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

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Wisconsin LEAP Day 2016
Whitewater, WI

February 29, 2016

Carol Geary Schneider

AAC&U Association of American Colleges and Universities

Special Greetings to Our UW LEAP Wisconsin Partners

LEAP

One Decade and Counting!

LEAP:

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Liberal Education and America's Promise

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LEAP

Overview

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★ 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 <u>All</u> College Students

LEAP

Before We Begin…

Clarifying Our Terms

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★ 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

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

LEAP As a Framework for Student Success

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

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

– Success Defined in Terms of Capabilities Needed for a Volatile and Complex World—for Work, Life, and Civic Responsibility. Learning Outcomes Are Key.

LEAP Brings These Two Narratives Together…

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★ 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

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★ 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

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★ 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 <u>Must</u> Address the Systemic Problems Of Inequality that Deface and Deplete Our Democracy and Our Communities

How Were the Essential Learning Outcomes Defined?

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★ Through Dialogue with Educators and with Employers

★ Subsequently Confirmed by Research on Educator <u>and</u> 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

LEAP

The Crucial Role of High-Impact Educational Practices

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★ 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

When Students Participate Frequently in High Impact Practices, They Deepen Their Learning AND They Are More Likely to Complete

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In Other Words: High Impact Practices are a Crucial Key to <u>All</u> 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

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★ 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 <u>more important than their undergraduate major</u>

★ 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

Source: "It Takes More Than a Major: Employer Priorities for College Learning and Student Success" *(AAC&U and Hart Research Associates,* 2013).

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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 <u>and</u> Specific Skills

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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]

7%

Would not

19%

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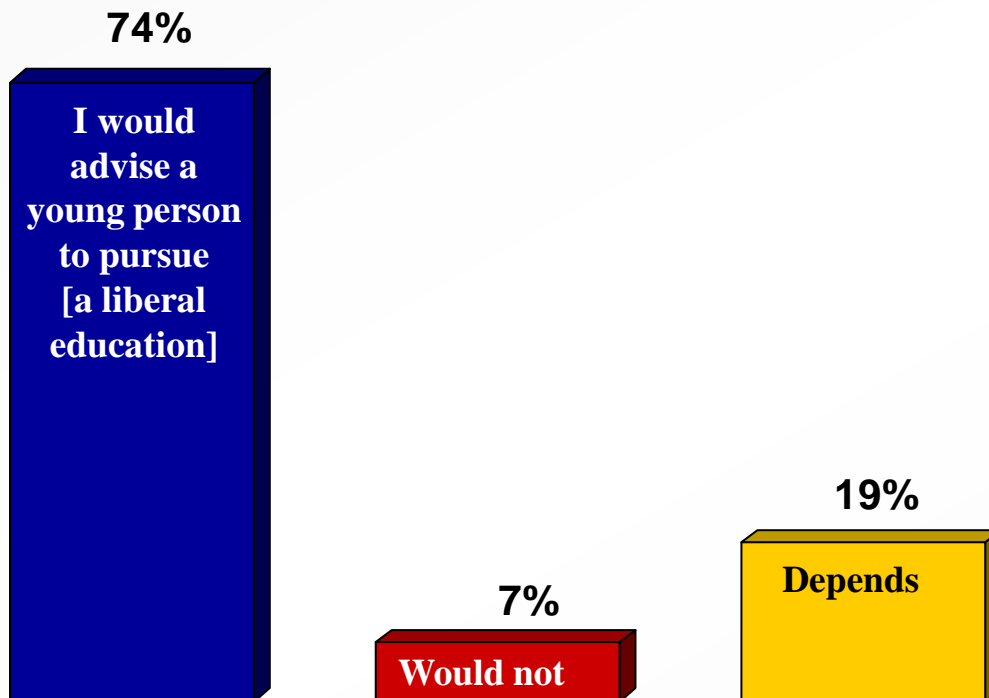
"This approach to a college education provides both broad knowledge in a variety of areas of study and knowledge in a specific major or field of interest. It also helps students develop a sense of social responsibility, as well as intellectual and practical skills that span all areas of study, such as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

A|A C&U

Employers Strongly Endorse Several High-Impact Practices

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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%**

Hart Research Associates (2015)

Employer Views Reflect Economic Trends

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Figure 3: Index of Changing Work Tasks in the U.S. Economy 1960-2009
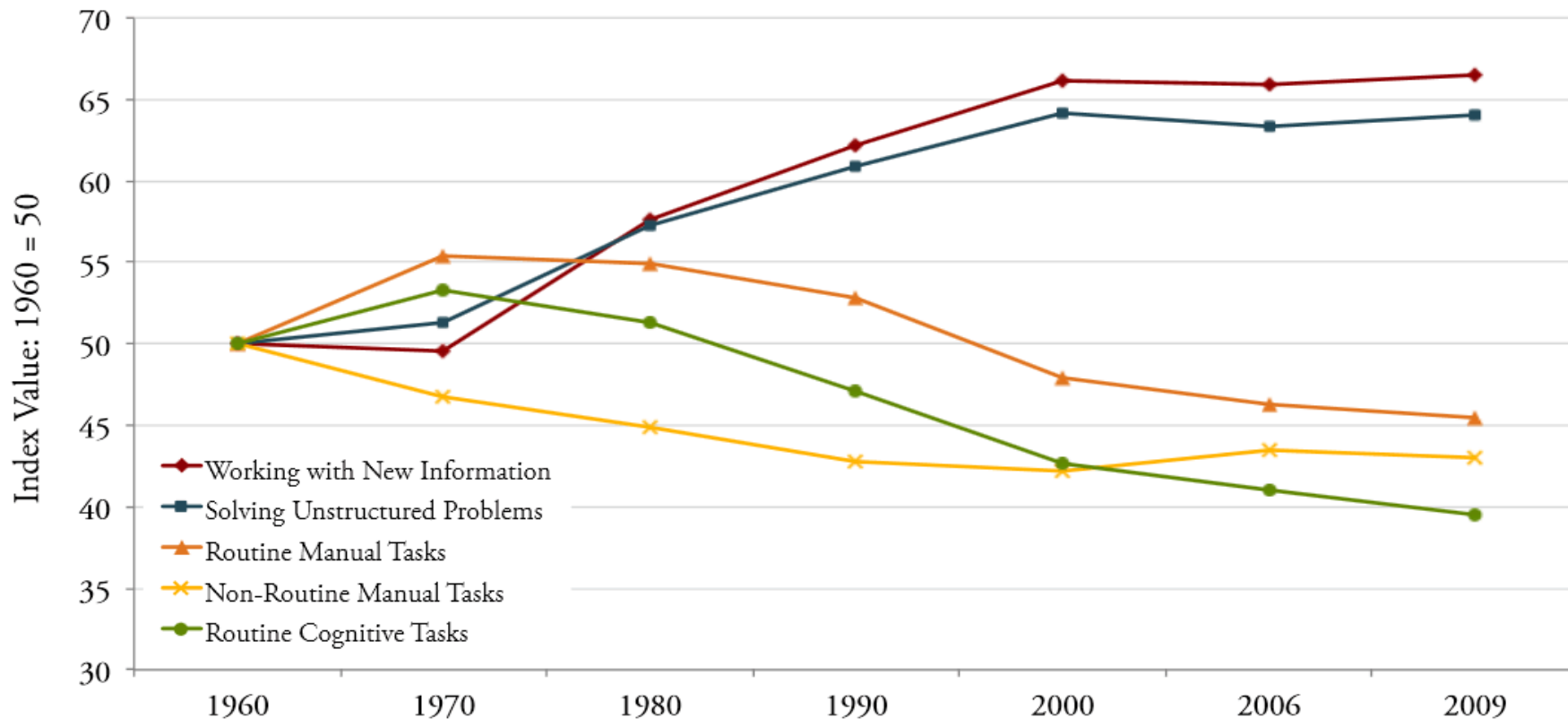
Source: *Dancing with Robots: Human Skills for Computerized Work*, by Frank Levy and Richard J. Murnane. Third Way, 2013.

What Economists Say

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"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**."

Frank Levy and Richard Murname, *"Dancing with Robots" (2013)*

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

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★ 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

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★ 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 <u>Current</u> Societal Context

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★ 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…

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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

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So How Do We Bring a Sense of Focus and Purpose to Students' College Learning…

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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?

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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

LEAP

The Goal is To Provide <u>Every</u> 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"

Our Challenge (Continued)

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★ 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 <u>Braid</u> Broad Learning and Career Preparation Together
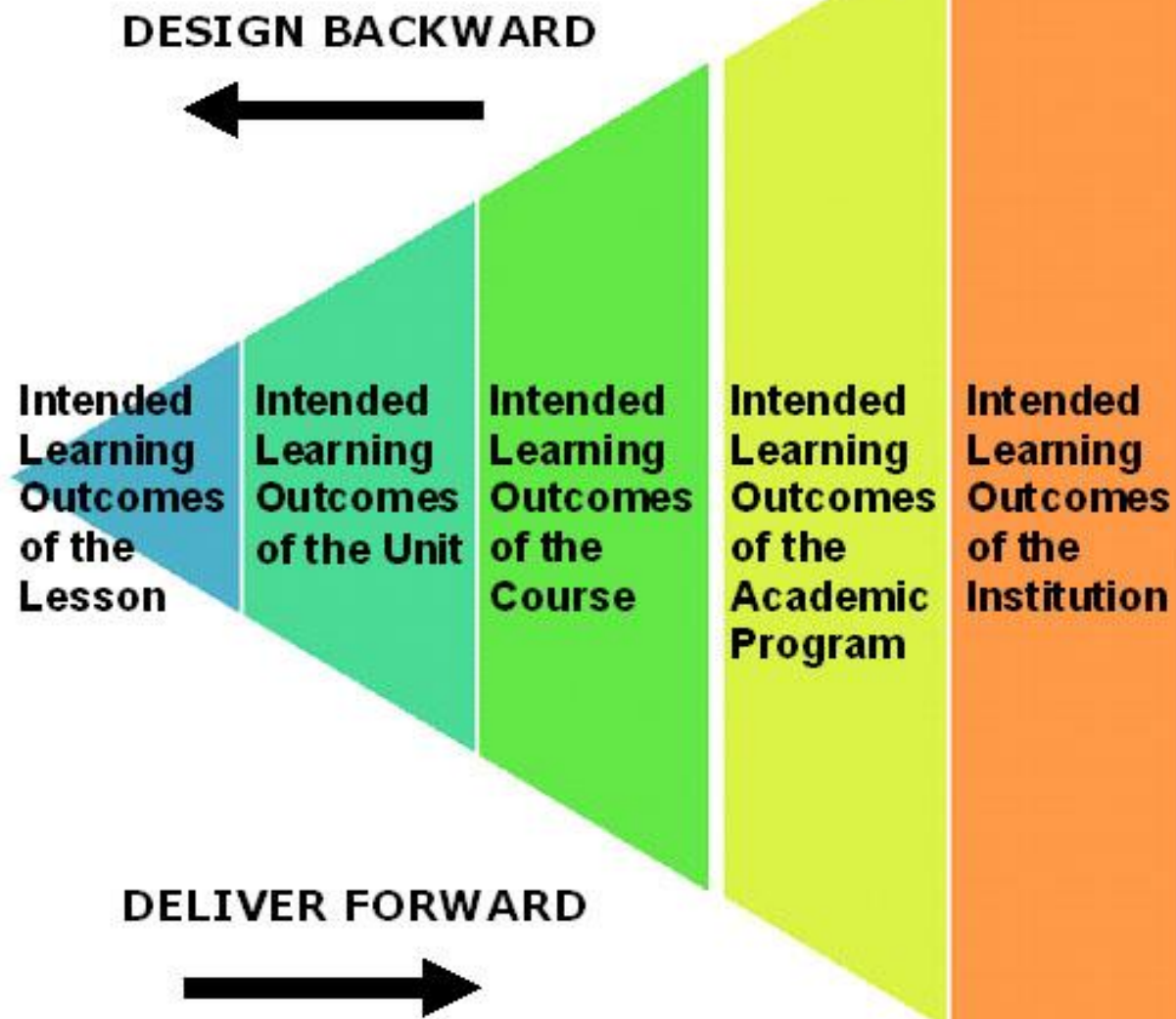
A Six-Part Framework for Guided Learning Pathways

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★ 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: <u>Define and Connect</u> *Institutional Learning Outcomes With Program Learning Outcomes*

From University of Connecticut Assessment Office "Curricular Mapping Primer"

DESIGN BACKWARD

Intended Learning Outcomes of the Lesson

Intended Learning Outcomes of the Unit

Intended Learning Outcomes of the Course

Intended Learning Outcomes of the Academic Program

Intended Learning Outcomes of the Institution

DELIVER FORWARD

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

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★ 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

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★ **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

Mastery

Reinforce

Practice
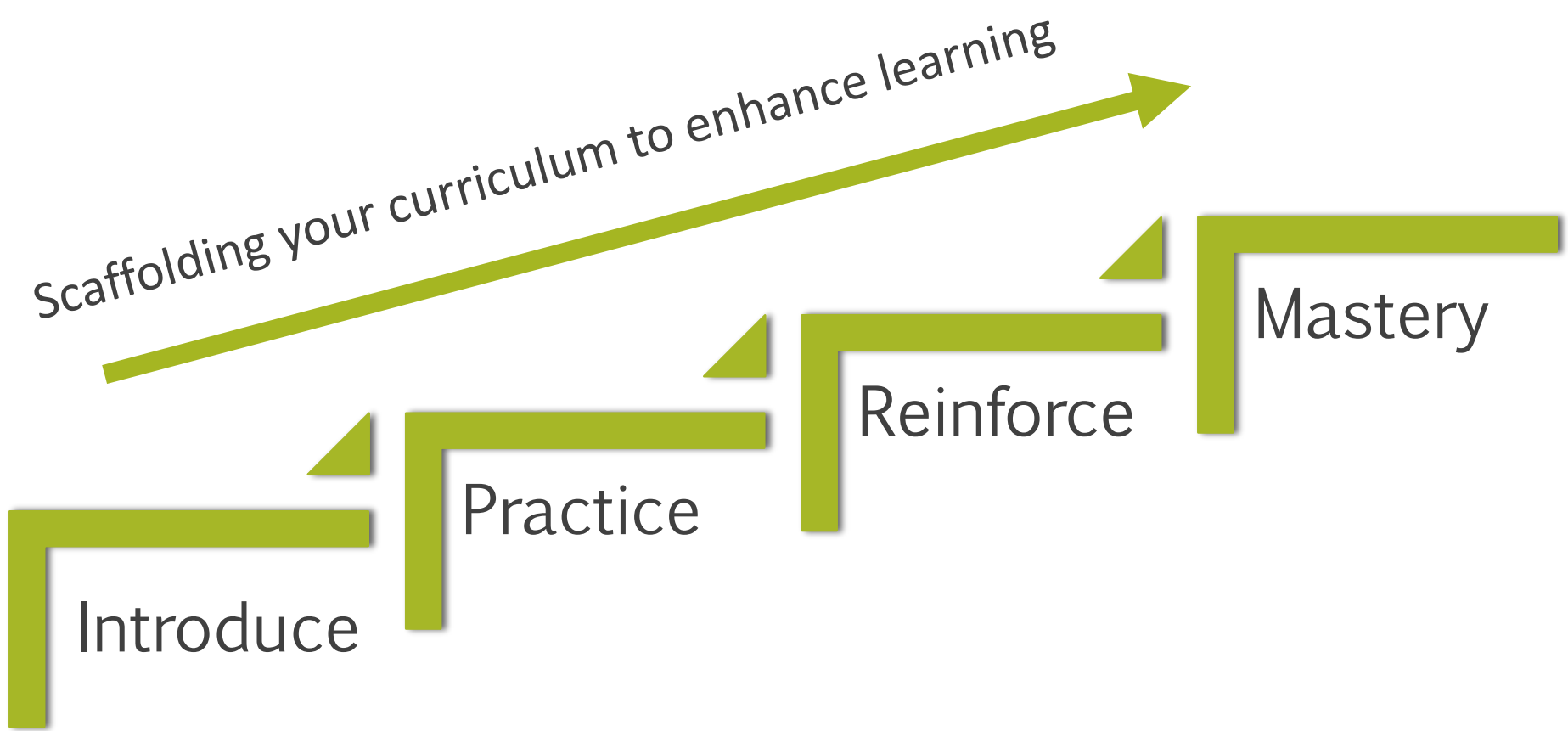
Introduce

	Introductory Course	Research Methods	Advanced Content Course A	Laboratory / Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
Content								
SLO 1: Disciplinary knowledge base (models and theories)	Introduced		Reinforced		Reinforced	Reinforced	Reinforced	Mastery / Assessed
SLO 2: Disciplinary methods		Introduced		Reinforced		Reinforced		Mastery / Assessed
SLO 3: Disciplinary applications	Introduced		Reinforced		Reinforced		Reinforced	Mastery / Assessed
Critical Thinking								
SLO 4: Analysis and use of evidence		Introduced		Reinforced	Reinforced		Reinforced	Mastery / Assessed
SLO 5: Evaluation, selection, and use of sources of information	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
Communication								
SLO 6: Written communication skills	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
SLO 7: Oral communication skills		Introduced	Reinforced		Reinforced	Mastery / Assessed		
Integrity / Values								
SLO 8: Disciplinary ethical standards		Introduced		Reinforced	Reinforced			Mastery / Assessed
SLO 9: Academic integrity	Introduced	Reinforced	Reinforced	Reinforced		Reinforced		Mastery / Assessed
Project Management								
SLO 10: Interpersonal and team skills			Introduced		Reinforced		Reinforced	Mastery / Assessed
SLO 11: Self-regulation and metacognitive skills	Introduced			Reinforced	Reinforced	Reinforced		Mastery / Assessed

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

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★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

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★ Begin With Their Questions

★ Connect Assignments to Topics Important to the Student

Preparing Students to Succeed with Signature Work Projects (cont.)

Preparing Students to Succeed with Signature Work Projects (cont.)

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★ 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

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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

LEAP

Putting It All Together

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

The Guided Learning Pathway

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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, <u>Including</u> Signature Work

The Essential Learning Outcomes

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★ 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*

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*The Fuller Realization of Democracy in
Every Sphere of Life and Trained
Intelligence and Social Imagination to
Solve…Problems…*