

Give Students a Compass:

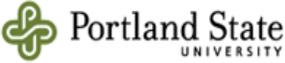
A Tri-State LEAP Partnership for College Learning, General Education, and Underserved Student Success

Give Students a Compass brings AAC&U together with the California State University System, the Oregon University System, and the University of Wisconsin System—to strengthen student learning. The project is a collaborative: systems and campuses working together to re-map general education, take new approaches to program design and assessment, and concentrate attention on the success of students from underserved groups. Compass models collaboration in large systems where students are highly mobile. Hence the metaphor for the project: We need to give students a compass so that they can navigate successfully through complex college and university systems and so that they achieve high-quality learning outcomes as they attain degrees.

The project is part of AAC&U’s signature initiative, **Liberal Education and America’s Promise (LEAP)**, which fosters campus action, public advocacy, and useful evidence to make the aims and outcomes of liberal education a guiding framework for all students’ educational achievement. The title of this project, **Give Students a Compass**, is taken directly from the Principles of Excellence described in LEAP’s influential report, *College Learning for the New Global Century*. Principle Two: “Give Students a Compass. Focus each student’s plan of study on achieving the Essential Learning Outcomes—and assess progress.” Compass is likewise part of AAC&U’s **Making Excellence Inclusive** initiative. Principle One of the LEAP Principles calls for us to “Aim High—and Make Excellence Inclusive. Make the Essential Learning Outcomes a framework for the entire educational experience, connecting school, college, work, and life.”

Beta Campus Activities

 <p>CSU The California State University WORKING FOR CALIFORNIA</p>	<div data-bbox="634 930 849 1010">  <p>Chico</p> </div> <p>Chico is redesigning general education to benefit all students, including traditionally underserved populations. The new design is consistent with LEAP learning goals and includes high-impact practices (HIPS) in a coherent general education program, engaging traditional and underserved students in an innovative curriculum and pedagogies.</p> <div data-bbox="618 1333 868 1396">  <p>SACRAMENTO</p> </div> <p>Sacramento is responding to a recent general education program review by redesigning the GE curriculum using the LEAP outcomes as an organizer. The goal is an inclusive, coherent program to foster documented success.</p> <div data-bbox="643 1627 841 1732">  <p>SAN JOSÉ STATE UNIVERSITY</p> </div> <p>San José is creating a “transfer year experience” in partnership with Evergreen Valley College. The campuses are collaborating to strengthen links between English composition faculty and EOP offices at both campuses to improve students’ post-transfer success.</p>
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	 <p>EOU is aligning learning outcomes in the curriculum and co-curriculum with LEAP outcomes. They are creating new advising tools for students and tracking low-income and minority students' success in the First Year Experience seminar.</p>  <p>PSU is evaluating first-year seminars for students who live in residence halls. They are identifying pedagogical practices that benefit first-generation and Hispanic students, expanding the use of ePortfolios in general education, and promoting ePortfolios in courses that serve transfer students.</p>  <p>SOU is identifying proficiency benchmarks for LEAP outcomes. They are analyzing data from the first-year writing seminar and from capstones, and they are conducting studies to identify retention strategies for first-generation, first-year students.</p>
	 <p>Using NSSE data, Eau Claire is testing whether the university's underserved students (first generation and/or low-income) have access to high impact practices. They are documenting underserved student participation in HIPs and removing barriers to their participation.</p>  <p>Milwaukee is developing, implementing, and assessing an outcomes-based, HIPs-infused general education curriculum. The work includes faculty development, new advising and student services, and improved access for underserved (minority, first generation, and economically disadvantaged) students.</p>  <p>Oshkosh is studying student retention as it may be affected by participation in HIPs. They seek to increase participation and success of minority, first-generation, and transfer students.</p>