities

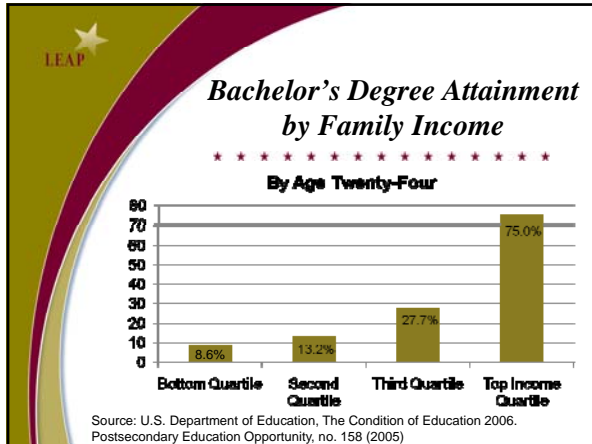
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Bachelor's Degree Attainment by Race and Ethnicity

Twenty-Five to Twenty-Nine Year Olds

Race and Ethnicity	Percentage
Hispanic	11%
Black	18%
White	34%

Source: U.S. Department of Education, The Condition of Education 2006. Postsecondary Education Opportunity, no. 158 (2005)



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BA Attainment Rates by Socio-Economic Status (SES) Quartiles and SAT/ACT* Score Bands for Students in the 12th Grade Cohort

	1200 – 1600	1100 – 1199	1000 – 1099	800 – 999	400 – 799
Top SES	82%	67%	65%	52%	21%
2 nd SES	59%	48%	42%	34%	11%
3 rd SES	40%	39%	30%	16%	7%
Bottom SES	44%	20%	15%	8%	5%


Source: US Department of Education, National Education Longitudinal Study (NELS 1988-2000). *Tony Carnevale's concordance of SAT and corresponding ACT scores (2005)

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- ### Markers of Student Success— Now
- *****
- ★ Access
 - ★ Persistence
 - ★ Successful Transfer
 - ★ Degree Completion
-

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***The Emerging National
Dialogue on American Capability***

- ★ Two Locations:
Campus Faculty and Leaders
Employers
- ★ AAC&U – Connecting Educators with
Employers



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***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



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The World is Demanding More...

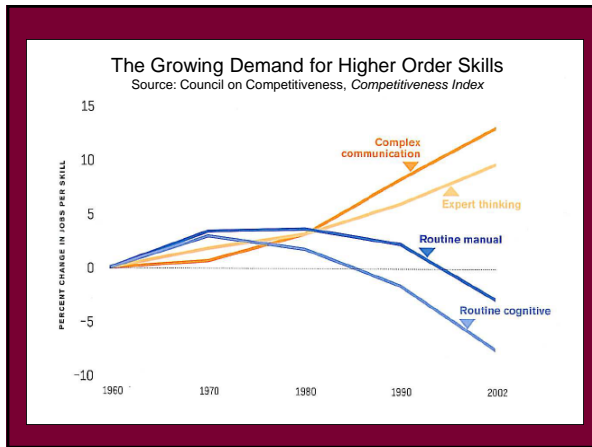
- ★ Global economy in which innovation is
key to growth and prosperity
- ★ Rapid change and innovation as new
realities in the workplace and the economy
- ★ Global interdependence and increasingly
complex cross-cultural interactions in work
and civic life
- ★ The need to renew democratic
institutions, civic values, and
inclusive community



LEAP *US Economy Defined by Greater Workplace Challenges and Dynamism*

- ★ Every year, more than 1/3 of the entire US labor force changes jobs.
- ★ Today's Students Will Have 10-14 Jobs by the Time They Are 38.
- ★ 50% of Workers Have Been With Their Company Less Than 5 Years.
- ★ Every year, more than 30 million Americans are working in jobs that did not exist in the previous quarter.

DOL-BLS



Employers' Expectations of Employees Have Increased

% who agree with each statement

Our company is asking employees to **take on more responsibilities** and to **use a broader set of skills** than in the past

91%

Employees are expected to **work harder to coordinate with other departments** than in the past

90%

The **challenges** employees face within our company are **more complex today** than they were in the past

88%

To succeed in our company, employees need **higher levels of learning and knowledge** today than they did in the past

88%


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2005-2015

Liberal Education and America's Promise (LEAP)

- ★ Campus Action
- ★ Public Advocacy
- ★ Useful Evidence

To Prepare All Students for Work, Life, and Citizenship




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The LEAP 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*




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Employers Strongly Endorse the Essential Learning Outcomes – And They Urge New Effort to Help All Students Achieve Them



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How Well Are Graduates Achieving the Essential Learning Outcomes?



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What Employers Say

63% of employers agree that “too many recent college graduates do not have the skills to be successful in today’s global economy.”

Source: *How Should Colleges Prepare Students to Succeed in Today’s Global Economy?* (AAC&U, 2007)




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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

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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	8%
Seniors "proficient" at level 3 writing	10%
Seniors "proficient" at level 3 math	10%




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***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)



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



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***The Impact of Engaged
Educational Practices:
What Research Shows About Learning
Outcomes, Completion, and Quality***
Lynn Swaner and Jayne Brownell
(Forthcoming AAC&U report, 2010)



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The Good News

High Impact Practices
DO Support Gains on the
Essential Learning Outcomes



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***Helping Students Develop
Essential Outcomes***



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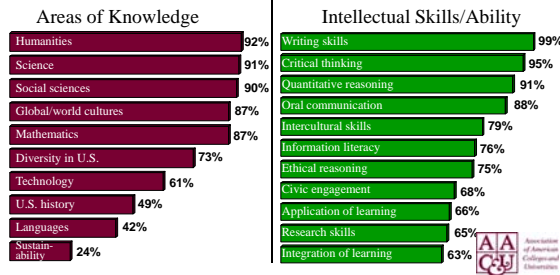
***1. Give Students a Compass –
and Educators Too***

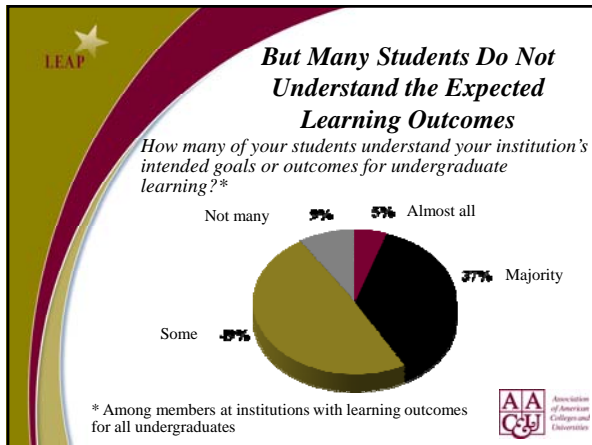
SHARED Responsibility for
Essential Learning Outcomes



Goals/Outcomes for All Students' College Learning

Among respondents from campuses WITH campus-wide goals, percent saying their institution's common set of learning goals/outcomes addresses each area of knowledge/intellectual skills & ability






2. Engage the Departments

★ General Education – Necessary But Not Sufficient

★ Every Major Plays a Crucial Role in Students' Achievement of the Essential Learning Outcomes

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**3. Embed High Impact/
High Effort Practices WITHIN
General Education AND
the Major**



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**4. Teach Students How to
Connect Their Goals, Course
Choices, and the Essential
Learning Outcomes**

★ Each Student Should Develop a Plan –
Not Just a Goal




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**Teaching Students How...
IUPUI First-Year Seminars**


★ Required for all students entering with <17
credit hours


- ★ First-year seminars may be stand alone courses,
linked with gateway courses, or themed learning
community
- ★ All sections introduce learning outcomes – the
Principles of Undergraduate Learning (PULs)
- ★ **Curriculum is consistent with the PULs**
 - Strong emphasis on critical thinking and communications
 - Specific learning outcome: Apply IUPUI's PULs to their current
and future educational experiences

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***Teaching Students How... (cont.)
Personal Development Plan (PDP)
- Tied to Learning Outcomes***


- ★ Required component of the first-year seminar
- ★ Six sections
 - About me
 - My Educational Goals
 - PUL Matrix
 - My Career Goals
 - My Courses and Learning
 - Mapping of courses to the PUL
 - My Experiences
 - My Resume




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***5. Demonstrate What
Students Can Do With Their
Knowledge***


- ★ The Proof is In the Portfolio
- ★ The Work Students Do in High Impact Practices Provides the Best and Most Compelling Evidence – of Students’ Achievement and Americans’ Capabilities



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***New Framework for
Student Success and
Inclusive Excellence***

- ★ Shared Goals – That Build American Capability
- ★ High Impact Practices that Support Essential Learning Outcomes (ELOs)
- ★ Student Success Practices Tied to ELOs
- ★ Disaggregated Data – Tracking Underserved Students’ Progress and Achievement
- ★ Students’ Best Work – Sampled and Synthesized For Public Reporting



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Campus-Wide Commitment –
Capacity – to Support Essential
Learning And Inclusive Excellence



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*This is America's Defining
Moment...*
And Making Excellence Inclusive is
Absolutely Fundamental to Our Future