

Committing to Quality—For Students, the Economy, and Constitutional Democracy

Preparing Our Students to Create Solutions for the Future

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Civic Learning and Democracy Engagement (CLDE)
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www.collegeciviclearning.org



Our Topics for This Afternoon:

- ★ Defining Quality Learning for Today's Students
- ★ Braiding Quality and Student Success Initiatives Together
- ★ Exploring Civic Learning: Necessary Learning Both for Student Success, and for Democracy's Success

Quality Learning and Student Success

Historically – There Have Been Two Discrete Student Success Movements:

Movement 1: Focused Intensely on Enrollment and Completion and Evidence-Based Practices that Contribute to Both

Movement 2: Focused on the Learning Students Need to Thrive and Contribute within a Volatile Economy and a Diverse (and Deeply Divided) Democracy

- Movement 1: **The Completion Agenda** has been fueled by philanthropy, federal and state policy leaders, and by the rise of campus-level student success initiatives across the U.S.
- Movement 2: **The Quality Learning Agenda** has been led by employers and by the American Association of Colleges and Universities (AAC&U) which launched its work on quality around 2000. AAC&U helped show that there is much more agreement between educators and employers on Essential Skills than most faculty once thought.

The Challenge—as AAC&U has urged for nearly two decades—is to bring the Completion Agenda and the Quality Learning Agenda together.

Today – Kentucky CPE is leading in that long-needed marriage between increased levels of postsecondary enrollment and completion, AND higher levels of Kentucky students’ gains in “Essential Skills.”

A Contemporary Framework for Quality Learning:

A Commitment to Making Excellence Inclusive;
Shared Intentionality about the Essential Learning
Outcomes, High Impact Practices, and Real-World
Applications That Prepare Students to Tackle
Unscripted Problems—The Kinds of Problems We
Confront in All Spheres of Life....

See Handout pp. 1-6 for Details

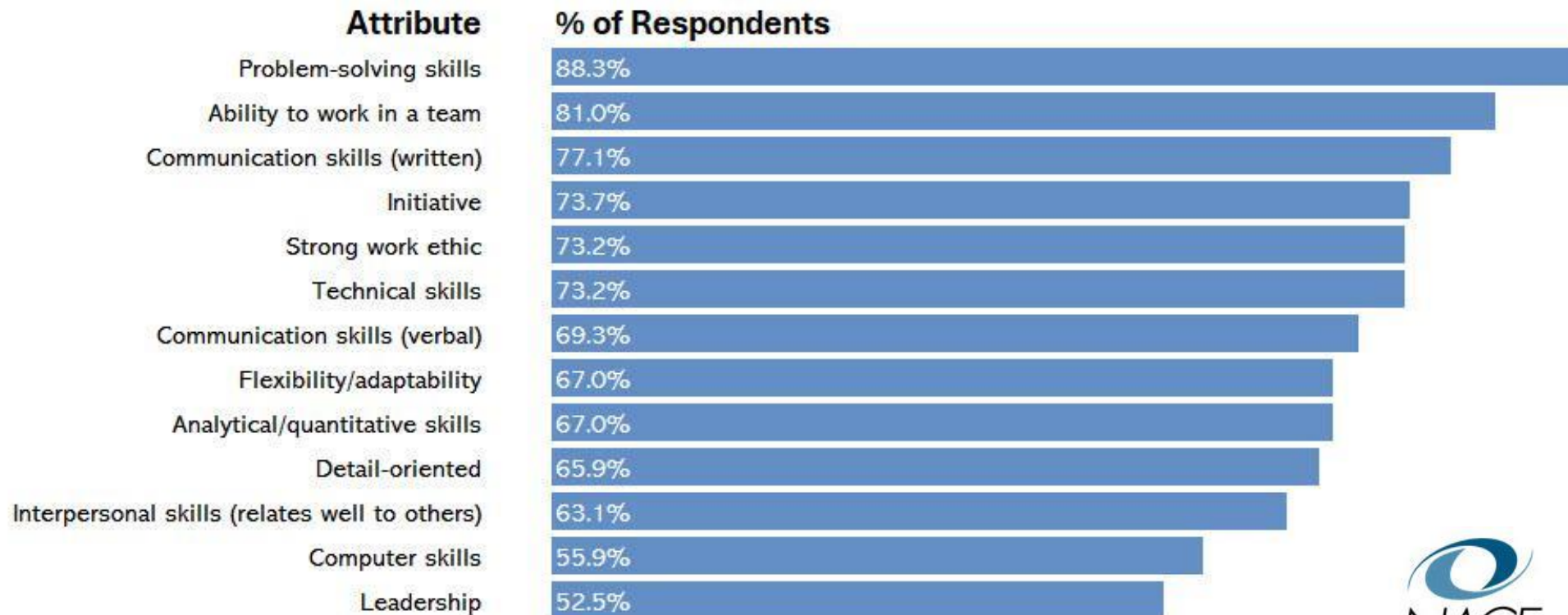
The Big Shift: A Commitment to Inclusive Excellence, and a Determination that the Key Components of Quality Learning Can and Should Be Achieved “Across-the-Curriculum and Co-Curriculum”

The Kentucky Graduate Profile Takes Exactly This Approach:

- ★ Articulating the **Essential Skills** Students Need Both for the Economy and Democracy (And Consulting with Employers on What Matters to Career Success)
- ★ Mapping the Essential Skills **Across Students’ Varied Degree Programs**
- ★ **Developing Assessments** That Show Whether the Skills Have Been Gained

The Kentucky Graduate Profile Addresses Capacities that Employers Seek – and Often Find in Short Supply

Figure 1
Attributes Employers Seek on a Candidate's Resume



Source: Job Outlook 2025
National Association of College and Employers

<https://naceweb.org/talent-acquisition/candidate-selection/what-are-employers-looking-for-when-reviewing-college-students-resumes>

But Clarifying the Aims of Quality Learning is Only the Beginning:

What **Practices** Help Students Become Engaged in Their Own Learning and, Over Time, Capable of Tackling Unscripted Problems, Both in the Workplace and in Civil Society?

Enter **The High Impact Practices Breakthrough** (2007.)

See Pages 4 and 6 in Your Handout

The High Impact Practices Movement

Initially, Each of the High Impact Practices Was the Center of Its Own Separate Movement.....

But Then, Spurred by AAC&U's Work on Quality in the LEAP initiative, NSSE Research Showed That These Practices Contribute Both to Completion, AND to Higher Levels of Learning

And the HIPS Movement Took Off – With Many Campus Leaders Embracing Specific HIPs—e.g., First Year Seminars and Various Experiential Learning—as Keys to Increased Completion And Quality.

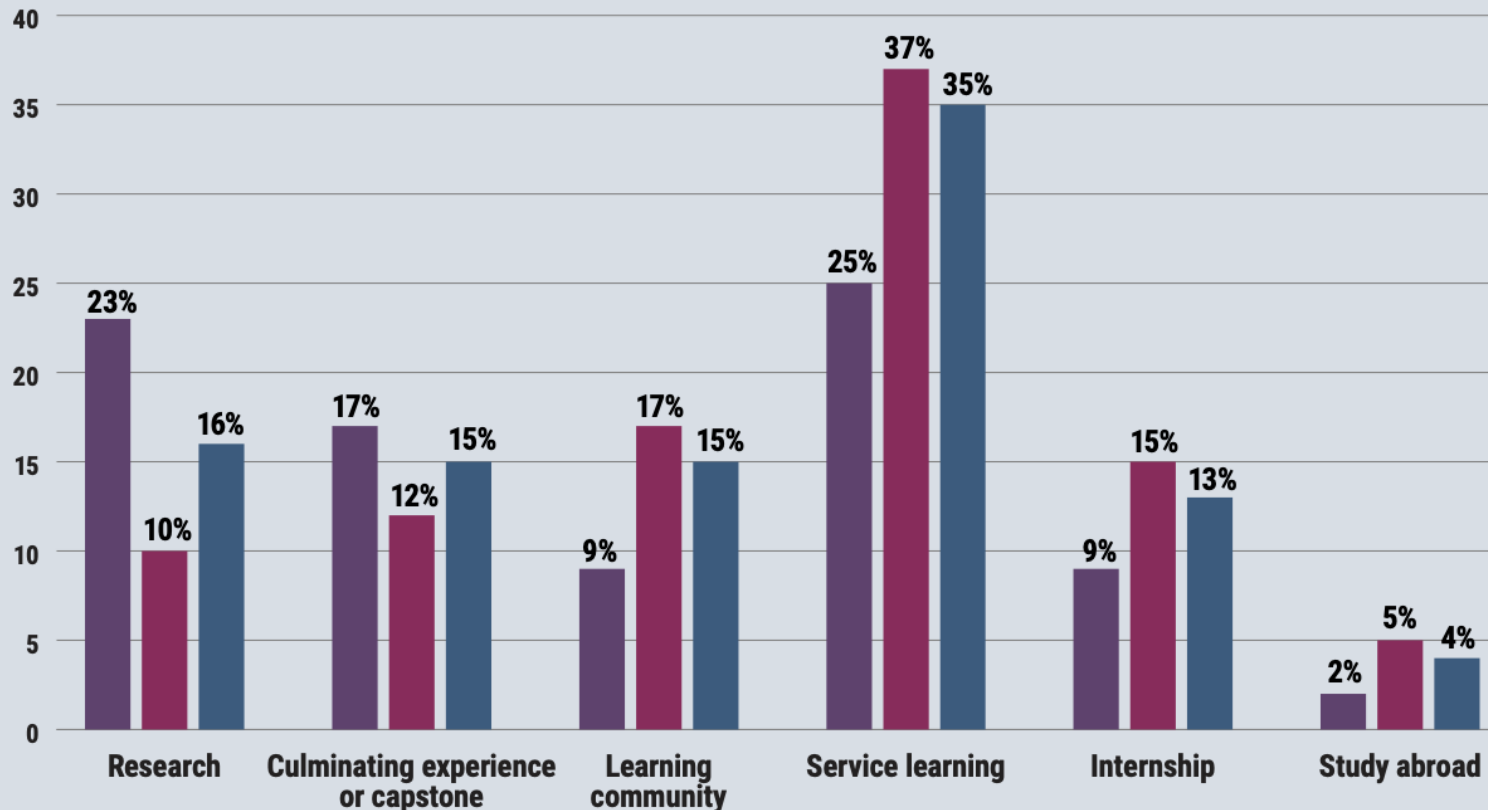
New Research Commissioned by Lumina Foundation Shows that Service Learning—Meaning Courses That Include Community-Facing Projects—Provides By Far the Highest Boost to Quality Learning

FIGURE 6

High-Impact Practices (HIPs) – Particularly Service Learning – Boost Academic and Practical Skills

Students' participation in HIPs results in significant gains in both academic and practical skills. Students get the most dramatic boost when they take courses that include a community-based project (service learning).

Service Learning Provides Academic and Practical Learning Gains



- Academic learning gains** include:
 - Writing clearly and effectively;
 - Speaking clearly and effectively;
 - Thinking critically and analytically; and
 - Analyzing numerical and statistical information.
- Practical learning gains** include:
 - Acquiring job- or work-related knowledge and skills;
 - Working effectively with others;
 - Developing/clarifying a personal code of values and ethics;
 - Understanding people of other backgrounds;
 - Solving complex real-world problems; and
 - Being an informed and active citizen.
- Overall learning gains** are the combination of academic and practical learning gains.

Beyond the Quality Boost, **Civically Engaged HIPs** also Spur Increased Engagement and Completion

Students who participate in active civic learning (e.g., service learning, community-based research, public service internships) are:

- ★ *More likely to persist and complete college*
- ★ *More like to report higher levels of civic motivation and engagement*
- ★ *Report higher levels of personal and social responsibility and belonging*

Source: Chittum, J.R., Enke, K.A.E., and Finley, A. P. (2022). The effects of community-based and civic engagement in higher education. A meta-analysis of high quality research on students' gains from active civic learning.

Summing Up: As We Work to Increase Completion, Kentucky Can Help Educators Work to Enlarge the Meanings of Student Success, Braiding Quality and Completion Together

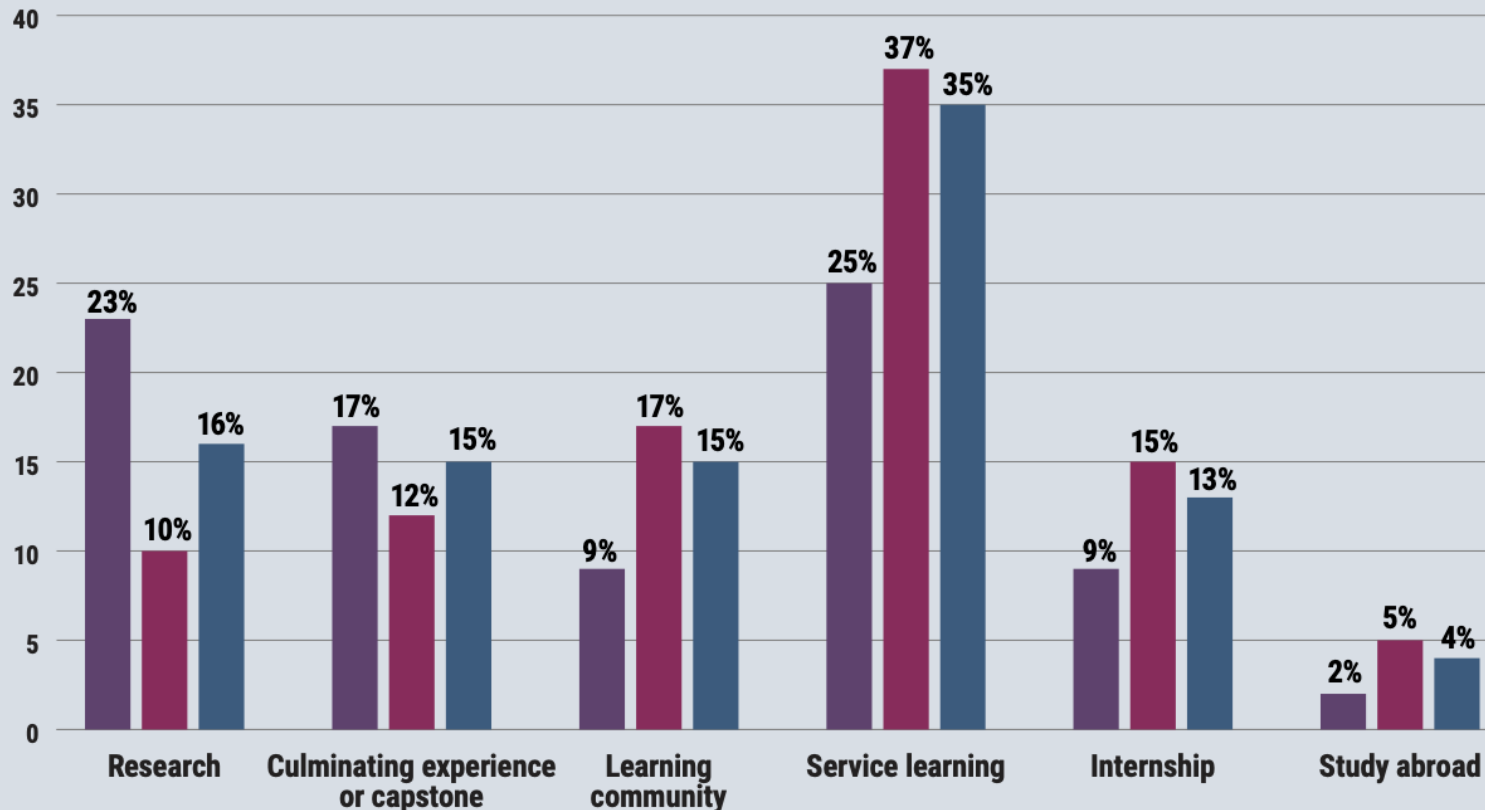
Quality Learning Applicable Beyond College is the Student Success Benefit College Learners Most Need and Deserve. And HIPs—Especially HIPs that Include Civic Projects—Are Wellsprings Both for Completion and for Honing the Essential Skills That Employers Seek and Democracy Needs.

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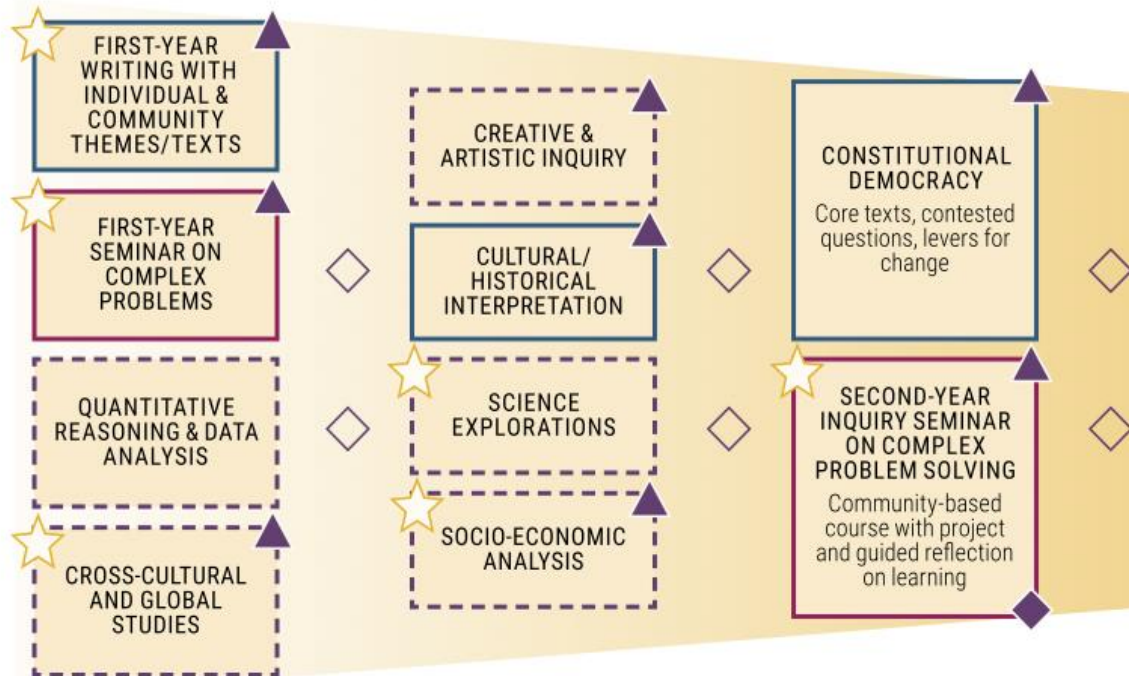
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Recommended Next Steps for Combining Completion Initiatives with Quality Learning Initiatives:

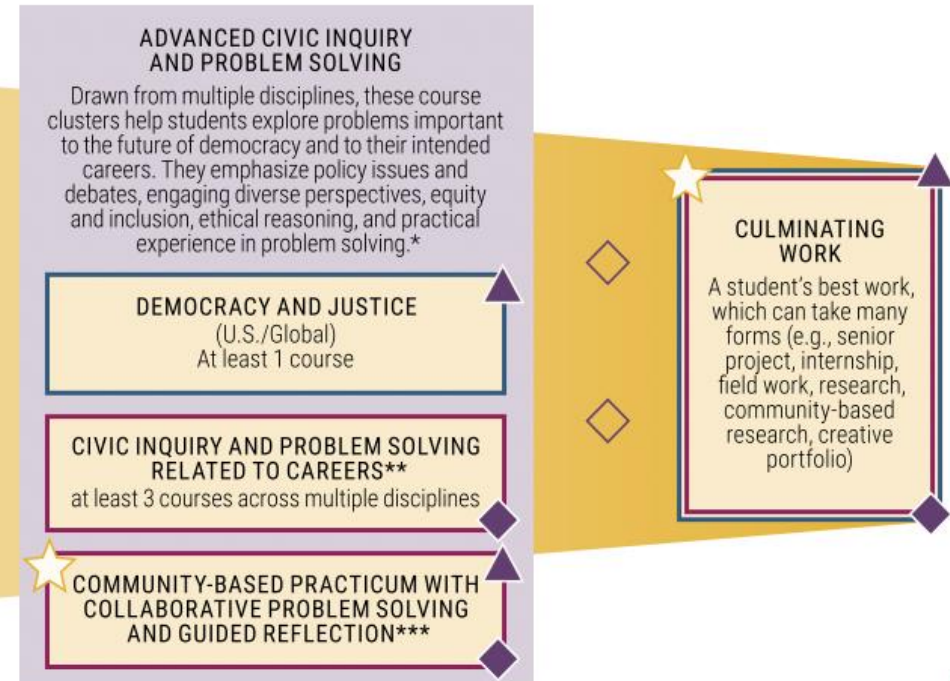
Guided Pathways that Include Multiple HIPs to Help Students Work on Inquiry and Problem-Solving Across the Curriculum, in General Education and in All Majors

Sample Four-Year Guided Pathway

Core Learning for an Interconnected World



Problem-Centered Course Clusters



E-PORTFOLIO SHOWS STUDENT'S WORK ON CIVIC AND SOCIETAL PROBLEMS OVER TIME AND DEVELOPMENT OF HIGH-VALUE SKILLS

Exploring Civic Learning: For Student Success and For Democracy's Success

Including Civic Learning and Democracy Engagement as Necessary Components of a Quality Education:

The Kentucky CPE Graduate Profile Names
“Engage in Civic Life to Improve Society”
as one of 10 Essential Skills

And, in fact, All 10 of the Graduate Profile Essential
Skills Build Capacities that Democracy Needs

The CLDE Coalition's Work to Create a Contemporary Framework to Guide Campus Level Work on College Civic Learning and Democracy Engagement:

With Endeavor Foundation funding, the CLDE Coalition led a national dialogue on the aims of college civic learning for today's students.

The KY Graduate Profile helped inform the CLDE Learning Framework

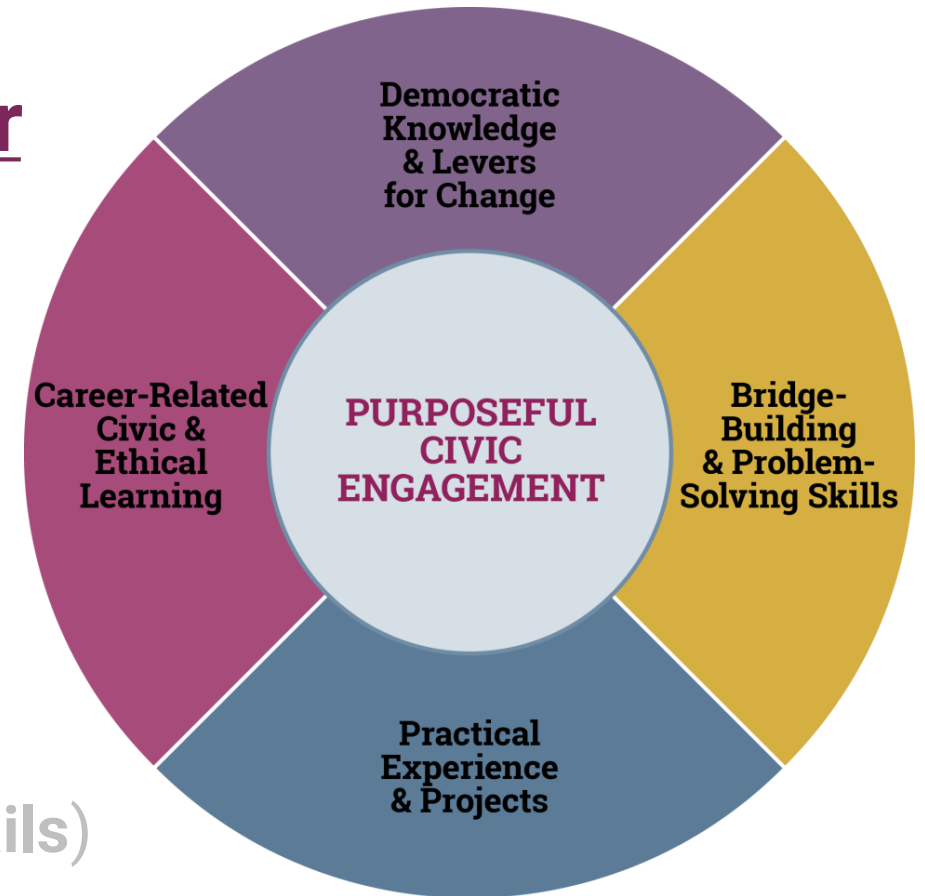
What Should Students Gain from Civic and Democracy Learning?

A CLDE Coalition Landscape Analysis Found Multiple Meanings and Purposes Across Institutions and States...

- ★ Agency, Voice, Belonging, Civic Purpose, Social Power
- ★ Courses on Constitutional Democracy, Core Texts
- ★ Action Projects: Service Learning and Work on Community Challenges—at Home and Abroad
- ★ Needed Skills: e.g., Productive Engagement Across Difference, Collaborative Problem-solving....

The New CLDE Framework Draws These Multiple Purposes Together

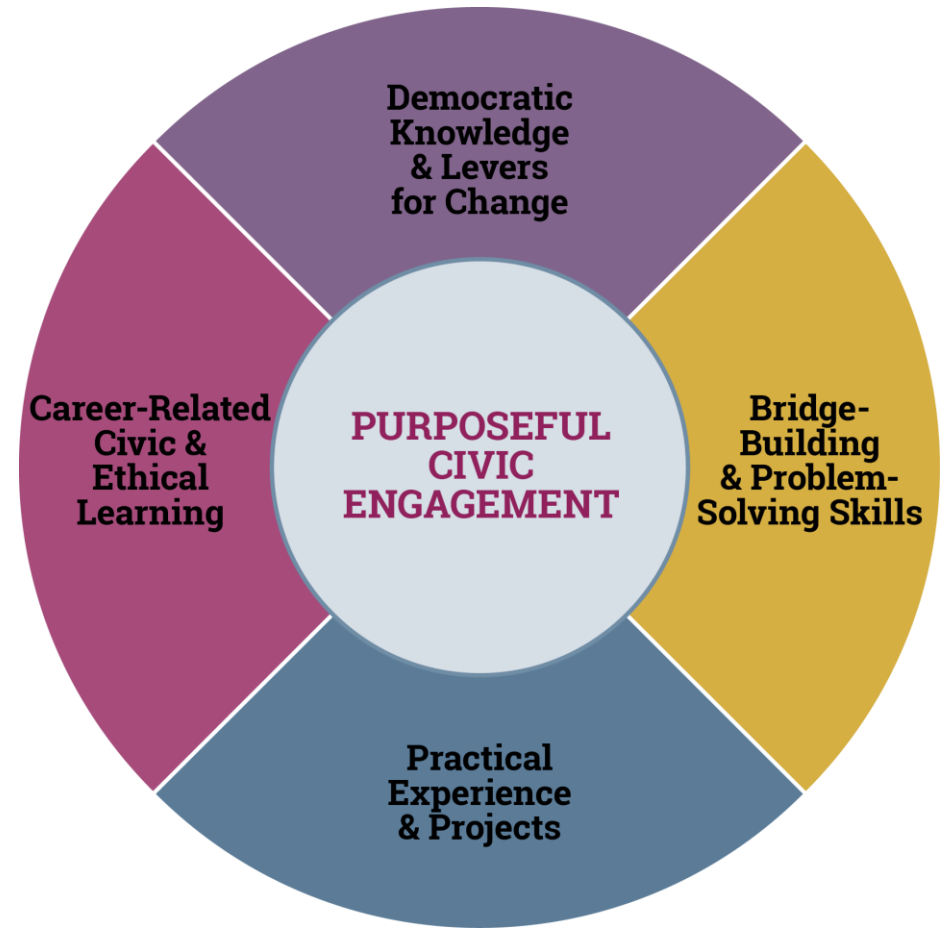
- ★ Students' own journeys stand at the center
- ★ Students reflect on their identities, experiences, societal roles, civic purpose
- ★ They make their own choices about civic engagement—in careers as well as civil society
- ★ (See Every Student, Every Degree, p. 9, for details)



CLDE Learning – From First to Final Year

The CLDE Framework:

- ★ Centers Democracy—U.S. and Global (Too Often Democracy Is *Assumed* Rather than Explored)
- ★ Connects Engagement Across Difference With Creating Solutions to Significant Problems
- ★ Values Practical Experience – And Collaborative Learning From Those Practical Experiences
- ★ Connects Civic and Ethical Inquiry to Students' Career Plans and Workplace Experience



Sample Community College Guided Pathway

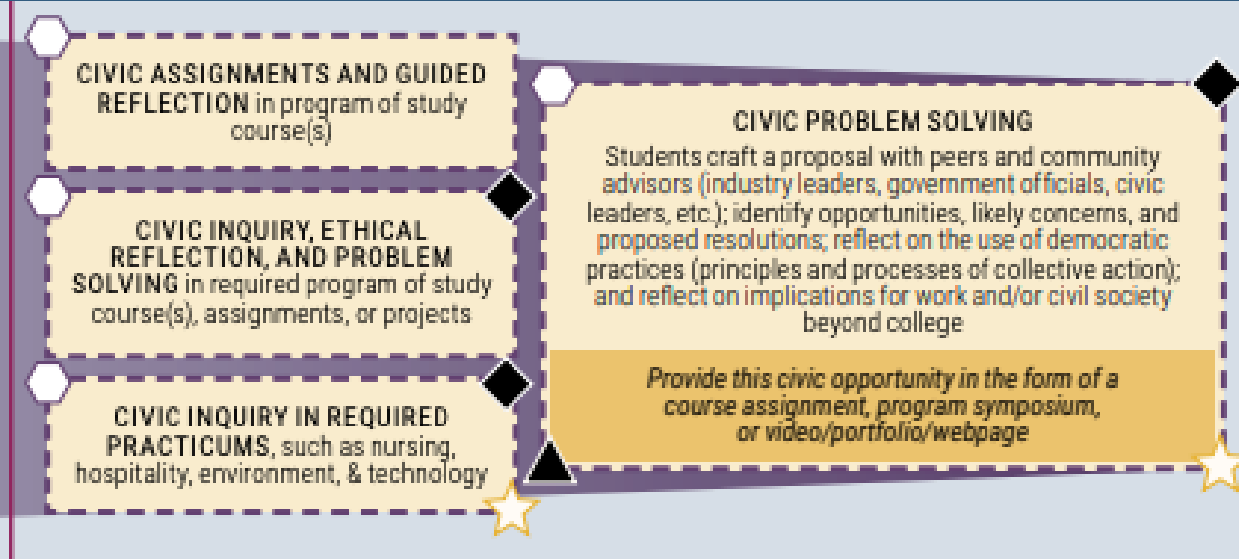
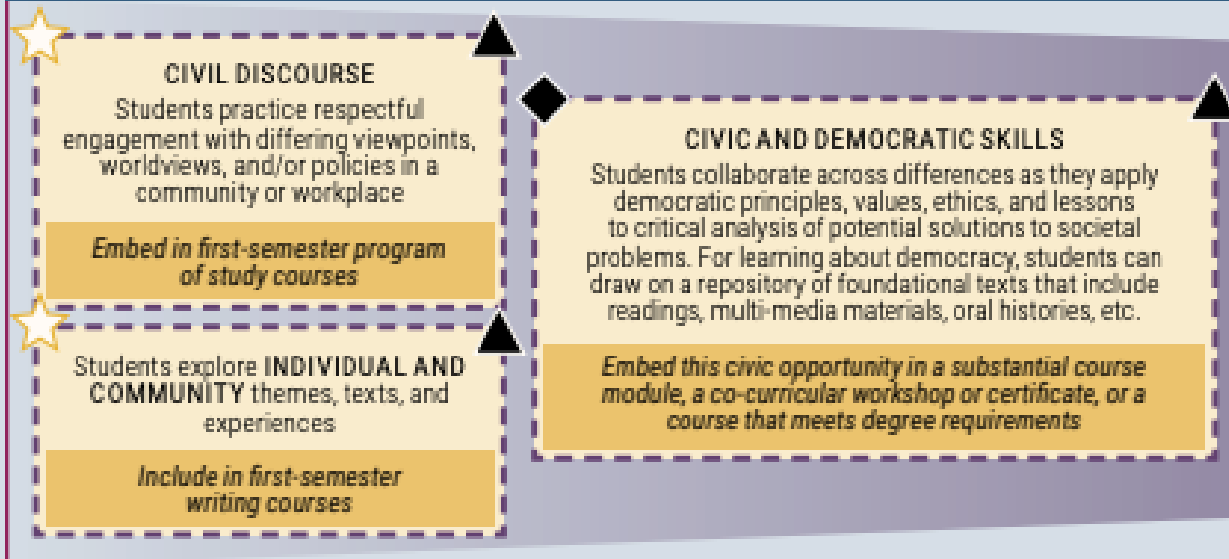
Fostering Civic Identity, Skills, and Knowledge of Democracy

Fostering Civic Inquiry and Problem Solving in Majors and Practicums

ENTRY

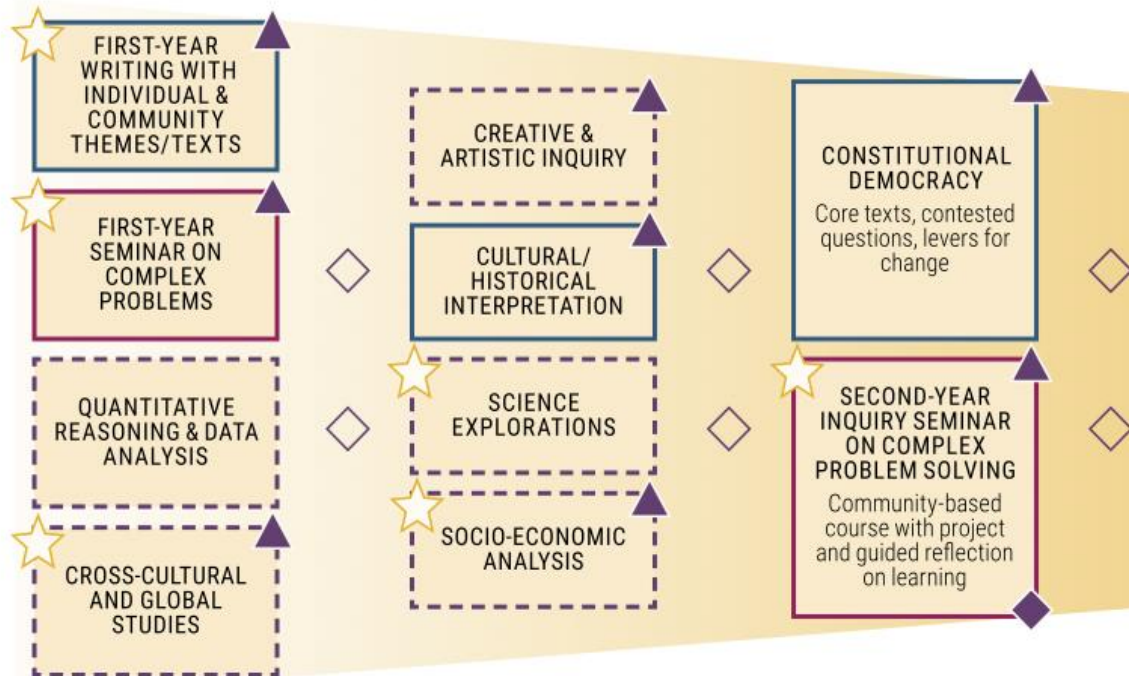
ASSOCIATE DEGREE PROGRAMS (60 CREDIT HOURS) CERTIFICATE PROGRAMS (24-30 CREDIT HOURS)

COMPLETION/TRANSFER

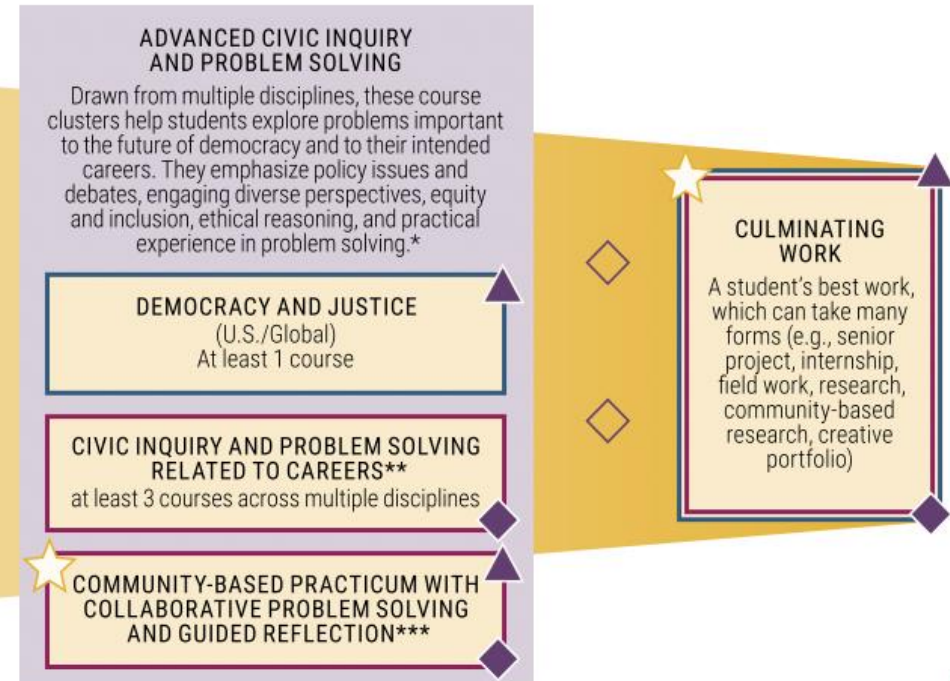


Sample Four-Year Guided Pathway

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Summing Up:

Higher Education Needs to Broaden the Meanings of Student Success to **Include Completion with Essential Quality Learning—and Kentucky is Leading the Way**

Civic Learning in the World's Most Influential Democracy Should Be a Valued Quality Learning Goal, and a **Recognized Strategy to Raise the Levels of Quality and Completion**

Well Designed Pathways, With Multiple High Impact Practices, Will Build Students' Readiness to Create **Solutions for the Future-** at Work, in Democracy and Life.

Questions and Discussion

To learn more about CLDE and the
Multi-State Collaborative, write:

info@collegeciviclearning.org

Join our mailing list at:

www.collegeciviclearning.org/contact



THANK YOU!

