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

Greater Expectations Institute
Burlington, Vermont
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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!


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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 a new American priority

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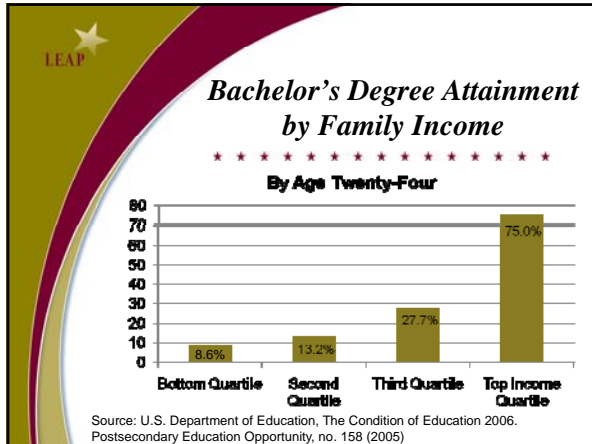
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Bachelor's Degree Attainment by Race

Twenty-Five to Twenty-Nine Year Olds

Race	Attainment Rate
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...

- ★ 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




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National Surveys of Employers on College Learning and Graduates' Work Readiness


AAC&U commissioned Hart Research Associates (first in 2006 and next in 2007) to interview employers (C-level suite executives) whose companies report that 25% or more of their new hires hold at least a bachelor's degree.

Findings are summarized in the following reports:
How Should Colleges Prepare Students to Succeed in Today's Global Economy? (AAC&U, 2007)
How Should Colleges Assess and Improve Student Learning? Employers' Views on the Accountability Challenge (AAC&U, 2008)

See: www.aacu.org/leap/public_opinion_research

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How Well Are Graduates Achieving the Essential Learning Outcomes?


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Employers Express Concern About Skill Level of College Graduates


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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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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NSSE 2008 – Students Reporting Small or No Gains in the Following Areas

Personal and Social Responsibility:


Understanding people of other racial and ethnic backgrounds	46%
Developing a personal code of values and ethics	42%
Contributing to the welfare of your community	53%
<u>Never</u> participated in a community-based project related to a course	54%

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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

➔ ***Their Future, Our Responsibility***

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Markers of Student Success— Future

Access/Persistence


-  Essential Learning Outcomes
-  High Impact Educational Practices



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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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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




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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,
www.aacu.org)

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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 Capabilities

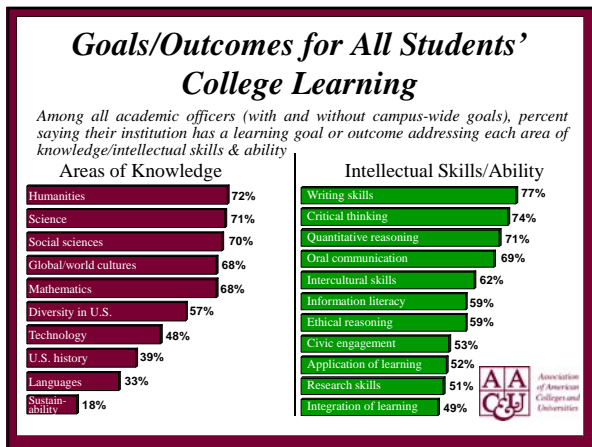


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1. Give Students a Compass – and Educators Too

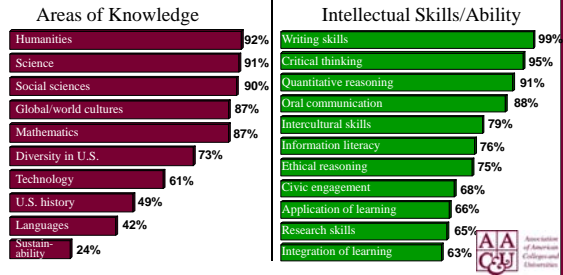
SHARED Responsibility for Essential Learning Outcomes

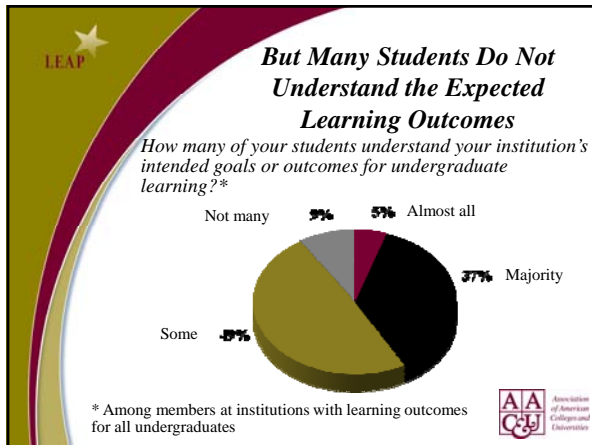




Goals/Outcomes for All Students' College Learning

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. 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' Achievement and Americans' Capabilities

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**New Framework for
Student Success**

- ★ 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

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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...

And Making Excellence Inclusive is
Absolutely Fundamental to Our Future



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Mission





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Envisioning Diversity



Diversity: Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, gender, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning



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Envisioning Inclusion

Inclusion: The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

LEAP **Innovative Excellence Seeks to:**

- establish hallmarks of academic excellence and institutional effectiveness
- operationalize inclusion in campus functioning
- ensure academic freedom responsibilities are understood and practiced
- create an educational process that has diversity and inclusion at the center

LEAP **The Higher Education Learning Environment Today: Disparate Elements**

Facilities (e.g., classrooms, residence halls, libraries)

Facilitators (e.g., professor, chair, admissions officer, academic advisor, financial aid counselor, committee member, career counselor)

Resources (e.g., student support services, teaching & learning center, curriculum, academic advising, labs, print & non-print media)

Learners (e.g., staff, faculty, students, units, departments, institution as a whole)

LEAP **The Higher Education Learning Environment Today**

Psychology Department Chair

Cognitive Psychology Faculty Clinical Faculty Measurement Psychology Faculty

Student Life Vice President

Director Residential Life Learning Communities Director Service Learning Director Career Services

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The Intentional Institution

- Creates synergy at the points where various elements of learning intersect (through communication, coordination, and collaboration)
- Makes the most of the uniqueness of each learner—as an individual and as a member of multiple identity groups—to enhance key learning outcomes
- Uses learning facilitators, facilities, and resources in the service of learning and knowledge development to strengthen our nation’s diverse democracy and quality of life for all



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The Intentional Institution: Making Excellence Inclusive



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How Focusing on the Essential Improves Learning Outcomes

- Knowledge of Human Cultures and the Natural and Physical World
- Intellectual and Practical Skills
- Individual and Social Responsibilities
- Integrative Learning



***How? Link Diversity,
Equity, and Inclusion
Efforts to Core Institutional
Functions***

- Teaching
- Research
- Service
