

LEAP

Eliciting and Assessing Our Students' Best Work

Indiana Commission for Higher Education
2011 Annual Faculty Leadership Conference
April 29, 2011

Carol Geary Schneider



LEAP

Our Students' Best Work: A Framework for Accountability Worthy of Our Mission

AAC&U Board of Directors (second edition, 2008)

Download at :
<http://www.aacu.org/publications/pdfs/StudentsBestreport.pdf>



LEAP

Overview

- ★ Students: Assessment as Signal
- ★ Contexts: The Evolving Curriculum
- ★ New Frameworks for Learning
- ★ The proposed Lumina Degree Profile
- ★ Anchoring Assessments in the Curriculum
- ★ Our Students' Best Work



LEAP

Changing Designs for College Learning

The Nineteenth Century College

↳ A Common Core Curriculum (All learning is "general and liberal education")

The Twentieth Century University

↳ Breadth + Depth (Breadth = General Studies; Depth = Majors; "liberal education" becomes synonymous with "general education")

LEAP 

Changing Designs for College Learning

The Twenty-First Century Academy

 **A Curriculum in Transition:**
Rethinking educational purposes and practices to better prepare for

- the knowledge explosion
- global interdependence
- innovation in the workplace
- diverse democracy

 Association of American Colleges and Universities

LEAP 

Why is The Curriculum in Transition?

- ★ There is a demand for more numbers of college educated workers.
- ★ **There also is a demand that those educated workers have higher levels of learning and knowledge.**

LEAP 

The World Itself is Expecting More

 Association of American Colleges and Universities

LEAP 

The World is Demanding More

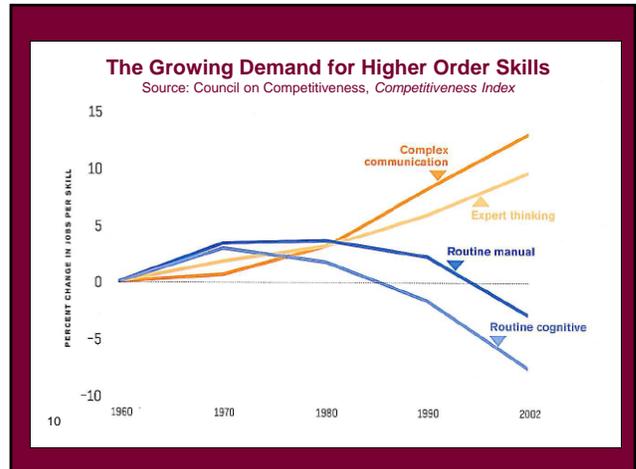
- ★ Global and Civic Challenges
- ★ Daunting decisions on every front
- ★ Divisions at home
- ★ Contestations and freedom movements around the world
- ★ U.S role as a global leader for democratic values and voice

LEAP

The World is Demanding More – Economic Challenges

- ★ 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 Are Raising the Bar

- ★ 91% of employers say that they are “asking employees to take on more responsibilities and to use a broader set of skills than in the past”
- ★ 90% of employers say that their “employees are expected to work harder to coordinate with other departments than in the past.”
- ★ 88% of employers say that “the challenges their employees face are more complex than they were in the past.”
- ★ 88% of employers agree that “to succeed in their companies, employees need higher levels of learning and knowledge than they did in the past”

Source: “Raising the Bar: Employers’ Views on College Learning in the Wake of the Economic Downturn” (Hart Research Associates for AAC&U, 2010)

LEAP

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

LEAP 

The New Themes in College Learning

- ★ Defining the Expected “Cross-Cutting Capacities” or Learning Outcomes – for Citizenship and Careers
- ★ Fostering Expected Learning Outcomes Across the Curriculum
- ★ Showing What Students Can Do with Their Knowledge - Assessment



LEAP 

Defining Expected Outcomes and Cross-Cutting Capacities

- ★ The LEAP Essential Learning Outcomes – Educators and Employers
- ★ The Lumina Degree Profile – Educators and Employers



LEAP 

The LEAP Essential Learning Outcomes

- ★ Knowledge of Human Cultures and the Physical and Natural World
- ★ Intellectual and Practical Skills
- ★ Personal and Social Responsibility
- ★ Integrative and Applied Learning



LEAP 

Defining Expected Outcomes (cont.)

- ★ The Lumina Degree Qualifications Framework –
 - Five Broad Areas of Learning
 - Specialized Knowledge
 - Broad, Integrative Knowledge
 - Intellectual Skills
 - Applied Learning
 - Civic Learning
 - Competency Reference Points for Each Area – at AA/BA/MA Levels



LEAP

The Lumina Degree Profile

3 Degree Levels

5 Learning Areas

LEAP

Across Both Frameworks

- ★ Integrative Learning is the Driver, and Student Work Provides the Evidence for:
 - Levels of Competence
 - Applications to Real Issues and Problems



LEAP

Integrative Learning and The Degree Profile (DP)

- ★ Emphasizes “the cumulative integration of learning from many sources and the application of learning in a variety of settings...” (DP, p. 2)
- ★ “the integration of the five areas should represent a widely shared curricular goal...” (DP, p. 5)



LEAP

What Kinds of Integrative Learning Are Included in the DP?

- ★ Across General Education Courses
- ★ General Education with Majors
- ★ Field-Based Learning with Academic Learning
- ★ Academic Learning and Civic Contexts
- ★ Research, Projects, Performances, Creative Work... Applied Learning!



LEAP 

The Degree Profile Invites Faculty and Staff to Focus on...

- ★ Assignments that Develop Competence
- ★ Signature, Milestone Performances that Provide Evidence of Competence and Students' Ability to Tackle Applied Learning Challenges

 Association of American Colleges and Universities

LEAP 

The DP Asks Us to Shift from My Work – Each Course is a Silo – To OUR Work – Intentional Practices ACROSS Courses that Both Develop and Demonstrate Students' Capacities

 Association of American Colleges and Universities

LEAP 

The Degree Profile Also Asks Us to Take Seriously the Abundant Evidence that Many Students are Not Well Prepared, Even When they Graduate

 Association of American Colleges and Universities

LEAP 

Where We Are Now

- ★ Numerous studies show that too many students are not “doing their best” and make very limited gains in college.
 - Arum/Roska study: *Academically Adrift*
 - Blaich/Wabash Longitudinal Studies
 - ETS Studies – 10% of seniors are “proficient” in key skills
 - Employer Reports
 - Faculty Members' Own Reports

 Association of American Colleges and Universities

LEAP

In Tackling Underachievement, Intentional Practice is Essential



LEAP

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)



LEAP

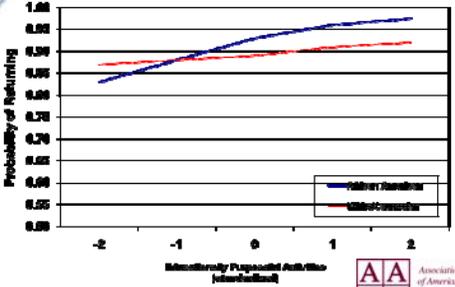
The Crucial Role of High-Impact Educational Practices
 * * * * *

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



LEAP

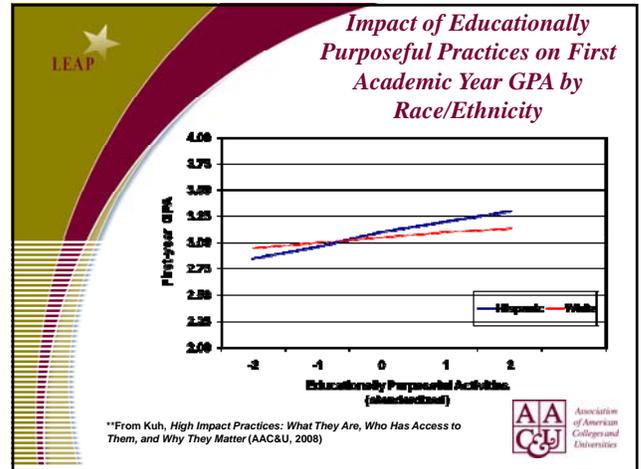
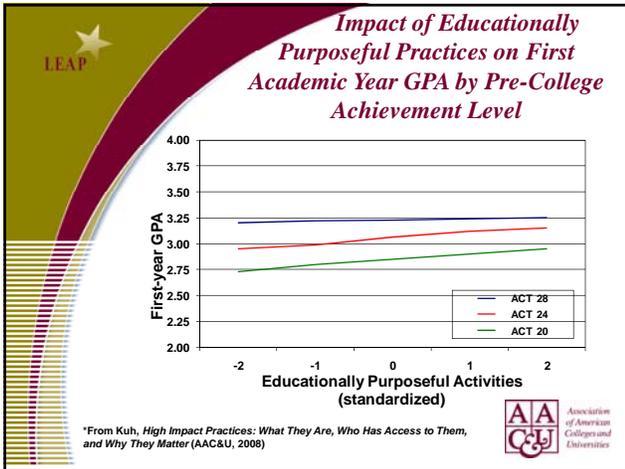
Impact of Educationally Purposeful Practices on the Probability of Returning for the Second Year of College by Race



The graph plots the 'Probability of Returning' (y-axis, 0.50 to 1.00) against 'Educationally Purposeful Activities (Standardized)' (x-axis, -2 to 2). Two lines are shown: a blue line for 'Highly Purposeful' and a red line for 'Less Purposeful'. Both lines show a positive correlation, with the blue line having a steeper slope. The blue line starts at approximately 0.65 at x=-2 and reaches 0.95 at x=2. The red line starts at approximately 0.75 at x=-2 and reaches 0.85 at x=2.

**From Kuh, *High Impact Practices: What They Are, Who Has Access to Them, and Why They Matter* (AAC&U, 2008)





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

Jayne E. Brownell and Lynn E. Swaner
(AAC&U, 2010)

**High Impact Practices raise
completion rates and
ALSO develop Expected
Learning Outcomes**



*Eliciting – And Assessing –
Key Learning Outcomes
Across the Curriculum –
The Road Ahead*



Association
of American
Colleges and
Universities



*So how do we ensure that
students actually produce
integrative culminating work –
work that deepens AND
documents their achievement of
the expected learning outcomes?*



Association
of American
Colleges and
Universities



*Surveys are insufficient
Tests taken by small samples
will not raise achievement for
all*



Association
of American
Colleges and
Universities



*General Education can help
students engage expected
outcomes
Employers can explain why the
outcomes matter*



Association
of American
Colleges and
Universities

LEAP 

But shared expectations across departments, general education and the co-curriculum are the key to high achievement of expected learning outcomes



LEAP 

We Need to Focus Assessment on Students' Own Work – Assignments that Develop Competence, Signature Performances that Certify Graduation-Level Achievement



LEAP 

Performance-Based Assessment

- ★ Anchors Assessments in Students' Own Work (Research, Projects, Service, Capstones, etc)
- ★ Shows What Students Can Do With Their Knowledge



LEAP 

Performance-Based Evidence

- ★ Students—and Faculty—Know What's Expected
- ★ Signature Performances Are Part of Courses Students Have to Take
- ★ The Assessment Projects “Count”
- ★ Faculty Can See What Works—and Not
- ★ Work Is Sampled for Public Reporting on Students' Learning Gains





*The Proof Will Be in the
Portfolio –
and Institutions That Are Rich in
High Impact Practices Are Poised
to Lead the Way*



*Students Need to Know that
Their Best Work is Expected*

*And Their Best Work is the Most
Important Evidence We Have
About How Well They Are Using
Their Time in College*

