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*Only Connect:
Liberal Education, High Impact Practices
and 21st Century Careers*



SouthEastern Pennsylvania Consortium
for Higher Education

May 11, 2011

Carol Geary Schneider



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Overview



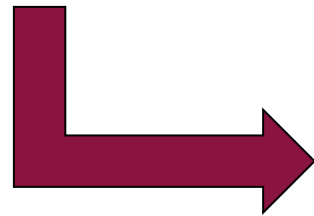
- ★ Contexts: Liberal Education in Transition
- ★ Aims: 21st Century Goals for Learning
- ★ Practices: The Crucial Role of High Impact Practices
- ★ Careers: Teaching Students to Connect and Reflect



Liberal Education in Transition

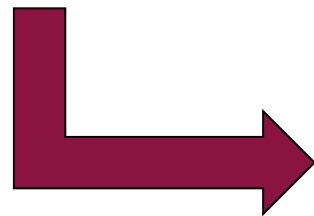


The Nineteenth Century College



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”)

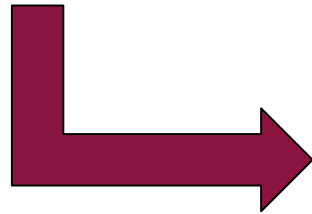
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Changing Designs for College Learning



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



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Why is the Curriculum in Transition?



The World Itself is Expecting More –

- ★ Economic Demands
- ★ Civic Demands – At Home and
Abroad

Economic Demands



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



US Economy Defined by Greater Workplace Challenges and Dynamism



- ★ 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.

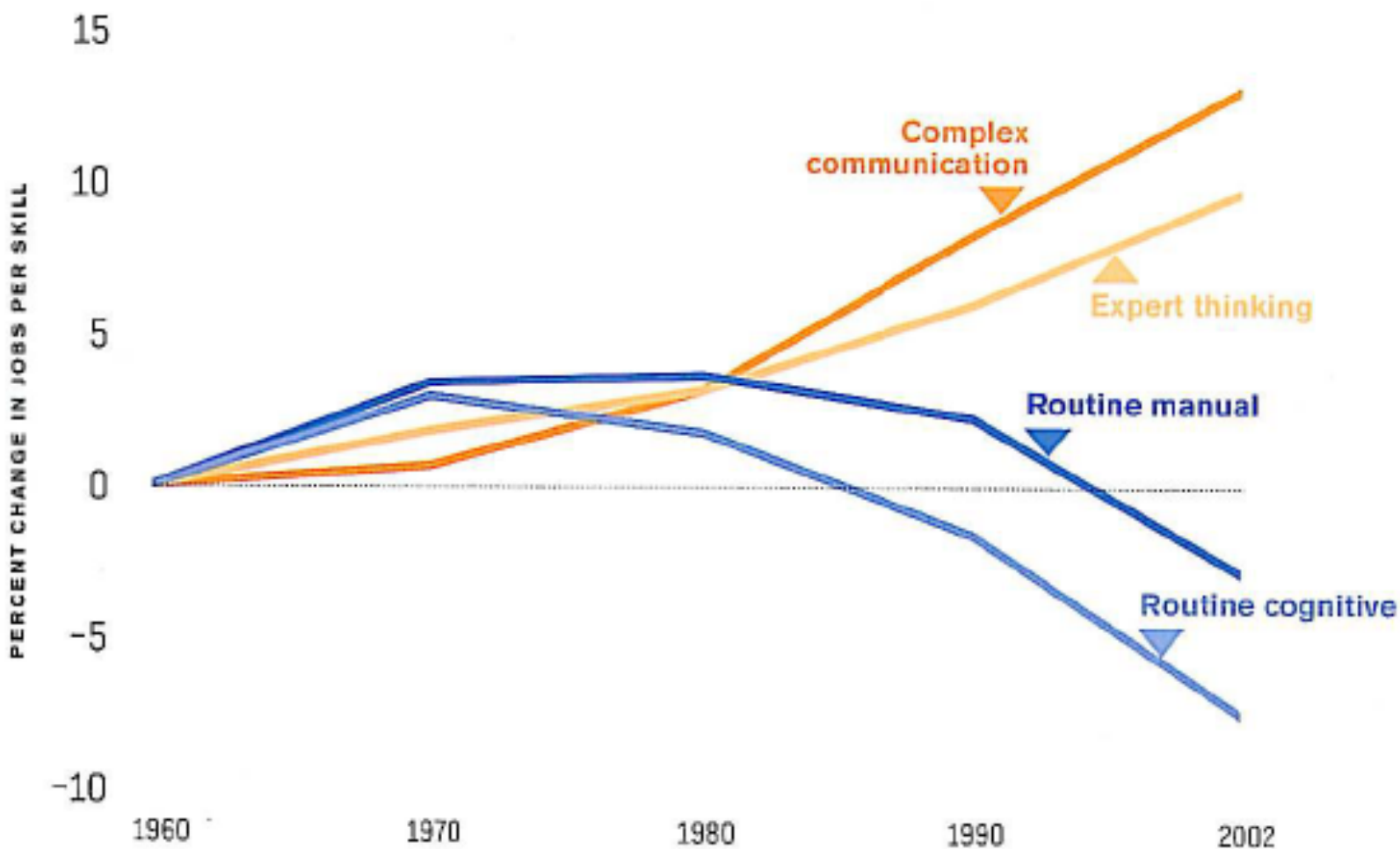
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The Growing Demand for Higher Order Skills

Source: Council on Competitiveness, *Competitiveness Index*



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)

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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But It's Not Just the Economy!



As a democracy, we face daunting challenges
on every front –

- in U.S. Society and Economy
- in the Global Community
- on our Vulnerable Planet



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***College Learning Plays
a Central Role in
Building
Civic Capital for this
New
Era of Global
Interdependence***



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Aims: Defining Expected Outcomes



★ The LEAP Essential Learning Outcomes

AAC&U and Employers

★ The Lumina Degree Profile

Just released – for debate and beta testing



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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



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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





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*Employers Strongly Endorse the
Essential Learning Outcomes –
and Urge Higher Education to
Give Them High Priority*



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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



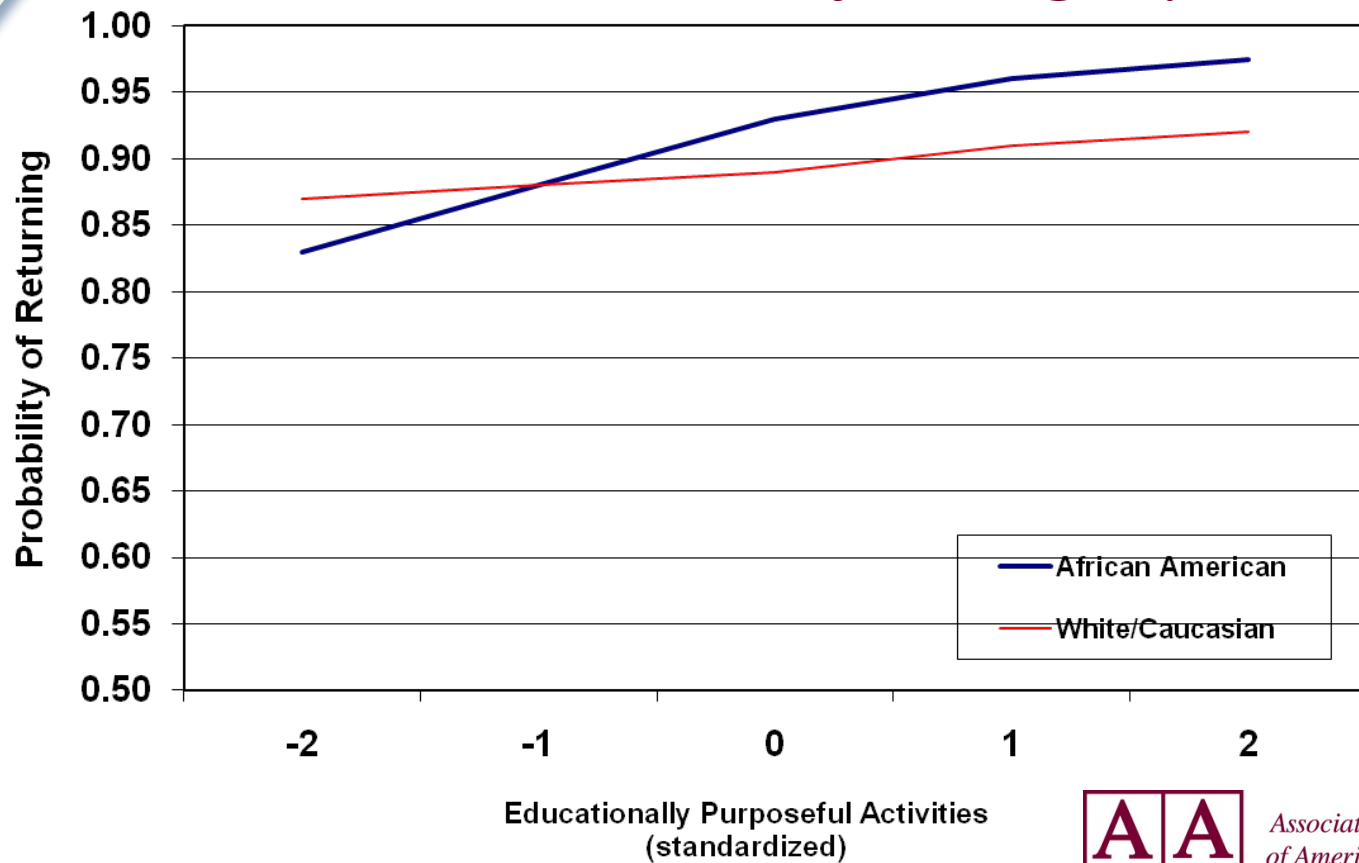
- ★ First-Year Seminars and Experiences
- ★ Common Intellectual Experiences
- ★ Learning Communities
- ★ Writing-Intensive Courses
- ★ Collaborative Assignments and Projects
- ★ Undergraduate Research
- ★ Diversity/Global Learning
- ★ Service Learning, Community-Based Learning
- ★ Internships
- ★ Capstone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



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



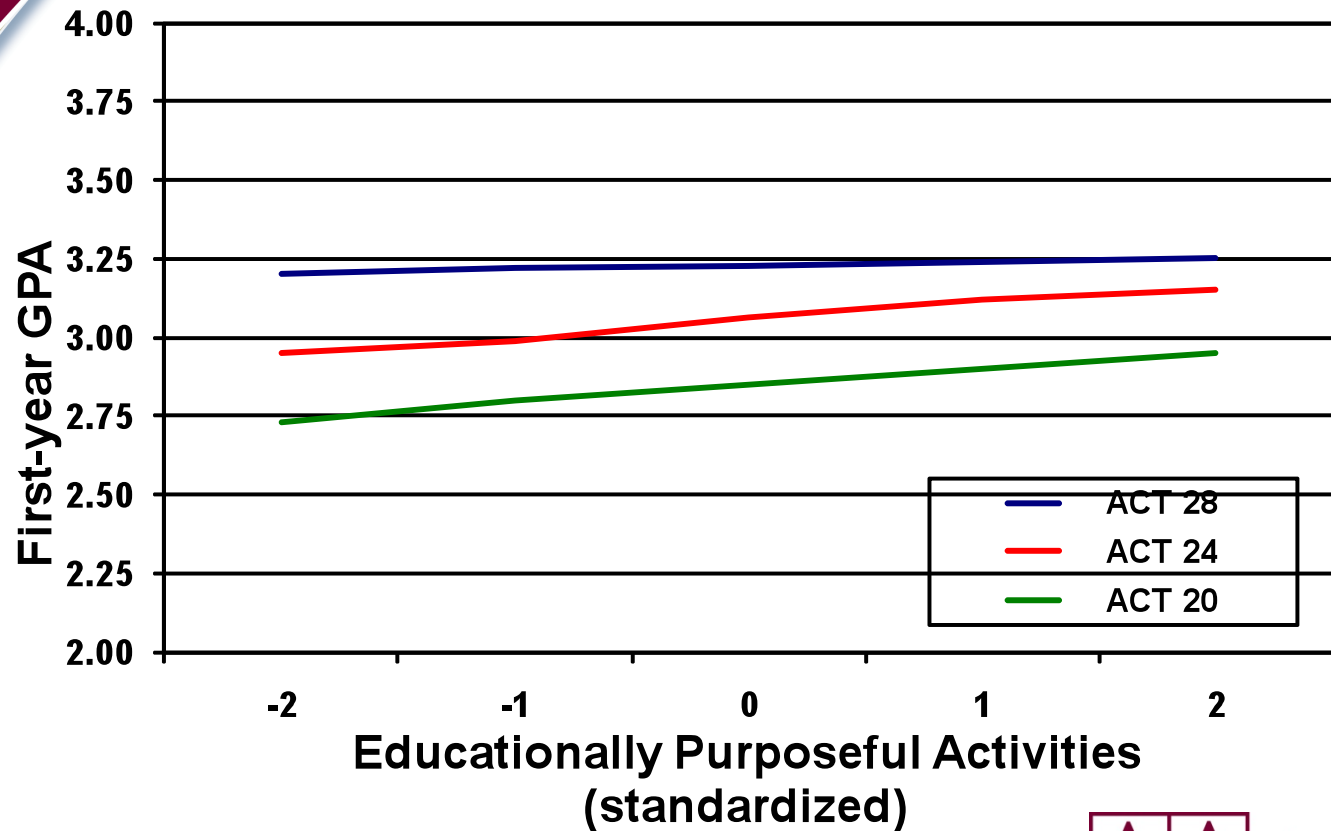
****From Kuh, *High Impact Practices: What They Are, Who Has Access to Them, and Why They Matter* (AAC&U, 2008)**



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Impact of Educationally Purposeful Practices on First Academic Year GPA by Pre-College Achievement Level



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

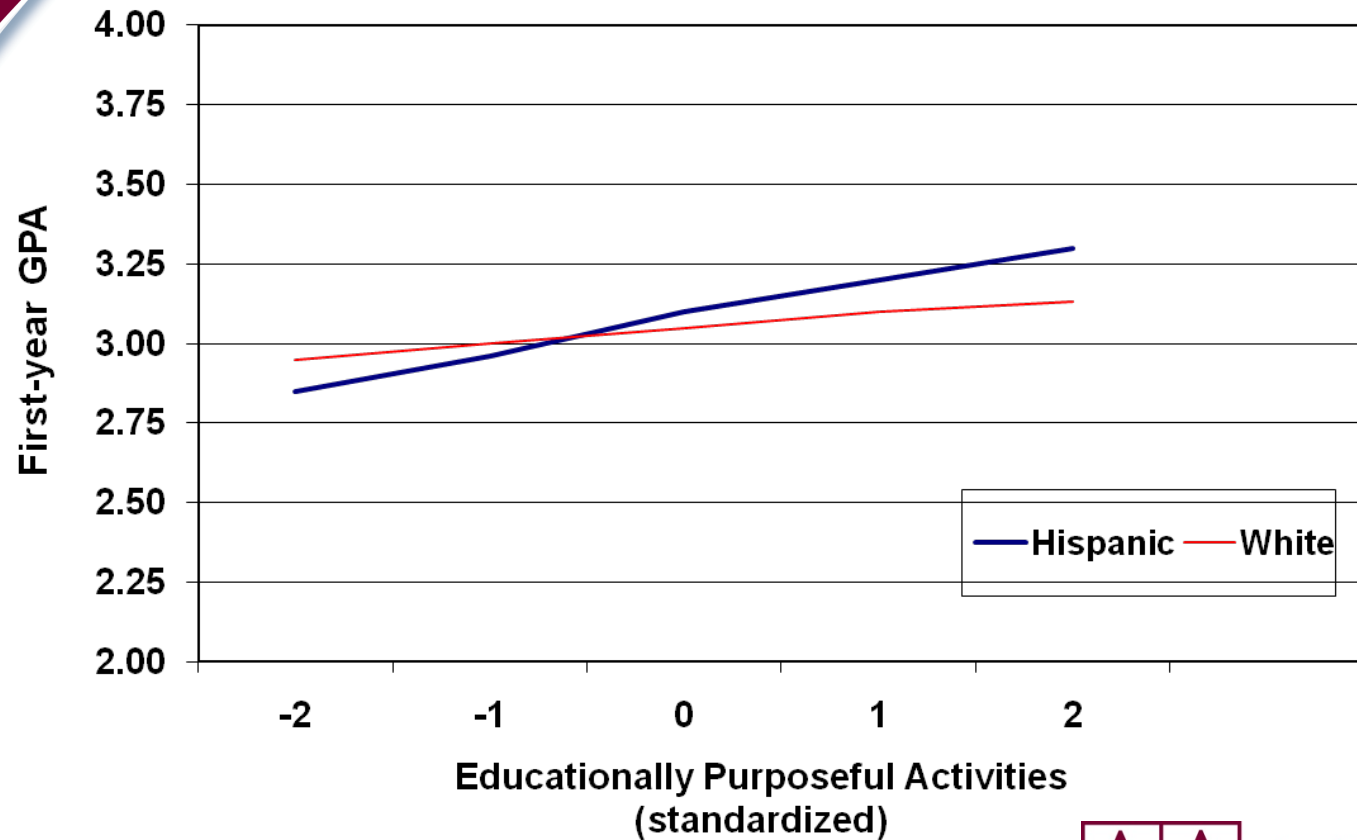


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Impact of Educationally Purposeful Practices on First Academic Year GPA by Race/Ethnicity



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



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

Jayne E. Brownell and Lynn E. Swaner

(AAC&U, 2010)



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*High Impact Practices
Raise Completion Rates
and ALSO Develop Expected
Learning Outcomes*



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Teaching Students to Connect and Reflect



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*So how do we ensure that
students actually achieve the
expected learning outcomes?*



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*General Education can help
students engage expected
outcomes*

*Employers can explain why the
outcomes matter*



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



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*We need to focus the
entire educational experience
on students' own work – assignments
that develop competence; signature
performances that certify
graduation-level achievement*



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Curriculum-Based Assessment



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





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*From School to Work –
Developing Collaborative
and Practical Capacities*



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In Sum



The Learning Fostered Through
Liberal Education is Invaluable—for
Personal Development
and a World Shared with Others—
at Work and as Citizens



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Fulfilling the Promise



Helping Students Realize the Full
Potential of Liberal Education
Requires New Intentionality on Campus—
and New Forms of Intentionality About
Connecting Learning to Real-World
Challenges



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Our World Needs a Liberally Educated Citizenry



As We Help Students Develop Essential
Knowledge and Invaluable Skills, Let's
Also Teach Them the Arts of
Translation—Making Visible the
Connections Between Liberal Education
and Meaningful Success



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