Webinar Agenda

• Welcome and introductions
• Webinar logistics
• Presentation
• Q&A
Liberal Education & America’s Promise

Excellence for Everyone as a Nation Goes to College

Becoming a Student-Ready College by Re-Imagining the First Year

Dr. Tia Brown McNair
November 2, 2016
What is a student-ready college?

A Paradigm Shift
BECOMING A STUDENT-READY COLLEGE
A NEW CULTURE OF LEADERSHIP FOR STUDENT SUCCESS
Critical Questions

• What are the characteristics of a student-ready college?

• What are intentional strategies for designing equity-driven first-year experiences that embed high-impact practices with defined learning outcomes?
Critical Questions

• How can educators ensure that all students, especially underserved students, are fully prepared for life, work, and citizenship?
About AAC&U

• The leading national association concerned with the **quality** of student learning in college

• More than 1,300 institutional members – half public/half private, two year, four-year, research universities, state systems, liberal arts, international
About AAC&U

• A network of over 30,000 faculty members, academic leaders, presidents and others working for educational reform

• A meeting ground for all parts of higher education – about our shared responsibilities to students and society
Liberal Education and America’s Promise (LEAP)

LEAP is a national initiative that champions the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality.
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 and Applied Learning
  – **Demonstrated** through the application of knowledge, skills, and responsibilities to new settings and complex problems
Essential Learning Outcomes

• Inquiry and Analysis
• Critical and Creative Thinking
• Written and Oral Communication
• Quantitative Literacy
• Information Literacy
• Teamwork and Problem Solving
• Civic Knowledge and Engagement—local and global
• Intercultural Competence
• Ethical Reasoning
• Lifelong Learning
• Across general and specialized studies
Of institutions have a common set of intended learning outcomes for all students.

85%

Report that almost all of their students understand those intended learning outcomes.

9%

Source: AAC&U Member Survey, 2016 Recent Trends in General Education Design, Learning Outcomes, and Teaching Approaches
Is this true for your campus?
Falling Short?
College Learning and Career Success

Key findings from survey among 400 employers and 613 college students conducted in November and December 2014
For The Association of American Colleges and Universities by Hart Research Associates
**Methodology**

- Online survey among 400 executives at private-sector and nonprofit organizations that have 25 or more employees
  - Each reports that 25% or more of their new hires hold an associate degree from a two-year college or a bachelor’s degree from a four-year college

- Online survey among 613 college students, all within a year of obtaining a degree or, in the case of two-year students, transferring to a four-year college
  - Sample includes 304 students at four-year public colleges, 151 students at four-year private colleges, and 158 students at two-year colleges
Learning Outcomes that at Least Four in Five Employers Rate as Very Important

- Oral communication: 85% (Employers) / 78% (Students)
- Working effectively with others in teams: 83% (Employers) / 77% (Students)
- Written communication: 82% (Employers) / 75% (Students)
- Ethical judgment and decision-making: 81% (Employers) / 74% (Students)
- Critical/analytical thinking: 81% (Employers) / 79% (Students)
- Applying knowledge/skills to real world: 80% (Employers) / 79% (Students)

*8, 9, 10 ratings on zero-to-10 scale, 10 = very important
Question 1:
Employers say they are much more likely to consider hiring recent college graduates who have completed an applied learning or project-based learning experience like an internship, service learning, or collaborative research project.

True or False
POLL: Question 1
Question 1:
Employers say they are much more likely to consider hiring recent college graduates who have completed an applied learning or project-based learning experience like an internship, service learning, or collaborative research project.

TRUE
Employers say they are much more likely to consider hiring recent college graduates who have completed an applied learning or project-based learning experience.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>94%</td>
<td>Internship/apprenticeship</td>
</tr>
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<td>87%</td>
<td>Senior thesis/project</td>
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<tr>
<td>80%</td>
<td>Collaborative research project</td>
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<tr>
<td>69%</td>
<td>Service learning project</td>
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Employers perceive great value in students’ completing applied learning projects, but see room to improve college students’ preparedness to complete applied learning projects.

Colleges should ensure that students are prepared with skills/knowledge needed to complete an applied learning project

- 14% of employers think college students are prepared
- 88% of employers think these attributes are important

Recent graduates should be able to demonstrate and apply learning to real-world settings

- 23% of employers think recent graduates are prepared
- 80% of employers think these attributes are important

60% of employers believe that ALL college students should be expected to complete a significant applied learning project before graduating.
# Attributes employers seek on a candidate’s resume

<table>
<thead>
<tr>
<th>Attribute</th>
<th>% of respondents</th>
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<tbody>
<tr>
<td>Leadership</td>
<td>80.1%</td>
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<tr>
<td>Ability to work in a team</td>
<td>78.9%</td>
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<tr>
<td>Communication skills (written)</td>
<td>70.2%</td>
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<tr>
<td>Problem-solving skills</td>
<td>70.2%</td>
</tr>
<tr>
<td>Communication skills (verbal)</td>
<td>68.9%</td>
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<tr>
<td>Strong work ethic</td>
<td>68.9%</td>
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<tr>
<td>Initiative</td>
<td>65.8%</td>
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<tr>
<td>Analytical/quantitative skills</td>
<td>62.7%</td>
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<tr>
<td>Flexibility/adaptability</td>
<td>60.9%</td>
</tr>
<tr>
<td>Technical skills</td>
<td>59.6%</td>
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<tr>
<td>Interpersonal skills (relates well to others)</td>
<td>58.4%</td>
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<tr>
<td>Computer skills</td>
<td>55.3%</td>
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<tr>
<td>Detail-oriented</td>
<td>52.8%</td>
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</tbody>
</table>

*Source: Job Outlook 2016, National Association of Colleges and Employers*
Most employers say they would find e-portfolios useful.

Employers: How useful do you find/would you find this in helping you evaluate job applicants’/recent college graduates’ potential to succeed at your company?

- College transcript: Very 9%, Very/fairly useful 45%
- Electronic portfolio of student work summarizing and demonstrating accomplishments in key skill and knowledge areas: Very useful 36%, Very/fairly useful 80%
Intentionality
Question 2:

The Cycle of Intentional Learning includes the following components:

a) Goals/Outcomes
b) Assessment
c) Curricular Design and Coherence
d) All of the above
POLL: Question 2
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The Cycle of Intentional Learning includes the following components:

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Cycle of Intentional Learning

How do we help students become intentional learners?
“High-Impact Practices” that Help Students Achieve the Outcomes

★ First-Year Seminars and Experiences
★ Common Intellectual Experiences
★ Learning Communities
★ Writing-Intensive Courses
★ Collaborative Assignments & Projects
★ Undergraduate Research
★ Diversity/Global Learning
★ Service Learning, Community-Based Learning
★ Internships
★ Capstone Courses and Projects
What makes a practice high-impact?
Question 3: Identify the key characteristic(s) of a high-impact practice?

a) Frequent, timely and constructive feedback
b) Performance expectations are set at the lowest levels
c) Tied to defined learning outcomes
d) A & C
e) All of the above
POLL: Question 3
Question 3: Identify the key characteristic(s) of a high-impact practice?

a) Frequent, timely and constructive feedback
b) Performance expectations are set at the lowest levels
c) Tied to defined learning outcomes
d) A & C
e) All of the above
**HIPs: Eight Key Elements**

- Performance Expectations Set at Appropriately High Levels
- Significant Investment of Time and Effort by Students Over an Extended Period of Time
- Interactions with Faculty and Peers about Substantive Matters
- Experiences with Diversity
- Frequent, Timely and Constructive Feedback
- Structured Opportunities to reflect and Integrate Learning
- Opportunities to Discover Relevance of Learning Through Real-World Applications
- Public Demonstration of Competence

Intentionality of HIPs

HIPs
- Selection
- Design
- Access

Learning Outcomes
- Defined
- Evidence

Equity
- Assessment
- Data Disaggregated
- Integrated
Critical Questions

• What are intentional strategies for designing equity-driven first-year experiences that embed high-impact practices with defined learning outcomes?
AAC&U’s Equity-Driven Guided Learning Pathways

• With Equity and Belonging Paramount Values, Institutions Meld High Touch and High Tech to Support and Monitor Student Engagement and Progress, Giving Special Attention to Frequent or Systemic Barriers and Challenges
AAC&U’s Equity-Driven Guided Learning Pathways

• Faculty Define and Programs Address Essential Learning Outcomes – Across Systems and Within Institutions

• Sequence Programs, Courses and Well-Designed Assignments to Foster Essential Learning Outcomes
AAC&U’s Equity-Driven Guided Learning Pathways

- All Students Participate Frequently in High Impact or Active Learning Practices, From First to Final Year

- Every Student Completes Applied Learning Projects—Connected to Program and Student Goal
AAC&U’s Equity-Driven Guided Learning Pathways

• Students’ Own Work—including Their Applied Learning Projects—Provides the Primary Evidence of their Progress Toward Degree Level Learning and Educational Achievement
Signature Work

Signature Work projects are related to a question or problem that is important to the student and important to society. Signature Work allows students to connect liberal and general learning with the world beyond college.
Question 4:
High quality first-year experiences place a strong emphasis on which of the following elements?

a) Critical inquiry
b) Collaborative learning
c) Frequent writing
d) All of the above
POLL: Question 4
Question 4:
High quality first-year experiences place a strong emphasis on which of the following elements?

a) Critical inquiry  
b) Collaborative learning  
c) Frequent writing  
d) All of the above
Making Excellence Inclusive

- A vision AND practice
- A focus on the intersections of diversity, inclusion, AND equity
- An active process
- A goal of excellence in learning, teaching, student development, institutional functioning, and engagement with communities
How does your campus define inclusive excellence?

Knowing who you students are and will be

Committing to frank, hard dialogues about the climate for underserved students on your campus, with the goal of effecting a paradigm shift in language and actions

• Investing in culturally competent practices that lead to the success of underserved students

• Setting and monitoring equity-minded goals—and devoting aligned resources to achieve them

• Developing and actively pursuing a clear vision and goals for achieving high-quality learning

• Expecting and preparing all students to produce culminating or Signature Work

• Providing support to help students develop guided plans to achieve ELOs, prepare and complete Signature Work, and connect college with careers

• Identifying HIPs best suited to your students and your institution’s quality framework

- Ensuring that ELOs are addressed and HIPs are incorporated across all programs
- Making student achievement—including underserved student achievement—visible and valued
Thank you!

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Questions?