

LEAP: Liberal Education & America's Promise

An overview and discussion for SSIC



5/13/14

Paul Disney (WOU), Ken Doxsee (UO),
Sean Pollack (HECC), Donald Wolff (EOU)

TODAY'S PRESENTATION TO SSIC

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- Donald Wolff, Interim Vice Provost, EOU (LEAP history, LO&A)
- Paul Disney, Professor of Business, WOU (Passport, LEAP ELOs as basis for campus wide learning outcomes)
- Ken Doxsee, Vice Provost for Academic Affairs, UO (Multistate Collaborative; LEAP as basis for program improvement)
- Sean Pollack, University Academic Policy Specialist, HECC (Passport state facilitator; HECC – LEAP connections)

WHAT IS LEAP?

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LEAP embraces a 21st-Century Definition of Liberal Education and promotes:

- Essential Learning Outcomes—as a guiding vision and national benchmarks for college learning and liberal education in the 21st century
- Principles of Excellence—offering both challenging standards and flexible guidance for an era of educational reform and renewal.
- High-Impact Educational Practices—that help students achieve essential learning outcomes
- Authentic Assessments—probing whether students can apply their learning to complex problems and real-world challenges
- Inclusive Excellence—to ensure that every student gets the benefits of an engaged and practical liberal education.

■ SOURCE: <https://www.aacu.org/leap>

POINTS FOR SSIC DISCUSSION:

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- HECC agency staff have a role to play in coordinating and supporting statewide conversations on academic quality in order to make it visible to HECC, legislature, and public. HECC could play that role in cooperation with LO&A committee, IFS, Provosts/CIA and others.
- LEAP and its various initiatives, including the Multistate Collaborative, Faculty Collaborative, Passport, and others can provide an evidence based framework and context within which to situate that academic quality conversation.

LEAP IN OREGON: 2008-2015

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A Brief Timeline

- 2008: OUS signs on, Oregon is one of the original five LEAP states
- 2008: Provosts Council convenes **LO&A** group to advance assessment/learning outcomes throughout the state
- 2009-11: **Compass** project – EOU, SOU, PSU
 - High Impact Practices: e-Portfolios, Capstone/Signature Work, Assessment, First Year Experiences
- 2012-13: **Degree Qualifications Profile** workgroup statewide

LEAP IN OREGON: 2008-2015

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A Brief Timeline

- 2013-14: A series of LEAP Oregon Summits
- 2014: **Passport Phase I**: learning outcomes based framework for transfer
 - CGCC, UO, EOU
- 2015-16: **Passport Phase II**
 - WOU, BMCC
- 2015: Oregon joins **Multistate Collaborative**
 - UO, PSU, EOU, OIT, PCC, SWOCC, Chemeketa
- 2015: Oregon joins **Faculty Collaborative**
 - HECC/CCWD Coordination

LEAP INITIATIVES: THE CONSTANTS

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LEAP is an array of initiatives with a jumble of acronyms, but each is relentlessly focused on Student Success and Faculty Involvement & Collaboration.

“Faculty have to want to organize and do the work for the sake of students. That kind of action means having something worthwhile to share, a core set of ideas that faculty and staff believe in and can own, and key understandings and principles—such as the commitment to make excellence inclusive and consensus on a set of common learning outcomes.”

- Susan Albertine, LEAP Director AAC&U

LEAP IN OREGON TODAY

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A Deeper Dive:

- **Ken Doxsee: Multistate Collaborative,** and LEAP as a basis for institution-wide assessment and improvement
- **Sean Pollack:** A brief introduction to **Passport**
- **Paul Disney:** A faculty perspective on **Passport**

MULTISTATE COLLABORATIVE, LEAP AT UO

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TBD from Ken Doxsee

WHAT IS THE INTERSTATE PASSPORT?

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- A new framework for transfer
- Based on multi-state faculty agreement on learning outcomes and transfer level proficiency criteria
- Lower-division general education

*...focusing on ensuring quality
and streamlining pathways to
graduation....*

GOAL OF THE PASSPORT

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The goal of the Passport is to reduce unnecessary repetition of academic work after students transfer.

PASSPORT CHARACTERISTICS

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- A **grass-roots originated effort by academic leaders** in the WICHE region to advance friction-free transfer for students in the region.
- Designed by **faculty, registrars, institutional researchers, and advisors.**
- To be rolled out in **phases** over an approximate five-year span.
- **Participation is voluntary** in all phases.

THE PASSPORT: MAJOR COMPONENTS

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1. Passport Learning Outcomes
2. Transfer-Level Proficiency Criteria
3. Passport Blocks
4. Tracking System: Student Academic Progress
5. Application and MOU

Funded by: Carnegie Foundation – 2012-2014

Gates Foundation and Lumina Foundation -2014-2016

RISING FROM LEAP ESSENTIAL LEARNING OUTCOMES

Association of American Colleges and Universities *Liberal Education and America's Promise* General Education Essential Learning Outcomes

Passport Learning Outcomes GENERAL EDUCATION

Upper Division Requirements

★ Lower Division Requirements

▶ Passport Phase II

Knowledge of concepts in:

- *Physical and Natural World*
- *Evolving Human Cultures*
- *Human Society and the Individual*
- *Creative Expression*

Cross-cutting Skills in:

- *Critical Thinking (information literacy; inquiry and analysis and problem solving)*
- *Teamwork and Value Systems*

✓ Passport Phase I

*Oral Communication
Written Communication
Quantitative Literacy*

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first century challenges by gaining:

Knowledge of Human Cultures & the Physical & Natural World

▶ Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts; *Focused* by engagement with big questions, both contemporary and enduring.

Intellectual and Practical Skills, including

- ▶ Inquiry and analysis
- ▶ Critical and creative thinking
- ✓ Written and oral communication
- ✓ Quantitative literacy
- ▶ Information literacy
- ▶ Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

Personal and Social Responsibility

- Civic knowledge and engagement – local and global
 - ▶ Intercultural knowledge and competence
 - ▶ Ethical reasoning and action
 - Foundations and skills for lifelong learning
- Anchored* through active involvement with diverse communities and real-world challenges.

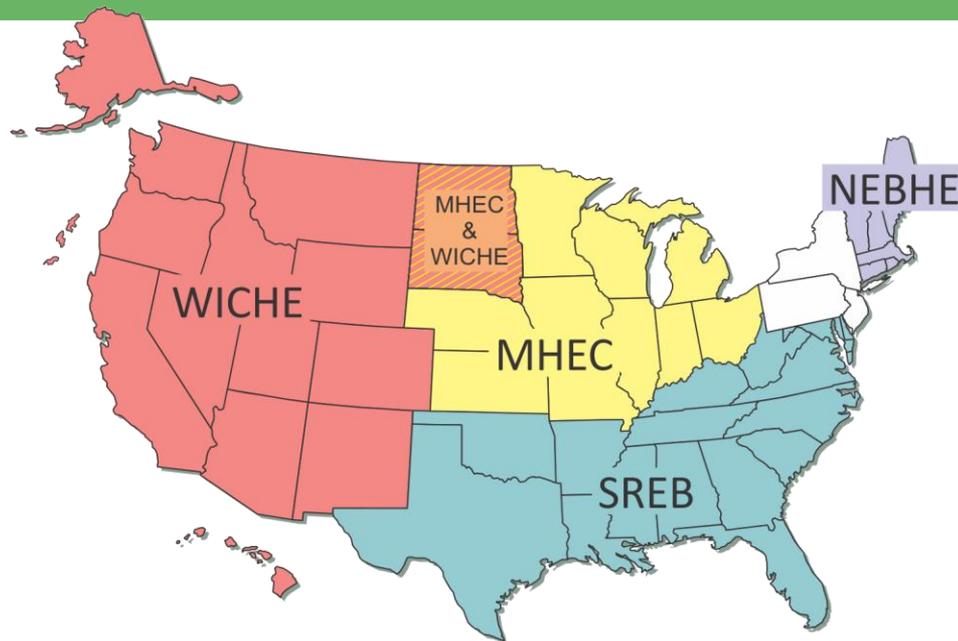
Integrative and Applied Learning

- Synthesis and advanced accomplishment across general and specialized studies
- Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems.

PARTICIPANTS: 24 INSTITUTIONS IN 7 WICHE STATES

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- CA:** TBD (3 from each sector)
- HI:** Leeward Community College
University of Hawai'i, West Oahu
- ND:** Lake Region State College
North Dakota College of Science
North Dakota State University
Valley City State University
- OR:** BMCC, WOU
- SD:** South Dakota State University
- UT:** Dixie State University
Salt Lake Community College
Snow College
Southern Utah University
University of Utah
Utah State University
Utah Valley University
Weber State University
- WY:** Laramie County Community College
University of Wyoming



*And 12 more institutions in 6
new states
to join in year two....*

<http://www.wiche.edu/passport/application>

TRACKING ACADEMIC PROGRESS: IR AND REGISTRARS

- 
 Every receiving institution
 - Records Passport student grades of first two terms following transfer
 - Reports to Central Data Repository (CDR)

- 
 CDR compiles and sends report to
 - Each sending institution
 - Passport Review Board

Template for CDR to use for its annual report to each sending institution

Annual Report from CDR to Each to Sending Institution																
First Term After Transferring																
Academic Term of This Report	Academic Term of Entry into Receiving Institution	Term Type	Sending Institution	State of Receiving Institution	Receiving Institution	Student Category	# students	# As	# Bs	# Cs	# Ds	# F's	# W's	Mean GPA Weighted on basis of # of Cr. each student completed	Mean number of credits enrolled	
Fall 2014	Spring 2014	Sem	HI2	OR	OR1	TYPP	9	20	30	45	30	10	10	2.9	16.1	
					TNPP	2	3	7	10	7	2	1	2.07	15.0		
				ND	ND1	TYPP	4	11	15	20	15	6	5		2.15	18.0
					TNPP	3	6	10	13	10	5	2		2.05	15.3	
					ND2	TYPP	12	30	40	55	40	15	15		2.17	16.3
					TNPP	2	4	8	11	8	3	1		2.06	17.5	
Second Term After Transferring																
Academic Term of This Report	Academic Term of Entry into Receiving Institution	Term Type	Sending Institution	State of Receiving Institution	Receiving Institution	Student Category	# students	# As	# Bs	# Cs	# Ds	# F's	# W's	Mean GPA Weighted on basis of # of Cr. each student completed	Mean number of credits enrolled	
Fall 2014	Spring 2014	Sem	HI2	OR	OR1	TYPP	9	30	40	40	20	0	0	3.4	14.4	
					TNPP	2	4	17	11	0	0	0	2.78	16.0		
				ND	ND1	TYPP	4	14	16	25	10	5	2		2.34	18.0
					TNPP	3	7	12	16	7	3	1		2.20	15.3	
					ND2	TYPP	12	50	44	60	20	11	10		2.55	16.3
					TNPP	2	5	10	15	4	2	0		2.33	18.0	

PASSPORT FACULTY IN OREGON

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WESTERN OREGON UNIVERSITY

Critical Thinking:

Paul Disney

Science:

Patricia Flatt

Human Cultures:

Isidore Lobnibe

Creative Expression:

Diane Tarter, Michael Phillips

BLUE MOUNTAIN COMM. COLL.

Critical Thinking:

Jackie Ray

Human Cultures:

Sara Reyburn, Linc DeBunce

COMING FOR 2015-16: FACULTY COLLABORATIVES

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The Faculty Collaboratives (Phase II) provide opportunities for faculty to integrate their existing or new LEAP campus-level work with other LEAP work in their home state and in other states through an Innovation Hub model.

Participating States: Texas, Indiana, Washington, Oregon, Wisconsin, Utah, Kentucky, Massachusetts, North Dakota, Virginia

More at <https://www.aacu.org/faculty>

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