The LEAP Challenge: Mapping Guided Learning Pathways to Deep Learning and Long-Term Student Success

Wisconsin LEAP Day 2016
Whitewater, WI

February 29, 2016

Carol Geary Schneider
Special Greetings to Our UW LEAP Wisconsin Partners
One Decade and Counting!
LEAP:

Liberal Education and America’s Promise
Overview

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★★ ★★

★ LEAP as a Framework for Student Success and Making Excellence Inclusive

★ The LEAP Challenge—Connecting College Learning with Students’ Goals and the Wider Society

★ Guided Learning Pathways: Committing to Practices That Support Inquiry and Deep Learning for All College Students
Before We Begin…
Clarifying Our Terms

LEAP: Liberal Education and America’s Promise

Liberal Arts and Sciences

Liberal Arts Colleges

General Education

Liberal Education: Quality Learning Across All Programs and for All Students
## Liberal Education: Then and Now

<table>
<thead>
<tr>
<th>WHAT</th>
<th>LIBERAL EDUCATION IN THE TWENTIETH CENTURY</th>
<th>LIBERAL EDUCATION IN THE TWENTY-FIRST CENTURY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>an elite curriculum</td>
<td>a necessity for <em>all</em> students</td>
</tr>
<tr>
<td></td>
<td>nonvocational</td>
<td>essential for success in a global economy</td>
</tr>
<tr>
<td></td>
<td>intellectual and personal development</td>
<td>and for informed citizenship, US and global</td>
</tr>
<tr>
<td></td>
<td>an option for the fortunate</td>
<td>intellectual, civic, personal, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>professional development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOW</td>
<td>through studies in arts and sciences</td>
<td>through studies that emphasize the LEAP</td>
</tr>
<tr>
<td></td>
<td>disciplines (&quot;the major&quot;) and/or through</td>
<td>Essential Learning Outcomes (see p. 2) in</td>
</tr>
<tr>
<td></td>
<td>general education in the initial years</td>
<td>general education and across the entire</td>
</tr>
<tr>
<td></td>
<td>of college</td>
<td>educational continuum and <em>all</em> fields of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>study—from school through college—at</td>
</tr>
<tr>
<td></td>
<td></td>
<td>progressively higher levels of achievement</td>
</tr>
<tr>
<td>WHERE</td>
<td>liberal arts colleges or colleges of arts</td>
<td>all schools, community colleges, colleges,</td>
</tr>
<tr>
<td></td>
<td>and sciences in larger institutions</td>
<td>and universities, as well as across all</td>
</tr>
<tr>
<td></td>
<td></td>
<td>fields of study</td>
</tr>
</tbody>
</table>
LEAP As a Framework for Student Success

You, as Educators, Encounter Two Competing Narratives on Success:

- Success Defined as Persistence/Progress/Completion. Credit Hours Are Key.

LEAP Brings These Two Narratives Together…

With Faculty and Student Life Professionals at the Center, LEAP Seeks to Draw Together Practices That Work, in Combination, **BOTH to Improve Persistence AND to Deepen Learning**—As Demonstrated in Students’ Own Authentic Work
The LEAP Framework

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

★ The Goals: Students Practice and Achieve Essential Learning Outcomes (ELOs) (See Page 3 of the Handout)

★ The Means: Students Work on Problems, Questions, Projects—High Impact Practices (HIPs)—Staged Intentionally Across the Curriculum and Co-Curriculum

★ Students’ Signature Work: Students Take the Lead on Projects and Problems That Matter to Them—AND Beyond the Academy: Workplace, Civil Society, Global Community, Students’ Own Lives
LEAP ALSO is a Framework for Making Excellence Inclusive

As we will see, the LEAP ELOs and the LEAP Challenge are designed to help all learners—and educators—engage difficult questions and build our capacity to create a more just, equitable, and inclusive democracy.
The ELOs were informed by AAC&U’s two decades of work on diversity and equity-minded educational change.

- Knowledge—of multiple “histories” and cultures
- Skills—solving problems across difference
- Personal and Social Responsibility—includes hands-on work with “diverse communities”
LEAP’s Focus is on Building Capacity to Create Solutions for Our Future—and Those Solutions Must Address the Systemic Problems Of Inequality that Deface and Deplete Our Democracy and Our Communities
How Were the Essential Learning Outcomes Defined?

- Through Dialogue with Educators and with Employers
- Subsequently Confirmed by Research on Educator and Employer Views – see www.aacu.org/leap/liberallearningresearch

Note: Lumina’s Degree Qualifications Profile (DQP) – beta-tested on over 400 campuses—Includes and Further Validates the Essential Learning Outcomes
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
When Students Participate Frequently in High Impact Practices, They Deepen Their Learning AND They Are More Likely to Complete

In Other Words: High Impact Practices are a Crucial Key to All Meanings of Student Success: Completion, Capabilities, and Democratic Community
Note: While “Diversity/Global Learning” is one of the “HIPs,” all HIPs can be designed to address issues important to the creation of more just and inclusive communities.
And Assessment?

When Students Work on Significant Assignments and Their Own Signature Work Projects, the Curriculum (and Co-Curriculum) Provide The Best Evidence—Authentic Evidence—of Their Gains on the Expected—and Essential—Learning Outcomes
Employers Strongly Endorse the LEAP Framework for Quality Learning
Employers Say Innovation, Critical Thinking, and a Broad Skill Set are Key for Meeting Challenges in the Workplace

- 95% of employers report that their companies put a priority on hiring people with the intellectual and interpersonal skills to help them contribute to innovation in the workplace.
- 93% of employers say that candidates’ demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major.
- 91% of employers say that, whatever their major, all students should have experiences in solving problems with colleagues whose views are different from their own.

In Their Own Words:
Employers Want to Find Graduates With That “360° Perspective”

Hart Research Associates
Focus Groups
Quality = A Both/And Vision
Long-Term Career Success Requires Broad Knowledge and Specific Skills

Which is more important for recent college graduates who want to pursue advancement and long-term career success at your company?

- Having both field-specific knowledge and skills AND a broad range of skills and knowledge: 55%
- Having a range of skills and knowledge that apply to a range of fields or positions: 29%
- Having knowledge and skills that apply to a specific field or position: 16%

Hart Research Associates, 2015
Three in four employers would recommend the concept of a liberal education to their own child or a young person they know

If you were advising your child or a young person you know about the type of college education they should seek to achieve in order to achieve professional and career success in today's global economy, would you recommend they pursue an education like the one described below?

- **74%**: I would advise a young person to pursue [a liberal education]
- **19%**: Depends
- **7%**: Would not

“This approach to a college education provides both broad knowledge in a variety of areas of study and knowledge in a specific major or field of interest. It also helps students develop a sense of social responsibility, as well as intellectual and practical skills that span all areas of study, such as communication, analytical, and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.”
Employers Strongly Endorse Several High-Impact Practices

Percentage of Employers Who Say Practice Will Make Students More Likely to Be Hired

Internship/Apprenticeship /With Company/Organization 94%
Senior Thesis/Project 87%
Field Project in Diverse Community 81%
Service-Learning Project 80%
Research Project Done Collaboratively 69%

Employer Views Reflect Economic Trends

Figure 3: Index of Changing Work Tasks in the U.S. Economy 1960-2009

“Human work will increasingly shift toward two kinds of tasks: solving problems for which standard operating procedures do not currently exist, and working with new information—acquiring it, making sense of it, communicating it to others… today, work that consists of following clearly specified directions is increasingly being carried out by computers and workers in lower-wage countries. The remaining jobs that pay enough to support families require a deeper level of knowledge and the skills to apply it.”

To Put It More Simply:
The Cross-Cutting Learning Outcomes Included in the ELOs and the DQP Carry Economic Value in a Fast-Changing Workplace
Our Current Policy Debate
Notwithstanding, Narrow Training Is Far From Enough
Beyond the Economy

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

★ On the MULTIPLE Purposes of a College Education

★ Or, What the “Greatest Generation” Knew… and What We Must Reaffirm…
From the Truman Commission Report (1947)

The Three Principal Purposes of College Learning
The Three Purposes

- 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 and to the administration of public affairs
Imagine This Set of Purposes Applied to Our Current Societal Context

- Democracy Both Desired and Beset
- Global Interdependence Now Reframing Every Aspect of Work, Community, and Life
- Urgent Problems That Must Be Solved—Health, Education, Poverty, Racism, Climate…and More
Together, We Need to Reaffirm and Renew Our Social Compact with Democracy...

In An Era When Even Larger Numbers of Students Go to College, It Cannot Be “Job Training” for Some—and a Big Picture, 360° Education for the Fortunate Few
So How Do We Bring a Sense of Focus and Purpose to Students’ College Learning...

Or, to Put it Differently...
How Do We Prepare Students to “Bring Creative Imagination and Trained Intelligence to the Solution of...Problems”—Social Problems, Global Problems, and Workplace Problems As Well?
The LEAP Challenge—

Connecting College Learning Goals and the Wider Society

For more information, see www.aacu.org/leapchallenge
The LEAP Challenge Invites Educators To Remap College Study—To Foreground Cross-Disciplinary Study of Unscripted Questions, Both Contemporary and Enduring
The Goal is To Provide Every Student With Direct, Extended Experience in Probing and Tackling Important, Unscripted Questions of Their Own Choosing—Courses, Projects, Practicums, Research
OUR Challenge:

Changing Our Programs into “Guided Learning Pathways” That Are Consciously And Collaboratively Designed to Help Students Practice, Achieve, and Demonstrate—Through Assignments and Their Signature Work Projects—That They Have Achieved the Essential Learning Outcomes, AND Are Prepared to Tackle Those Unscripted Problems That Are the Key—To Career, Community, and Personal “Success”
THE LEAP CHALLENGE

Education for a World of Unscripted Problems
Our Challenge (Continued)

- Mapping Guided Learning Pathways Will Require a Break with the Old Divisions Between Liberal Arts/Transfer vs. Career/Technical/Professional

- We Need Both the Imagination and the Systems Determination to Break with Outworn Verities and Create Vibrant Educational Contexts That Braid Broad Learning and Career Preparation Together
A Six-Part Framework for Guided Learning Pathways

★ Define and Map the Essential Learning Outcomes (ELOs)
★ Sequence Programs, Courses, and Assignments to Guide Persistence and Learning
★ High Touch/High Tech Supports, Onramps, and Systems
★ Build High Impact Practices Into the Pathways
★ Make Applied Learning Projects Expected
★ Authentic Assessments: Use Students’ Work as the Evidence of Their ELO Levels
Step One: Define and Connect Institutional Learning Outcomes With Program Learning Outcomes
From University of Connecticut Assessment Office “Curricular Mapping Primer”

http://www.assessment.uconn.edu/primer/mapping1.html
The Broad Institutional Learning Outcomes Should Apply to Majors as Well as General Education
Translate Broad Learning Outcomes Into Program-Specific Learning Outcomes

Example—From National Communications Association (NCA):

- Intercultural Knowledge and Competence: Utilize Communication to Embrace Difference

- Ethical Reasoning: Apply Ethical Communication Principles and Practices to Specific Communications Situations
And Add Field-Specific Learning Outcomes—Example from NCA

★ Influence Public Discourse: Frame and evaluate local, national, and/or global issues and use communications perspectives to productively respond to those issues.
Step Two: Sequence Courses, Learning Outcomes, and Well-Designed Assignments to Help Students Practice and Develop the Intended Learning Outcomes
Faculty Engage in “Curriculum Mapping”—a Process of Intentional Planning that Connects Program Courses, ELOs, Student Assignments, and High Impact Practices in a SHARED PLAN to Foster Deep Learning and Demonstrated Student Accomplishment—of the ELOs—AND of Signature Work
Expertise

Scaffolding your curriculum to enhance learning

- Introduce
- Practice
- Reinforce
- Mastery
<table>
<thead>
<tr>
<th>Content</th>
<th>Introductory Course</th>
<th>Research Methods</th>
<th>Advanced Content Course A</th>
<th>Laboratory/Practicum Course</th>
<th>Advanced Content Course B</th>
<th>Advanced Content Course C</th>
<th>Advanced Content Course D</th>
<th>Capstone Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Disciplinary knowledge base (models and theories)</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
</tr>
<tr>
<td>SLO 2: Disciplinary methods</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
</tr>
<tr>
<td>SLO 3: Disciplinary applications</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 4: Analysis and use of evidence</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 6: Written communication skills</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
</tr>
<tr>
<td>SLO 7: Oral communication skills</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrity/Values</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 8: Disciplinary ethical standards</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
</tr>
<tr>
<td>SLO 9: Academic integrity</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
</tr>
<tr>
<td>Project Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 10: Interpersonal and team skills</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
</tr>
<tr>
<td>SLO 11: Self-regulation and metacognitive skills</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
</tr>
</tbody>
</table>

Center for University Teaching, Learning, and Assessment

http://uwf.edu/cutla/

Sample Curriculum Map (Level of Skill)
And, of Course, Build High Impact Practices Into Required Course Sequences
Signature Work: Why Students Should Do An Applied Learning Project

- Preparing Students to Take Responsibility for Their Own Learning—As Employers Will Expect and as Democracy Requires

- Enabling Students to Connect Their Own Questions, Concerns, and Priorities WITH Program Requirements
Preparing Students to Succeed with Signature Work Projects

★ Begin With Their Questions
★ Connect Assignments to Topics Important to the Student
Help Them Discover that the Purpose of College is to Build THEIR Capacity to Work on Significant Questions and Problems—Issues That Matter to Them and That Prepare Them for The Unscripted Challenges That Await Them in the Workplace
Example: The Student Who Chooses to Explore the History of Segregated Neighborhoods/Schools and Their Implications For His/Her Own Family

The Student is Gaining Insight, Agency, and Social Power, AS WELL as KEY JOB SKILLS, such as Project Organization, Evidence-Based Analysis, Interviewing, and Multiple Forms of Communication
Putting It All Together

The Guided Learning Pathways Strategy Can Help Us Improve Persistence/Transfer/Graduation While Also Ensuring the Quality of Learning
The Guided Learning Pathway

Points Us Toward a 21st Century Conception of Liberal Learning, Defined, NOT by Academic Field, but By Students’ Progress Toward Achievement on All Four Strands in the Essential Learning Outcomes, Including Signature Work
The Essential Learning Outcomes

- Broad Learning
- Intellectual/Practical Skills
- Personal and Social Responsibility
- Integrative, Adaptive, and Applied Learning, Connecting the Major AND Broad or General Learning
Guided Learning Pathways Provide a New Framework for Liberal Learning Completely Congruent with the Vision of the Truman Commission

The Fuller Realization of Democracy in Every Sphere of Life and Trained Intelligence and Social Imagination to Solve...Problems...
In Sum, Guided Learning Pathways Provide a Strategy for Bringing Quality, Equity, and Student Success Together, Within and Across Institutions, To Students’ Benefit and Society's, As Well