

Building Next Generation Accountability Frameworks and State Policies: Lessons from LEAP

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Liberal Education & America's Promise



EXCELLENCE FOR EVERYONE AS A NATION GOES TO COLLEGE

**“A COLLABORATION BETWEEN EDUCATORS,
STUDENTS, POLICYMAKERS, AND EMPLOYERS”**



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LEAP At Five-Year Mark:

- 300+ individual institutions in Campus Action Network;
- LEAP States Initiative: California State University, Oregon, Wisconsin, Virginia, Utah, North Dakota;
- 2000 Institutions Using LEAP VALUE Rubrics for Assessment of Cross-Cutting Outcomes;
- National Leadership Council (inc. educators, policy leaders, business leaders) and Presidents' Trust (college and university presidents)



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LEAP Promotes:

Essential Learning Outcomes

A Guiding Vision and National Benchmarks for College Learning and Liberal Education in the 21st Century

High Impact Practices

Helping Students Achieve the Essential Learning Outcomes

Authentic Assessments

Probing Whether Students Can APPLY Their Learning – to Complex Problems and Real-World Challenges



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LEAP Responds to New Reality: The World is Demanding More

There is a demand for more **numbers** of college educated workers.

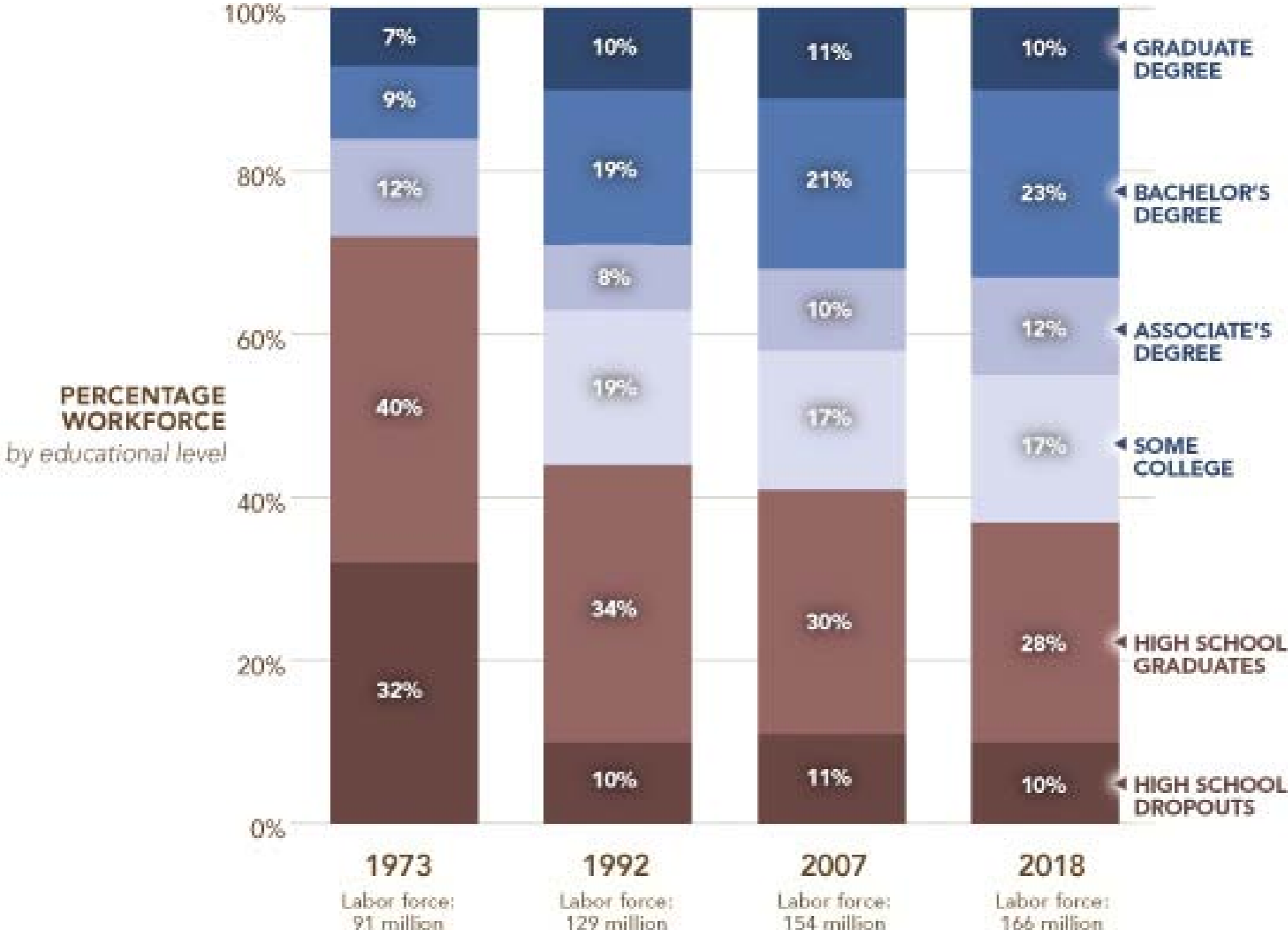
There is also a demand that those educated workers and citizens have higher levels of **learning and knowledge, and some new and different skills and abilities.**



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Increasing Demand for Educated Workforce

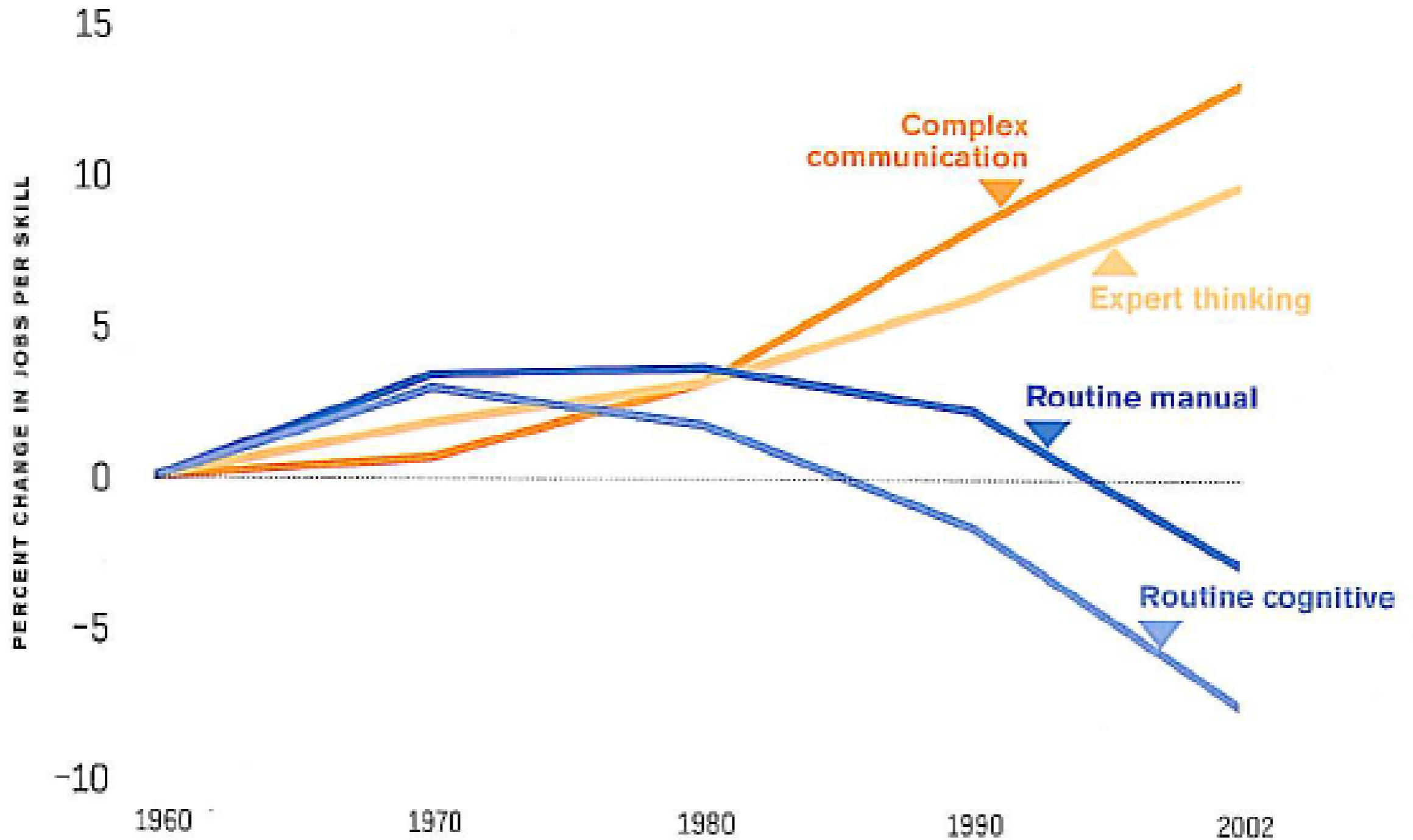
BY 2018, 30 MILLION NEW AND REPLACEMENT JOBS WILL REQUIRE SOME COLLEGE OR ABOVE



Note: Brown indicates jobs requiring high school or less and Blue indicates jobs requiring some college or more. Source: Georgetown University Center on Education and the Workforce

The Growing Demand for Higher Order Skills

Source: Council on Competitiveness, *Competitiveness Index*



Narrow Learning is Not Enough

The LEAP Essential Learning Outcomes

- ***Knowledge of Human Cultures and the Physical and Natural World***
Focused on engagement with big questions, enduring and contemporary
- ***Intellectual and Practical Skills***
Practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance
- ***Personal and Social Responsibility***
Anchored through active involvement with diverse communities and real-world challenges
- ***Integrative Learning***
Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems



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

AAC&U commissioned Hart Research Associates (in 2006, 2007, and in late 2009) to interview employers (C-level suite executives and, in 2009 additional human resource professionals) whose companies report that hiring relatively large numbers of college graduates

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)

Raising the Bar: Employers' Views on College Learning in the Wake of the Economic Downturn (AAC&U, 2010)

See: www.aacu.org/leap/public_opinion_research



Raising The Bar

*Employers' Views On College Learning
In The Wake Of The Economic Downturn*

Key findings from survey among 302 employers

Conducted October 27 – November 17, 2009

for



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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



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



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



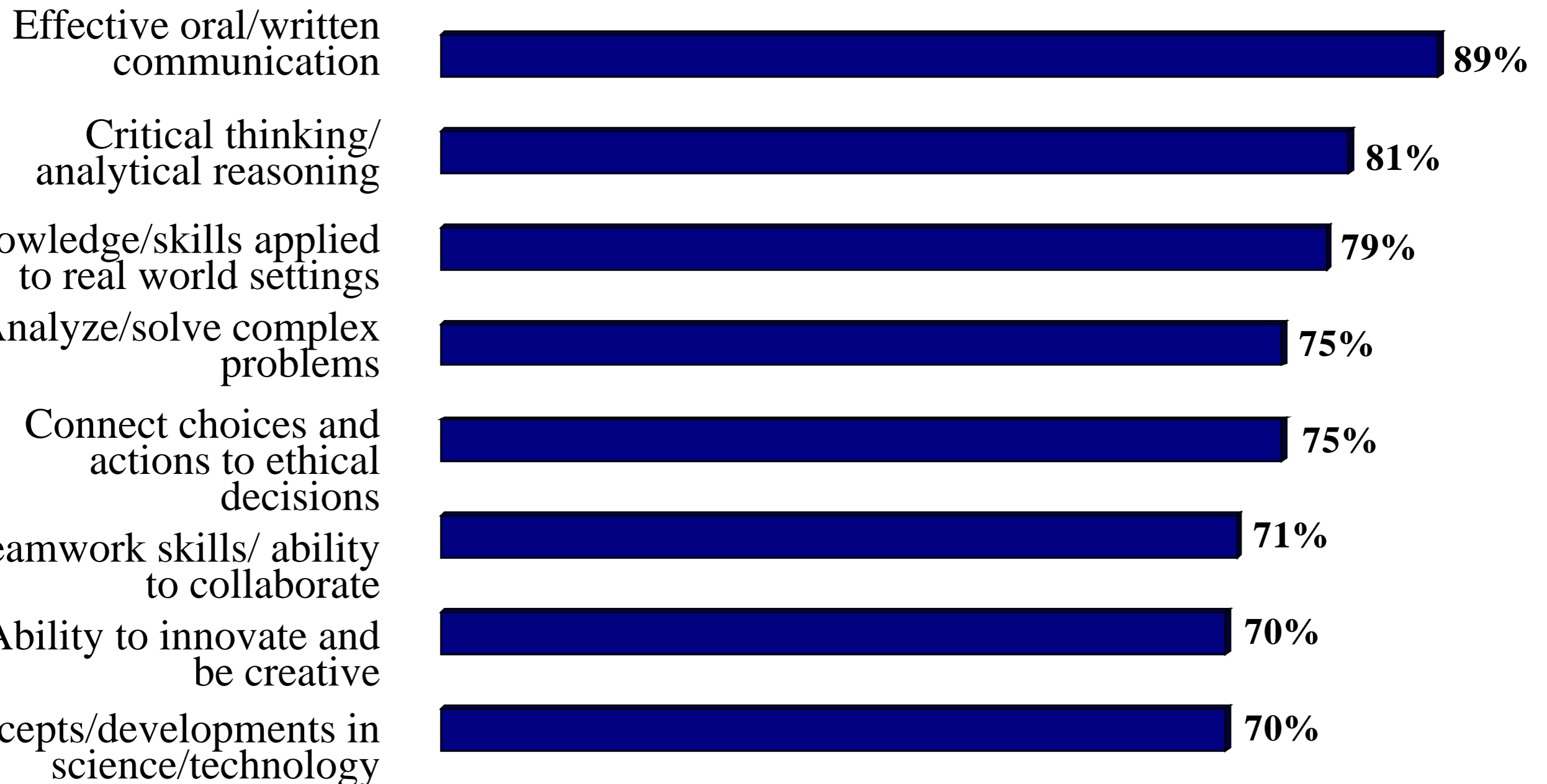
To succeed in our company, employees need **higher levels of learning and knowledge** today than they did in the past



Employers' Top Priorities For Student Learning Outcomes In College



% saying two- and four-year colleges should place MORE emphasis on helping students develop these skills, qualities, capabilities, knowledge



Other Areas of Learning Needing Increased Emphasis

% saying two- and four-year colleges should place MORE emphasis on helping students develop these skills, qualities, capabilities, knowledge



Source: "Raising the Bar: Employers' Views on College Learning in the Wake of the Economic Downturn" (AAC&U and Hart Research Assoc. 2010)

Key Capabilities Open the Door for Career Success and Earnings

“Irrespective of college major or institutional selectivity, what matters to career success is students’ development of a **broad set of cross-cutting capacities...**”

*Anthony Carnevale, Georgetown University
Center on Education and the Workforce*



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Essential Learning Outcomes Important for Work, Life, and Citizenship

Societal Benefits of Increasing College Graduates and
Their Achievement of Liberal Education Outcomes:

- local economic development
- workplace creativity and productivity
- larger tax base; lower social welfare expenses
- broader and deeper civic engagement



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*Enlightened Leadership From
Policymakers and Educators
Needed Now More Than Ever*

History Has Important Lessons--

See:

***The Report of the Truman
Commission on Higher
Education – 1947, Vol. I***



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The Report of the Truman Commission on Higher Education – 1947, Vol. 1

The “principal goals” of higher education are

“to bring to all the people of the Nation:

- Education for a fuller realization of **democracy** in every phase of living;
- Education directly and explicitly for **international understanding** and cooperation
- Education for the application of **creative imagination** and trained intelligence to the **solution of social problems. ...”**



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Key Policy and Assessment Challenge

- How to increase **the numbers** of graduates while also increasing the **skills, knowledge, and cross-cutting capacities** of those graduates?
- How to connect higher education policy to **larger vision** of global and democratic aims of education?
- How can we **assess** students' achievement of the full set of essential learning outcomes—knowledge, skills, responsibilities, integrative and applied learning?
- How can we avoid incentivizing the wrong practices?



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High Impact Practices—Supporting Completion and Learning

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



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Educational Research Documents Positive Impact of High-Impact Practices

*High-Impact Educational Practices: What They Are,
Who Has Access to them, and Why They Matter*

**by George D. Kuh
(AAC&U, 2008)**

*Five High-Impact Practices: Research on Learning
Outcomes, Completion, and Quality*

**by Lynn Swaner and Jayne Brownell
(AAC&U, forthcoming 2010)**



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High-Impact Practices: What The Evidence Shows

- Increase engagement, time on task, and integrative skills
- Correlated with levels of academic challenge, active and collaborative learning, student-faculty interaction
- Correlated with higher GPA, higher retention rates, greater satisfaction rates
- Student learning outcomes—increased critical thinking, communications, and ethical reasoning
- Impact for all students; greater impact for less well-prepared students and students of color.



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One Example—Learning Communities

Have Positive Impact On:

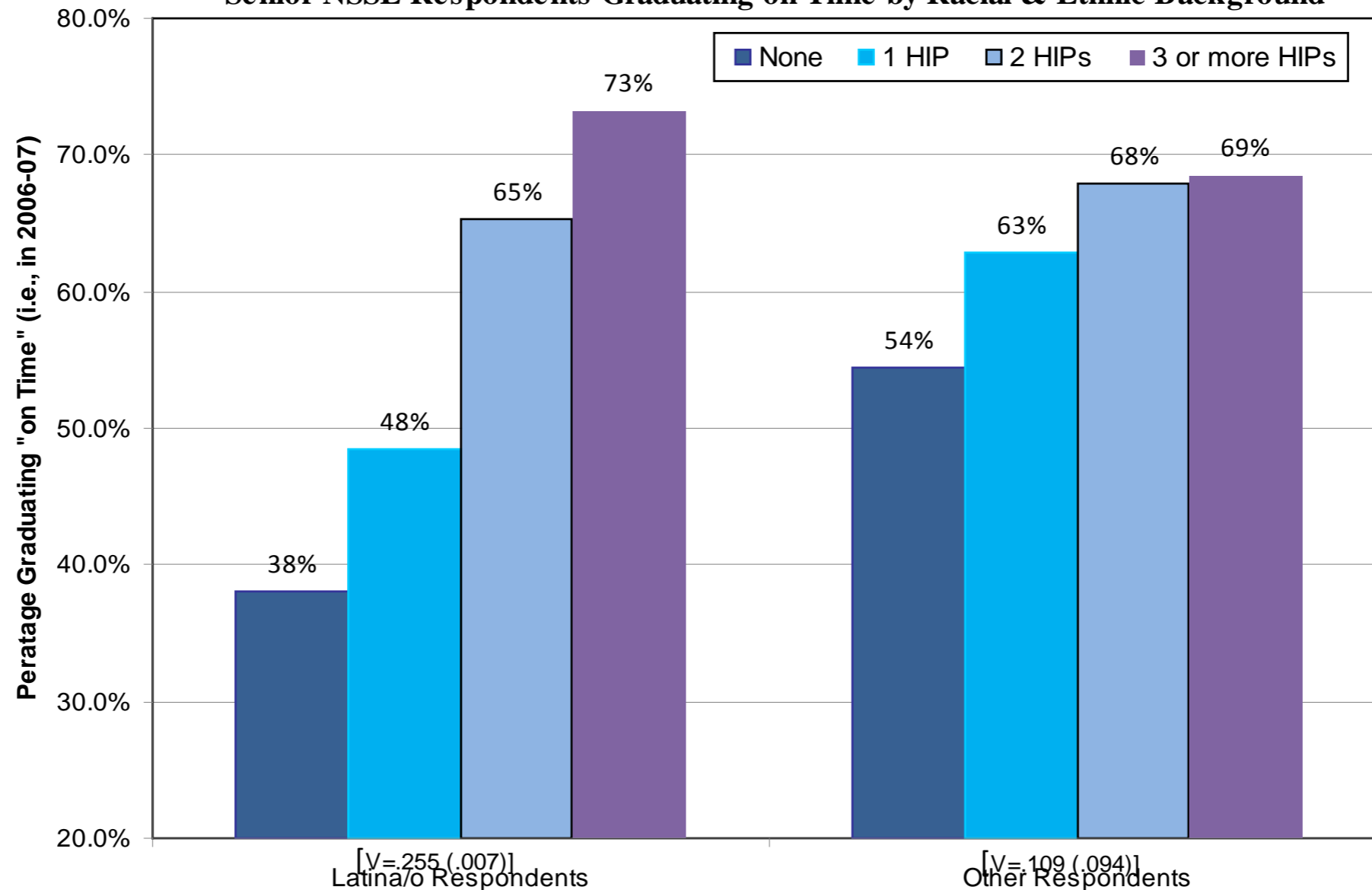
- Grades
- Persistence
- Ease of college transition
- Academic engagement
- Intellectual development
- Integrative thinking
- Writing and reading skills
- Engagement with diverse viewpoints
- Rates of civic engagement



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On-Time Graduation and High-Impact Practices: Findings from a CSU Campus

Figure 4. Impact of Participation in High Impact Practices on Percentage of Senior NSSE Respondents Graduating on Time by Racial & Ethnic Background



Source: Huber, Bettina J. 2010. "Does Participation in Multiple High Impact Practices Affect Student Success at Cal State Northridge?" (unpublished essay).

Employers Assess the Potential Value of Emerging Educational Practices

% saying each would help a lot/fair amount to prepare college students for success

- 84%** Expecting students to **complete a significant project** before graduation that demonstrates their depth of knowledge in their major AND their acquisition of analytical, problem-solving, and communication skills *(62% help a lot)*
- 81%** Expecting students to complete an **internship or community-based field project** to connect classroom learning with real-world experiences *(66%)*
- 81%** Ensuring that students develop the skills to **research** questions in their field and develop **evidence-based analyses** *(57%)*
- 73%** Expecting students to work through **ethical issues and debates** to form their own judgments about the issues at stake *(48%)*

Source: Raising the Bar (AAC&U, 2010)

The Bad News—Not Enough Students Get These Practices

Learning communities—17%

Undergraduate research—19%

Service learning—36% first year; 46% seniors

Senior capstone experience—32%

Sources: *High-Impact Educational Practices* (AAC&U, 2008)



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We Know What Works, but...

We aren't using effective
practices with all students



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Seeking Workable and Efficient Solutions

- Educational and support practices that work for **all students**, including underprepared students;
- Practices that increase learning **and** retention
- Practices that teach content **and** skills in integrative ways (allowing reduction of credit accumulation)
- Assessment practices that both **measure** and **deepen** learning—and that students take seriously



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Employer Perspective

“It really matters very little if students can perform well on multiple-choice tests. We need more of them to be able to communicate, analyze, think critically.”

Wayne Johnson, Hewlett-Packard



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www.aacu.org/value

- Funded by FIPSE and State Farm Insurance
- 12 Leadership Schools with E-portfolios and interest in Rubrics for assessing work in portfolios
- Development of 15 rubrics by teams of faculty at 200 institutions
- Publication of Rubrics in Spring 2010; 1000+ institutions now using them
- Publication of Reports on development of e-portfolios and creation and use of rubrics



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The Power of Rubrics and E-Portfolios as Tools for Both Assessment and High-Impact Learning

- Rubrics to help guide student expectations and faculty judgments of their work over time and at milestone moments;
- Places individual faculty judgment within national shared experience; national benchmarks
- Can build up from course level to institutional reporting needs AND down from general to specific program/course context
- E-portfolios to gather students' best work, encourage self-assessment, and allow for mining of samples for assessment purposes



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ELOs become Rubrics

- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving
- Reading
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning
- Integrative learning



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Next Generation Policies

- Must measure both grad rates and learning outcomes calibrated to new economic and civic demands (outcomes rather than just outputs);
- Must avoid increasing through-put at expense of learning (e.g. 3-year degrees for all; credit banks; awarding general degrees to “super” seniors);
- Avoid policies that encourage lowering of standards or avoiding serving minority/first-generation students



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Next Generation Policies

- Could collect data on high-impact practices;
- Collect data on clarity of learning outcomes and incentivize clarity of outcomes (Tuning, Lumina DQF);
- Could fund/reward expanded access to high-impact practices especially for underserved students;
- Could measure and reward institutions that have all students doing senior capstone/integrative experiences;
- Could encourage gen ed and transfer policies that account for learning and not just seat-time.

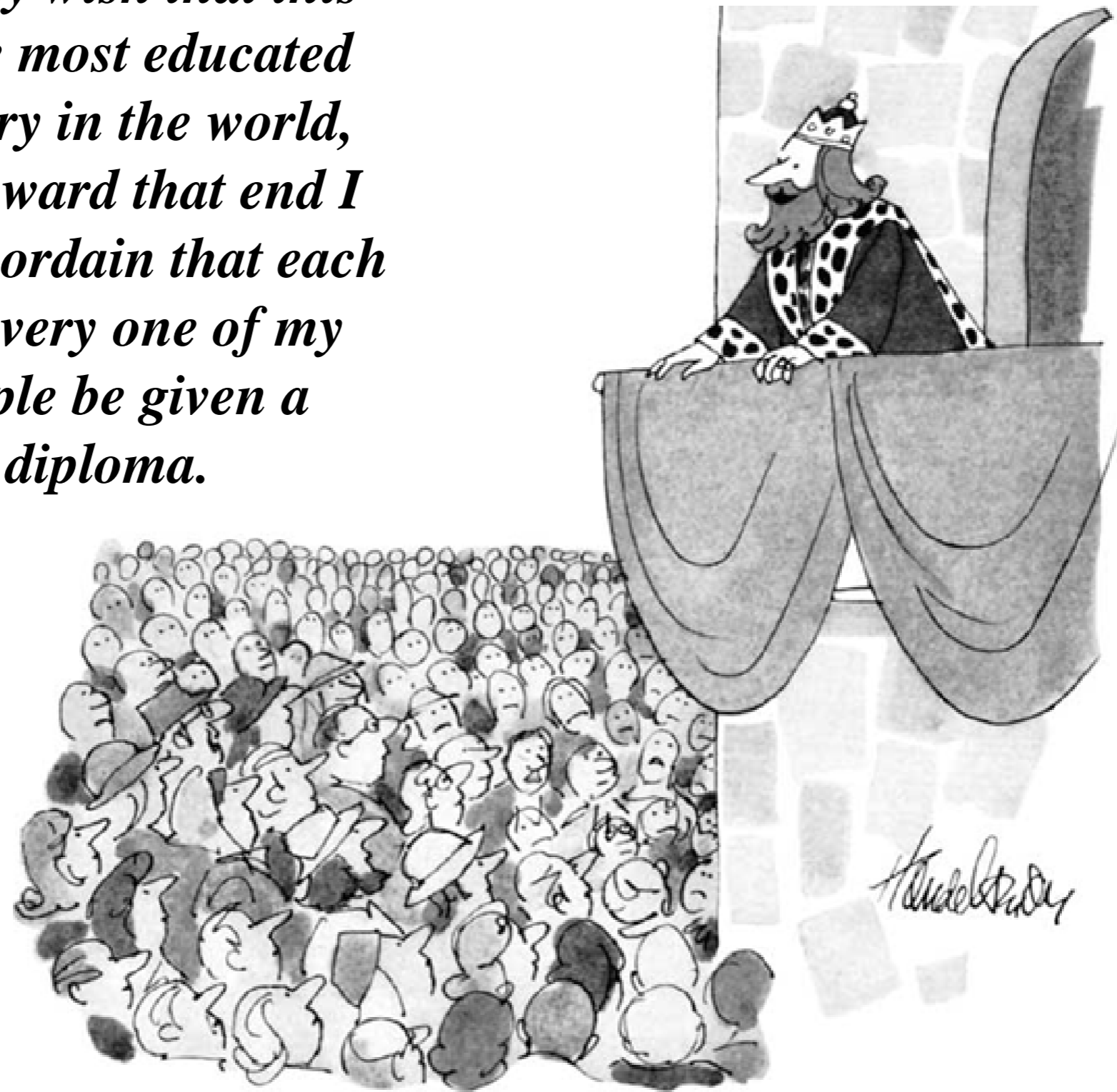
Other Lessons from LEAP

- Faculty are key to improved learning outcomes; must play a role in developing meaningful assessments
- Cross-cutting outcomes are important and must be developed across both general education and the major
- Coherent vision and clear communication from top to bottom can have huge impact
- Employers are key allies



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*It is my wish that this
be the most educated
country in the world,
and toward that end I
hereby ordain that each
and every one of my
people be given a
diploma.*



VALUE Publications and Web Resources

Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics, edited by Terrel L. Rhodes

Electronic Portfolios and Student Success: Effectiveness, Efficiency, and Learning, by Helen L. Chen and Tracy Penny Light

Rubrics online at: www.aacu.org/value/rubrics



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LEAP Publications Geared to Students

What Will I Learn in College? What You Need to Know Now to Get Ready for College Success, by Robert Shoenberg

Why Do I Have to Take This Course? A Student Guide to Making Smart Educational Choices, by Robert Shoenberg

www.aacu.org/publications



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