On the Same Page?

Administrator and Faculty

CONTENTS

INTRODUCTION 1

Survey Background

Profile of Survey Respondents (N=707)[1]

Race/Ethnicity [2]

White	84%
Black or African American	6%
Hispanic or Latino	4%

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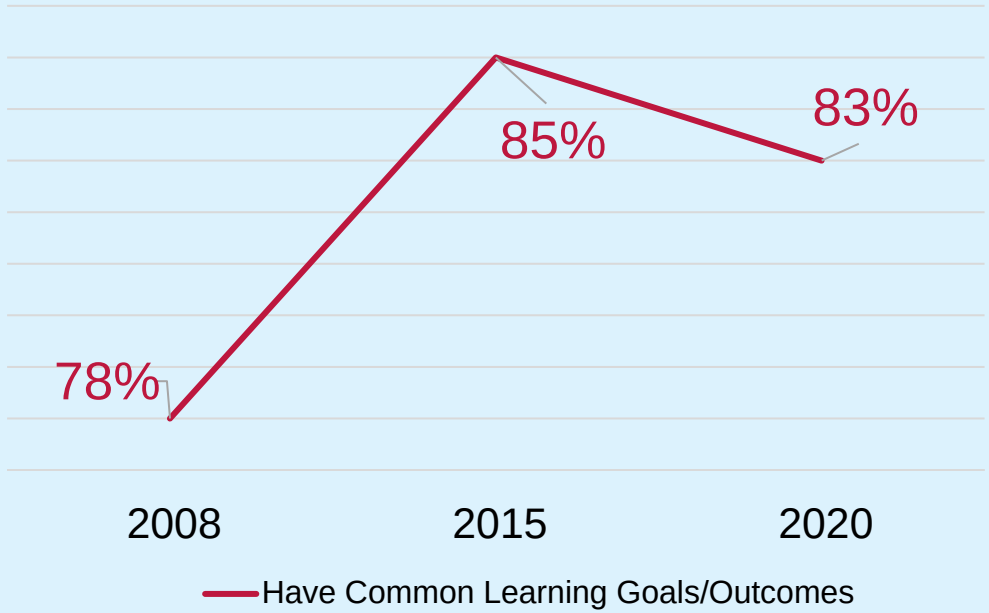
COMMON LEARNING OUTCOMES

Having a set of expected learning outcomes for all undergraduate students has become increasingly routine across co
and universities. Since 2008, more than three quarters of stakeholders indicated that their campus has identified such
outcomes. Recent findings indicated that stakeholders at private institutions were significantly more likely to repo
common at set of outcomes for undergraduates, than those at public institutions.

Percentage of Stakeholders Reporting Common Learning Outcomes for Undergraduate Students



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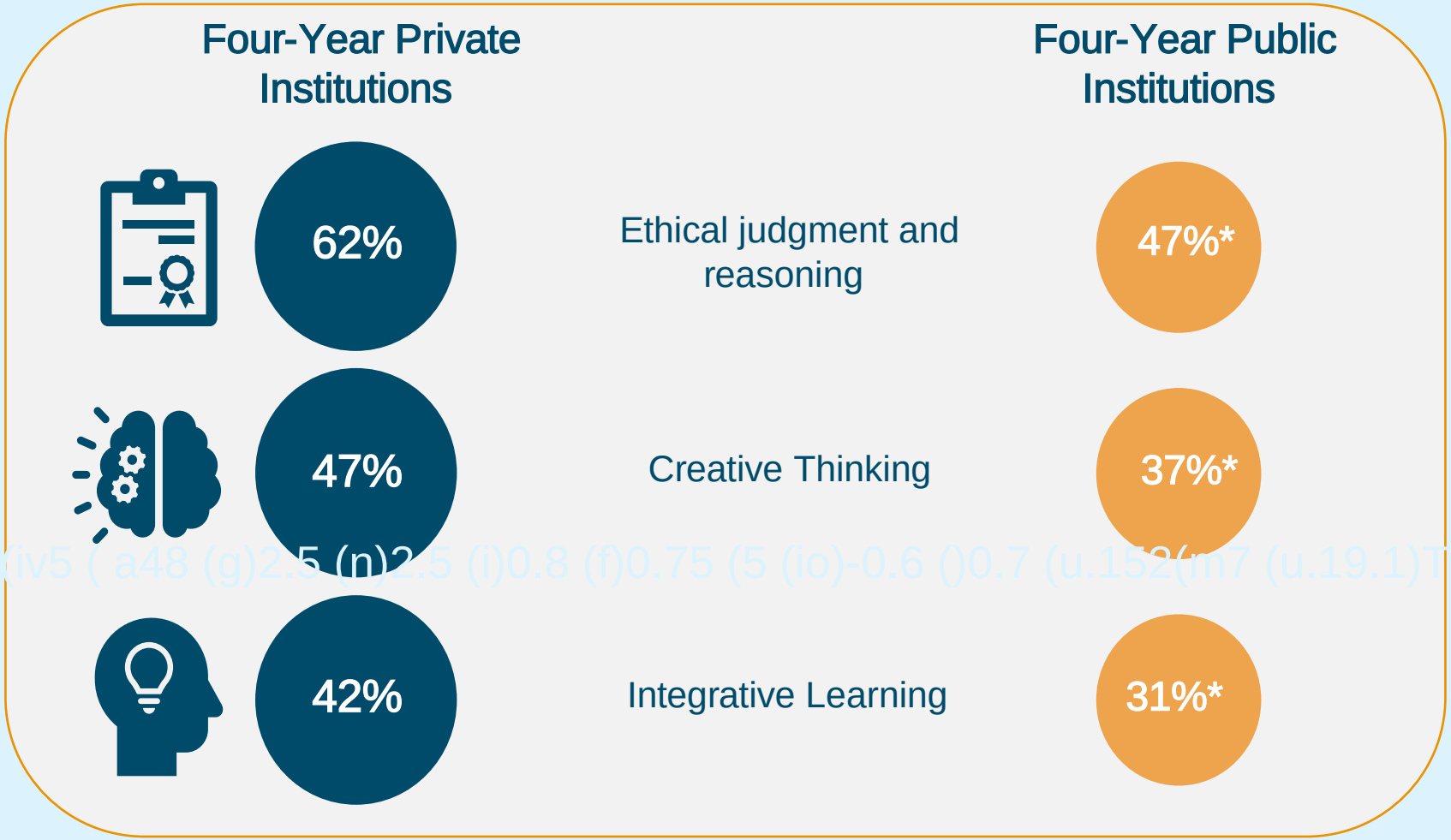
Percentage Among All Stakeholders Who Reported Outcome Is Addressed

Critical Thinking and

Overall, there was little variation in how stakeholders at public institutions reported which learning outcomes are intended for undergraduate education, relative to those at private institutions.

However, significantly higher percentages of stakeholders at private colleges and universities reported an areih in 737 29 iv5 (a48 (g)2.5 (n)2.5 (i)0.8 (f)0.75 (5 (io)-0.6 ()0.7 (u.152(m7 (u.19.1)T

Differences in Which Outcomes Are Addressed for Undergraduate Education Institutional Type



Comparison of the Top 5 and Bottom 5 Skills Valued by Higher Education Stakeholders and Employers

Percentage Indicating Skill Addressed by Learning Outcomes*	
TOP 5	
Written communication	90%
Critical thinking and analytic reasoning	87%
Oral communication	78%
Quantitative reasoning	77%
Intercultural competence	62%
BOTTOM 5	
Creative thinking	43%
Ability to work effectively in teams	37%
Integrative learning	36%
Civic skills	34%
Digital literacy	29%

Percentage of Employers Indicating Skill is Very Important†	
TOP 5	
Ability to work effectively in teams	62%
Critical thinking and analytic reasoning	60%
Quantitative reasoning	57%
Application of knowledge or skills in real-world settings	56%
Digital literacy	55%
BOTTOM 5	
Creative thinking	53%
Information literacy	53%
Oral communication	52%
Integrative learning	51%
Civic skills	41%

Employers' Top 3 Mindsets, Aptitudes, and Dispositions 0.001-1

* Comparisons between stakeholders and employers are approximate because conclusions were drawn from two different surveys in which scales were comparable, but not exactly parallel.

Percentage of Stakeholders Indicating Where on Campus Mindsets, Aptitudes, and Dispositions Are Intentionally Developed

Mindsets, Aptitudes, & Dispositions	The Curriculum (Gen Ed or Majors)	Student Affairs	Neither
Curiosity/capacity for lifelong learning	85%	29%	11%
Work ethic	68%	42%	18%
Agency/Ability to take initiative	62%	59%	16%
Self-motivation	58%	59%	15%
Self-awareness	57%	69%	12%
Persistence			

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SECTION 2

EXPERIENCES:

HOW CURRICULAR DESIGN AND HIGH-IMPACT PRACTICES ARE SHAPING GENERAL EDUCATION AND THE MAJO

INNOVATIONS IN GENERAL EDUCATION

General education programs have long been a source of curricular derision for campuses. Often regarded as a checkl

Prevalence of General Education Models

TOWARD AN INCREASINGLY INTEGRATED GENERAL EDUCATION:

More than Ú¤Û of respondents indicated that their general education curricula contain upper th

56% of respondents indicated that their general education model includes upper-level requirements

66% of respondents indicated that their general education model connects with students' majors

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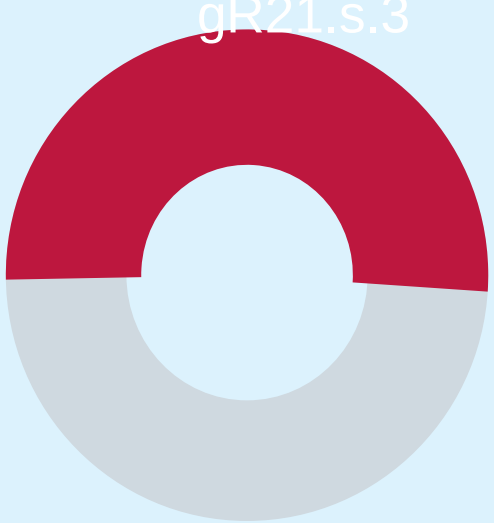

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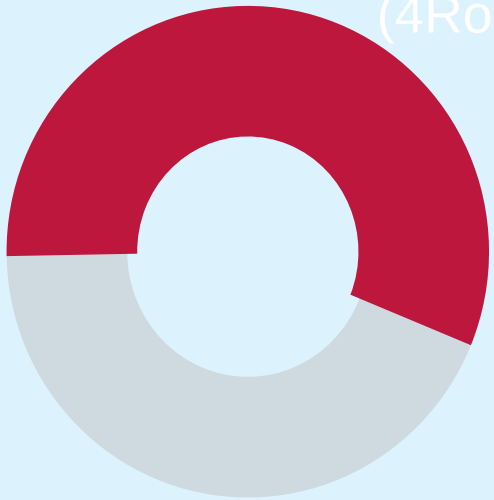
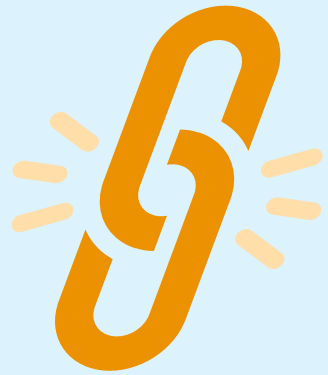




Percentage of Stakeholders Reporting Particular Features of the Curriculum and/or Cocurriculum

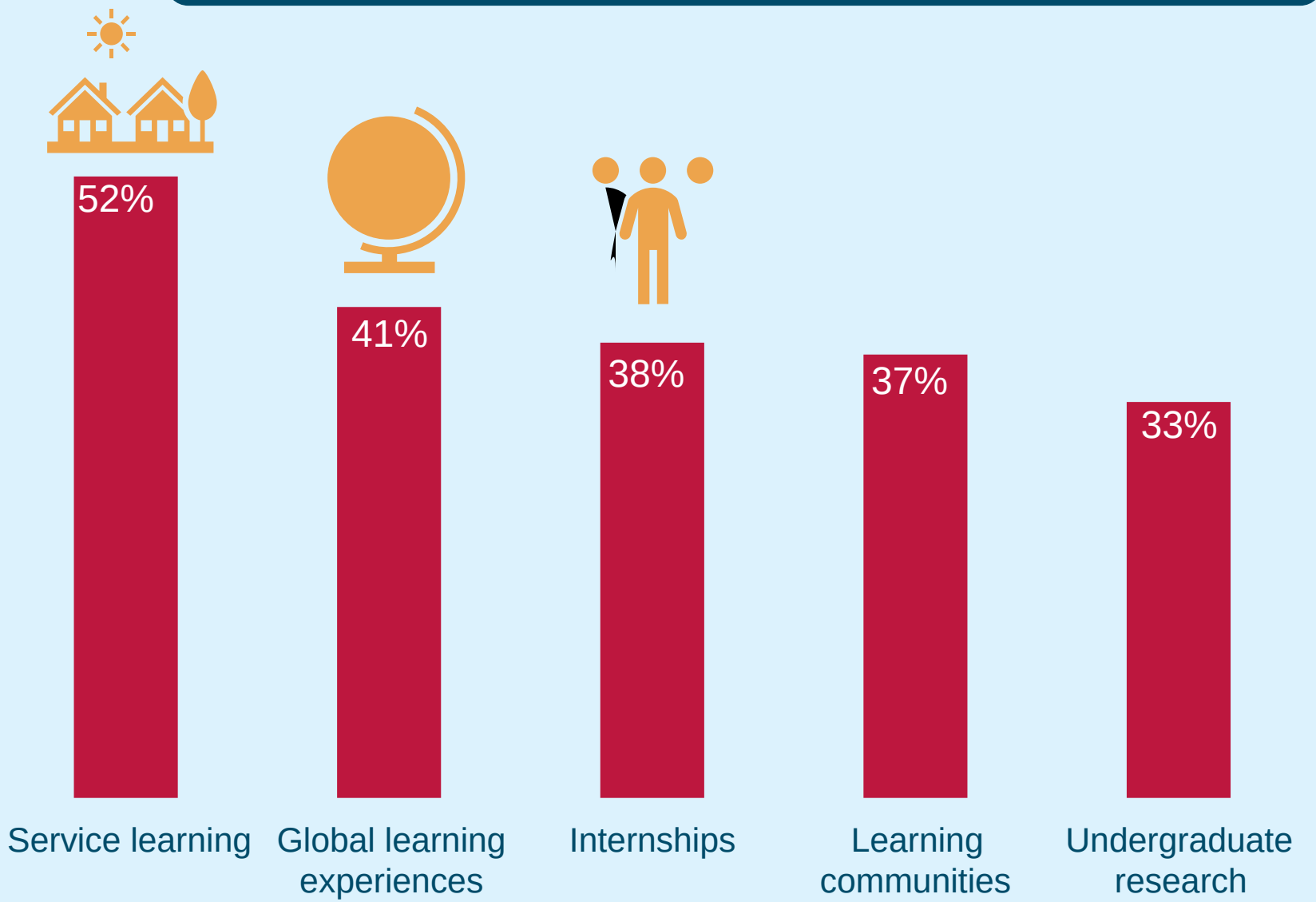
Curricular/Cocurricular Feature	Required in General Education

Required High-Impact

Connecting learning across the curriculum and cocurriculum

High-impact practices often provide experiential connecting points between course content and out-of-classroom experiences. Results of this survey suggest civic and/or community-based experiences hold some of the greatest potential for bridging curricular and cocurricular learning. On average, 44% of respondents identified service learning, global learning, and internships as taking place in the cocurriculum.

Top 5 High-Impact Practices in the Cocurriculum



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A majority of respondents expressed support for students to engage in globa learning and community-based experiences, whether locally or outside the country. Though **global learning** can happen locally or abroad, respondents assigned the greatest levels of importan to **community-**

SECTION 3

ACCOUNTABILITY: HOW COMMITMENTS TO EQUITY AND ASSESSMENT ARE BEING REALIZED ON CAMPUSES

HOW CAMPUSES DISAGGREGATE DATA

Retention Data Disaggregated by…

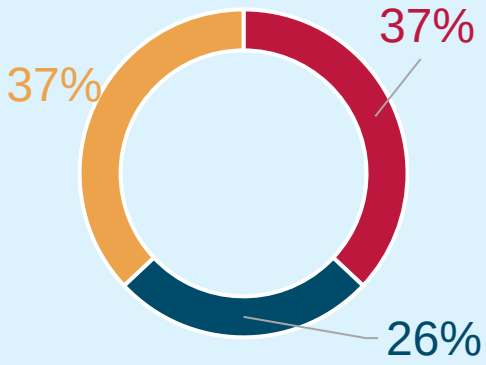
Graduation Data Disaggregated by…

SETTING EQUITY GOALS

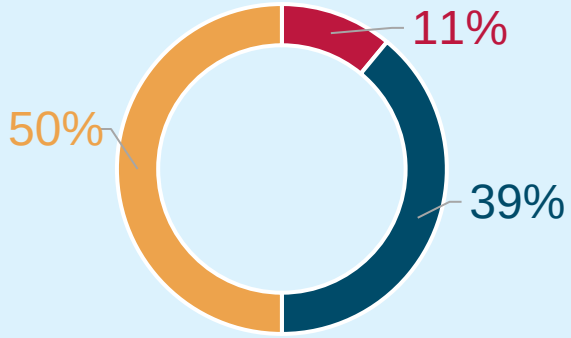
Setting Equity Goals for Student Success Metrics

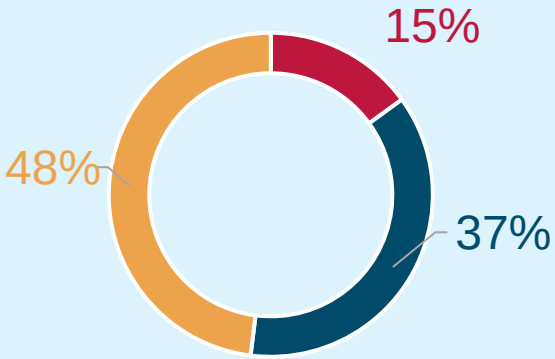
Percentage of Stakeholders Indicating Their Institution Sets Equity Goals for…

Graduation Rates

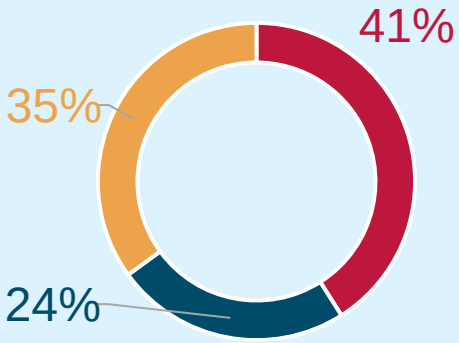


Participation in High-Impact Practices





Retention Rates



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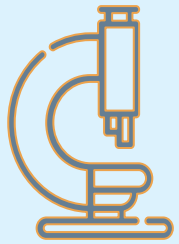
There is a striking contrast between the percentage of stakeholders who reported tracking

As compared to faculty, and deans and directors, senior administrators reported far less uncertainty about disaggregation practices related to student success metrics. As with other findings presented in this report, the highest percentages of uncertainty were found among faculty.

Percentage of Respondents by Campus Role Who Reported Being Unsure Whether Their Campuses Disaggregate Specific Student Success Metrics

	Faculty	Dean and Directors	Senior Admin.
Achievement of student learning outcomes	59%	47%	15%*
Credit/course completion milestones	55%	36%	15%*
Participation in high-impact practices	56%	41%	13%*
Enrollment in developmental ed. courses	55%	36%	9%*
Completion of developmental ed. courses	53%	34%	9%*
Retention rates	33%	17%†	3%
Graduation rates	32%	17%	5%*

THE COMPARATIVE IMPORTANCE OF UNDERGRADUATE STEM REFORM AND THE NEED TO SUPPORT MARGINALIZED STUDENTS IN STEM



The evolving workforce and global problem-solving for an increasingly interconnected world have motiva
discussions across higher education about how to address equity gaps in order to improve access and s
STEM disciplines, especially for marginalized students. Though 6 out of 7 respondents indicated that undergrad
STEM reform was either “very” or “somewhat important,” more than 4 out 5 thought it was **at least**
“somewhat important” to create solutions to support marginalized students.

EQUITY GOALS FOR STEM LEADERSHIP

How Important are the Following at Your Institution?

Summary Considerations for Advancing Campus Practice

Elevate the Importance of Civic Skills and Global Learning.

A great source of distinction among campuses is the articulation of their civic, global, and community commitments. Yet the power of these commitments is often left in mission statements, rather translated into learning outcomes. At a time when colleges and universities have an unprecedented opportunity to supp American democracy, campuses need to elevate the explicitness of these outcomes within and across stude learning.

Move Mindsets into the Curriculum.

There is strong consensus, even among employers, tha development of students' mindsets, aptitudes, and dispositions is essential for their success. Building bridg between the curriculum and cocurriculum in support of these outcomes would enable students to flourish throughout their college journeys. It would also create important connecting points between students' experiences inside and outside the classroom.

Establish Equity Goals.

Commitments to equity go beyond disaggregating data. When guided by established equity goals, stakeholders ca more effectively interrogate analytics through dialogue, evaluation, and strategies for improvement. This report als shows the importance of extending equity goals to increas inclusion within professional development opportunities, particularly for STEM faculty.

Increase Transparency For All Stakeholders, Not Jus Students.

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