USING LEAP TO ARTICULATE WHAT WE MEAN BY QUALITY
Ken O’Donnell, Senior Director, Student Engagement
CSU Office of the Chancellor

USING EVIDENCE TO TELL YOUR LEAP STORY
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The California State University

450,000 Students
23 Universities
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Statewide General Education Curriculum
(Executive Order 1100)
3.2 CSU Student Learning Outcomes
Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four “Essential Learning Outcomes” drawn from the Liberal Education and American Promise (LEAP) campaign, an initiative of the Association of American Colleges and Universities.

LEAP Essential Learning Outcomes Framework
- Knowledge of Human Cultures and the Physical and Natural World
- Intellectual and Practical Skills
- Personal and Social Responsibility
- Integrative Learning

Within the LEAP Essential Learning Outcomes framework, campuses may identify more specific outcomes, such as students’ ability to:
The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

知识 of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems
The Essential Learning Outcomes

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Using Evidence to Tell Your LEAP Story
Got Data???
Got Data!!!
Higher Ed Today = Assessmentpalooza
Let’s Talk Evidence
The data you are using…

1. Is it important? Or just interesting? Or even worse, just easy (easier, easiest) to collect?
2. Does it align meaningfully with your strategies? With your outcomes?
3. Does it represent all of your students? Who might be left out?
4. Have you allowed the “perfect” to be enemy of the “good”?
Before data, there is design.
How do you know what data you need?
Start at the end and work backwards.
Designing Courses Backwards

- Content
- Skills
- Learning Outcome

From the Teaching Commons, Stanford University

https://teachingcommons.stanford.edu/resources/course-preparation-resources/course-design-aids/designing-courses-backwards
Try Designing Assessment Backwards
Your LEAP Story

Student Learning

Student Learning

Environment

Evidence

What do you want to take credit for?

How can you prove it to stakeholders?

Who are your stakeholders?

What are you actually DOING on your campus???

In your system???

In your state???
Does your LEAP evidence reflect an equity mindset? Does it promote inclusive excellence?
My honest answer:

Huh?
My shorthand strategy for this:
Move beyond the mean.
AAC&U Survey of Member Institutions’ CAOs Hart Research Report

Bringing Equity and Quality Learning Together: Institutional Priorities for Tracking and Advancing Underserved Students’ Success
(Released November 2015)
Do we track?
Do we disaggregate?
We track (mostly), but few disaggregate

<table>
<thead>
<tr>
<th>Achievement of Learning Outcomes</th>
<th>Track 70%</th>
<th>Disaggregate 17%</th>
</tr>
</thead>
</table>

Intention vs. Reality Revealed
Have Set Equity Goals

- 31% By Race/Ethnicity
- 24% By Socioeconomic Status
- 14% By Parents' Level of Educational Attainment

Have Disaggregated Data

- 16%
- 9%
- 6%
The greatest mismatch = Learning Outcomes

Even campuses that have set equity goals to close gaps in achievement of student learning outcomes fail to consider the very data that defines success.
A few thoughts on moving beyond the mean…

• Data is not value-neutral
• Outliers warrant attention
• You must ask the tough question: Does your approach to assessment itself marginalize some students?
• Just as the learning sciences inform pedagogy, how might they enhance assessment (e.g., mindsets, stereotype threat)?
Won’t the data speak for itself?
No.
How we assessment folk often present data...
### EvaluatorState

<table>
<thead>
<tr>
<th>State</th>
<th>Frequency</th>
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<th>Valid Percent</th>
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### Project_Recode

<table>
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<tbody>
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<tr>
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### Criterion

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<tbody>
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<td>Evidence</td>
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<tr>
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<tr>
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Friends Don’t Let Friends Use SPSS Output In PowerPoint Presentations!
Visualize your results in ways that elicits change.
Faculty and Staff Responses to Usefulness of VALUE Rubrics for Assessing Student Work

Percent of scorers who reported Strongly Agree or Agree with each aspect of rubric use

- VALUE rubrics were a useful tool for evaluating student work quality
- Rubric 4-0 scoring levels provided sufficient range for evaluating performance
- Capstone, milestone and benchmark performance descriptors were understandable for scoring student work
- Capstone, milestone and benchmark performance descriptors were relevant for making judgments about levels of learning
- VALUE rubrics dimensions encompassed the core meaning of the learning outcome
90% Participating faculty believed that the VALUE rubric = Useful tool for evaluating student work quality
Sufficient range
Descriptors were understandable
Descriptors were relevant for making judgments about levels of learning
But wait... to do all of this, I need a graphic designer or a professional evaluator, right?
No.
Above all...
We need to be lifelong learners.
Does this sound familiar?

“The challenge… is that not all problems are bounded, have optimal solutions, or occur within stable parameters.

These kinds of problems — called complex, or ‘wicked’ — are difficult to define. This is the place where innovators often find themselves.”

We rail against students’ taking simplistic approaches to complex problems — we should expect nothing less of ourselves.
Evidence Smell Test, Part II: Does your LEAP evidence allow — empower — you to:
Truth2Power
ProcessFacilitation
PatternRecognition
Tolerance4Ambiguity
Communicate
Listen

From “A Practitioner’s Guide to Developmental Evaluation”
http://mcconnellfoundation.ca/assets/Media%20Library/Publications/DE%2020%20EN.pdf
Through a robust financial aid program, the California State University is able to provide access to a high-quality education while maintaining affordability. The CSU is one of the nation's best bargains, with significant state and institutional grant aid helping our neediest students. While the tuition fee at the CSU is among the lowest in the nation, the university recognizes the financial challenges many families face and provides aid in several forms including grants, scholarships, work-study and loans.

**The CSU is committed to improving college access through financial aid:**

- The CSU sets aside one-third of new revenue from tuition fees to assist economically disadvantaged students.
- CSU students received over $4 billion in financial aid in 2014-15.
- About 75% of CSU undergraduate financial aid recipients have their tuition fees fully covered by grants or waivers.

**Effectiveness**

In general, CSU undergraduate students who qualify for financial aid based on their family's total income have higher graduation rates.

**The Facts**

**IN THE PAST 10 YEARS:**

- Four-year graduation rates for first-time freshmen have improved by 47%.
- Six-year graduation rates for first-time freshmen have improved by 24%.
- Graduation rates for all ethnic and racial groups have increased.

**TODAY:**

- 57% of all first-time freshmen graduate in six years or less.
- 72.9% of community college transfers graduate within four years.

**Data-Driven Strategies**

Many factors impact timely degree completion. CSU is actively working to remove the most common barriers so that students graduate in six years or less.

- **PREPARATION** – Campuses work with K-12 school districts to improve college readiness. Students are prepared for college-level work and succeed and graduate in six years or less.
- **CONNECTION** – A variety of strategies give students a sense of belonging and access to experts who mentor them so that they have a positive experience.
The California State University

IMPROVING COLLEGE ACCESS THROUGH FINANCIAL AID

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The CSU is committed to expanding college access through:

- The CSU sets aside at least 5% of its tuition and fees revenue from tuition and fees to support students who are economically disadvantaged.
- CSU students receive a $5,000 financial aid award in 2014-2015.
- About 75% of CSU students receive financial aid.

MAKING STRIDES IN STUDENT SUCCESS

The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

🌟 Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

-focused by engagement with big questions, both contemporary and enduring

🌟 Intellectual and Practical Skills, including

- Inquiry and analysis
Elevator Pitch Exercise (for your teams):

Between now and when you leave for the Milwaukee airport, agree with your team on what you need (possibly from LEAP) in your state, and who in your state needs to be persuaded.

A good elevator pitch might last one minute and unfold in these parts:

1. **PROBLEM STATEMENT.** Before you get to the solution or the “ask” try to speak *only* about the unacceptable facet of the status quo that you want to address.

2. Only after the problem is clear, maybe halfway through your minute, broach the **SOLUTION** you have in mind and if it includes LEAP, then explain what that is.

3. The last sentence should have **THE ASK**, whether for another longer conversation or for other resources.