On the Same Page?

Administrator and Faculty Views on What Shapes College Learning and Student Success

AAC&U HANOVER RESEARCH

On the Same Page?

Administrator and Faculty Views on What Shapes College Learning and Student Success

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Introduction

For over a decade, AAC&U has periodically surveyed campus stakeholders to better understand how colleges and universities are defining and articulating learning outcomes, providing access to engaging learning experiences (i.e., "high-impact practices"), and assessing student success. The aim of this research has been to illuminate what is often hidden – the outcomes of learning and the experiences that most help students achieve them. If we are to believe that a degree is more than an institution's name and seal on diploma, just what is it that defines a credential's value for career attainment, personal flourishing, and active citizenship? And equally important, what practices of accountability for assessment, improvement, and equity are campuses undertaking to ensure all students graduate with similar levels of value?

While those questions have been consistently meaningful over the years, the convergence of COVID-19, social justice and anti-racism reforms, and economic reshuffling have made them even more urgent. The tidal wave of change washing over higher education is likely to forever alter the way colleges and universities position themselves for supporting democratic ideals and career preparation in the United States and globally. It has never been more critical for colleges and universities to not just articulate commitments to equity, but to act upon them. In short, the time is now for campuses to be clear about what defines the value of their degrees.

Based on a survey administered in the fall of 2020, this report summarizes the outcomes, experiences, assessment practices, and commitments to equity across a diverse sample of colleges and universities. For the first time, the ways in which mindsets, aptitudes, and dispositions are highlighted as essential outcomes for students' learning. We've bridged the language of learning with the language of workforce readiness by pairing the learning outcomes emphasized by campus stakeholders with the skills employers value. Results also point to the need to improve transparency across stakeholders, communicate goals for assessment, and create action plans for addressing equity.

There is still work to be done to bolster student learning and equity goals. As tired as campus stakeholders are after the past year and half, this research helps ensure those efforts count.

Survey Background

The results of this national survey represent the perspectives of over seven hundred higher education professionals across a range of campus roles and institutional types. The following page provides an overview of the survey respondents and the institutions they represent.

The report first examines how learning outcomes are understood, articulated, and compared to workforce priorities. The second section highlights the nuances of curricular design from general education to the majors, including the prevalence of high-impact practices across both the curriculum and the cocurriculum. The report concludes with an examination of assessment practices and utilization of direct assessment, specifically with regard to measuring students' demonstrated learning using rubrics.

Where salient we disaggregate results by factors such as respondents' campus role and institutional types (e.g., public vs. private). Respondents from two-year institutions represented just 4% of the final sample with a total of only twenty-six respondents. Because of this, comparative results for two-year institutions are not presented in this report.

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

Race/Ethnicity[2]

White	84%
Black or African American	6%
Hispanic or Latino	4%
Asian	2%
American Indian or Alaska Native	0%
Native Hawaiian or Other Pacific Islander	0%
Other	3%
Prefer Not to Respond	4%

Gender Identity

Female	57%
Male	40%
Transgender	0%
Other/Non-Binary	1%
Prefer Not to Respond	2%

Campus Role[3]

Faculty	66%
Senior Administrator	17%
Dean and Directors	16%
Other	1%

Years in Higher Education

10 Years or Less	8%
11-20 Years	28%
More Than 20 Years	63%

Level of Education

Bachelor's Degree	1%
Master's or Professional Degree	9%
Doctoral Degree	88%
Other	1%
Prefer Not to Respond	1%

Type of Institution

Two-Year College	4%
Four-Year Public	43%
Four-Year Private	53%

Enrollment

Fewer Than 5,000	44%
5,000 to 15,000	27%
15,001 to 30,000	18%
More Than 30,000	10%

1 Some percentages do not equal 100% due to rounding.
2. Total percentage exceeds 100% because respondents could select multiple categories.
3. Faculty includes Professors; Associate Professors; Assistant Professors; Instructors; and Lecturers.
Deans and Directors include Deans of Academic Affairs or Student Affairs; Academic Department Heads; Directors of Institutional Effectiveness, Assessment, or Institutional Research; and other Director-Level Academic and Student Affairs professionals.
Senior Administrators include Presidents; Chief Academic Officers or Provosts; Vice Presidents of Student Affairs; and Assistant/Associate Vice Presidents of Academic Affairs.

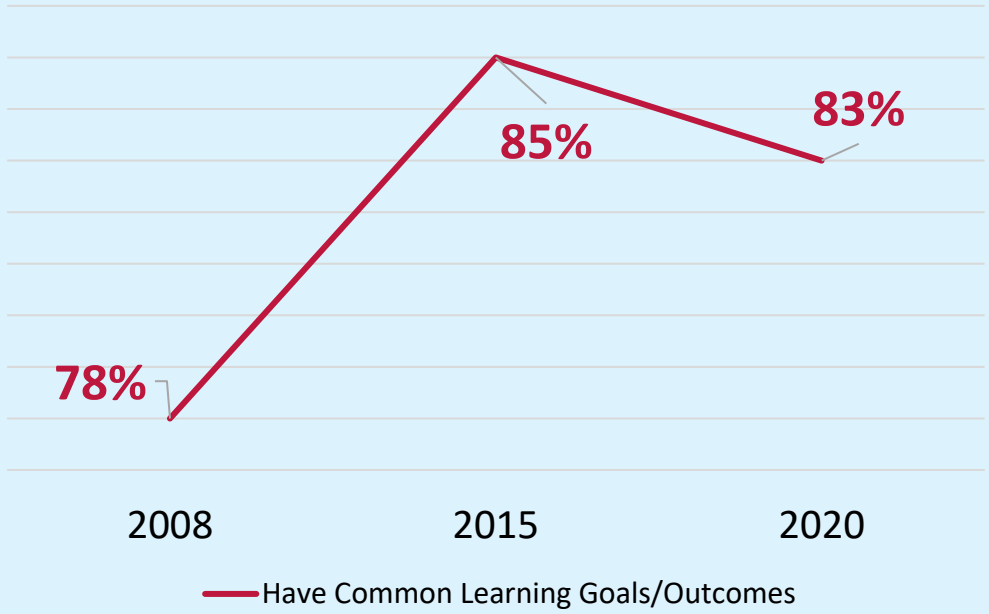
SECTION 1

OUTCOMES: HOW LEARNING IS ARTICULATED AND ALIGNS WITH WORKFORCE NEEDS

COMMON LEARNING OUTCOMES

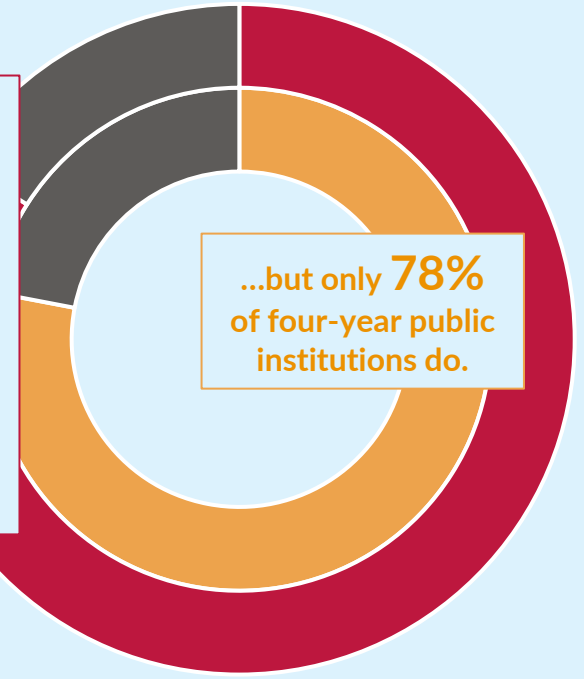
Having a set of expected learning outcomes for all undergraduate students has become increasingly routine across colleges and universities. Since 2008, more than three quarters of stakeholders indicated that their campus has identified such outcomes. Recent findings indicated that stakeholders at private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

Percentage of Stakeholders Reporting Common Learning Outcomes for Undergraduate Students



Percentage of Stakeholders Reporting Common Learning Outcomes by Institutional Type

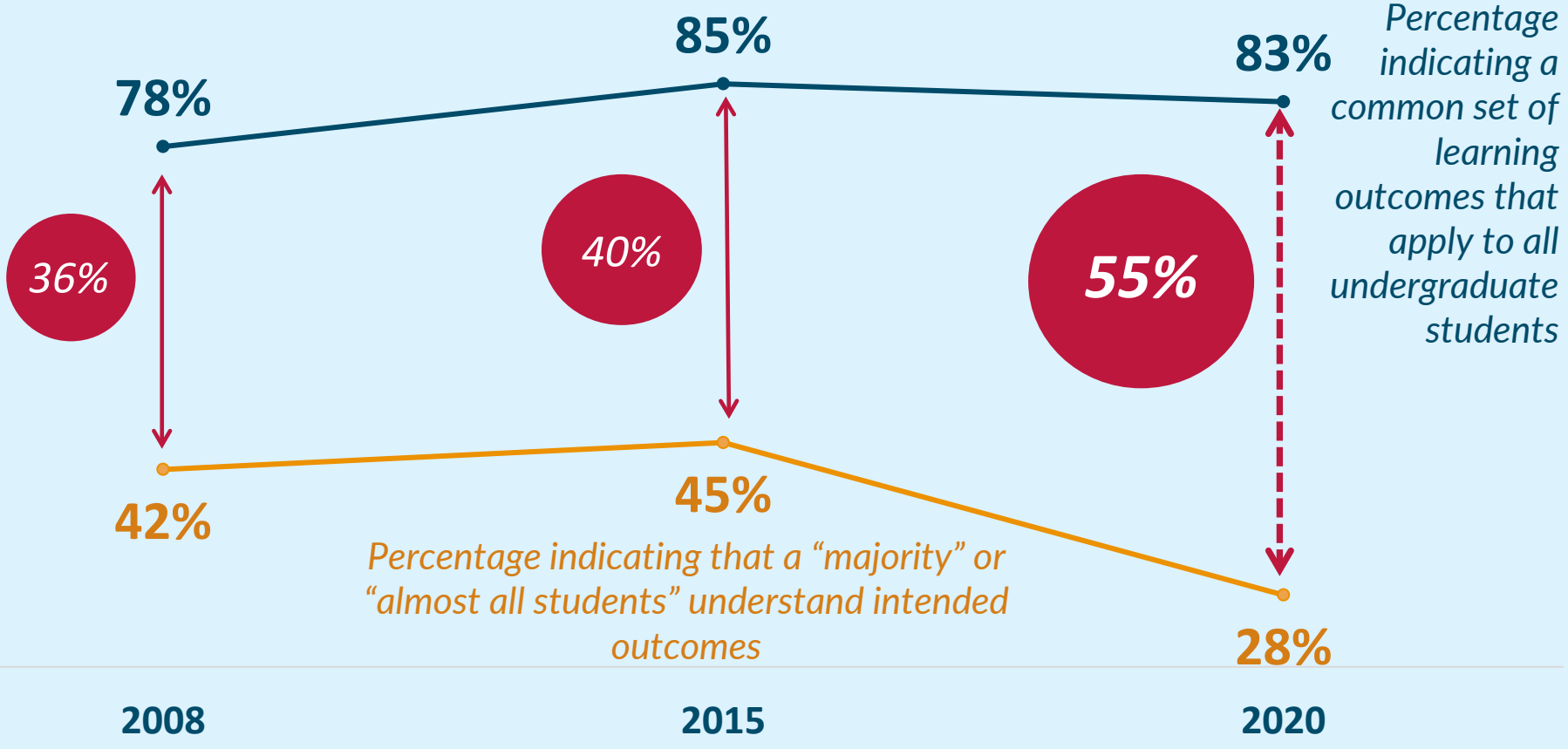
84% of four-year private institutions have common learning outcomes...



However, there is declining confidence that students understand intended learning outcomes.

In 2020, the largest gap was found between the percentage of campus stakeholders who reported having a common set of intended learning outcomes and stakeholders' belief that "almost all" or a "majority" of students understand those outcomes.

Percentage of Stakeholders Who Report Having a Common Set of Learning Outcomes vs. Percentage of Students Believed to Understand Outcomes

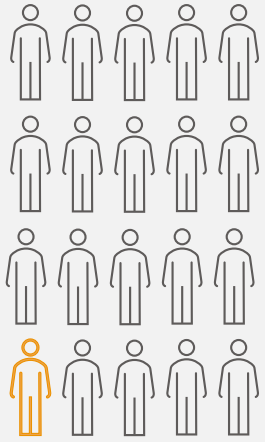


Though only 5 percent of stakeholders overall perceived a high level of understanding of learning outcomes among "almost all" students at their institutions, this perception was significantly higher for campus stakeholders at private institutions than for those at public institutions.

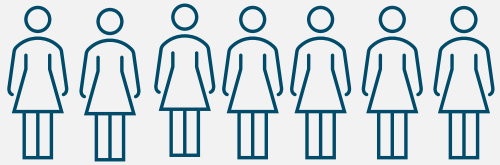
Differences by Institutional Type in the Degree to Which "Almost All" Students Understand Intended Learning Outcomes

Across all stakeholders surveyed

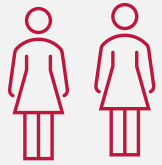
Only 5%



...reported that "almost all" students understand intended learning outcomes.



7% of respondents from four-year **private** institutions indicated that "almost all" students understand the common learning outcomes...

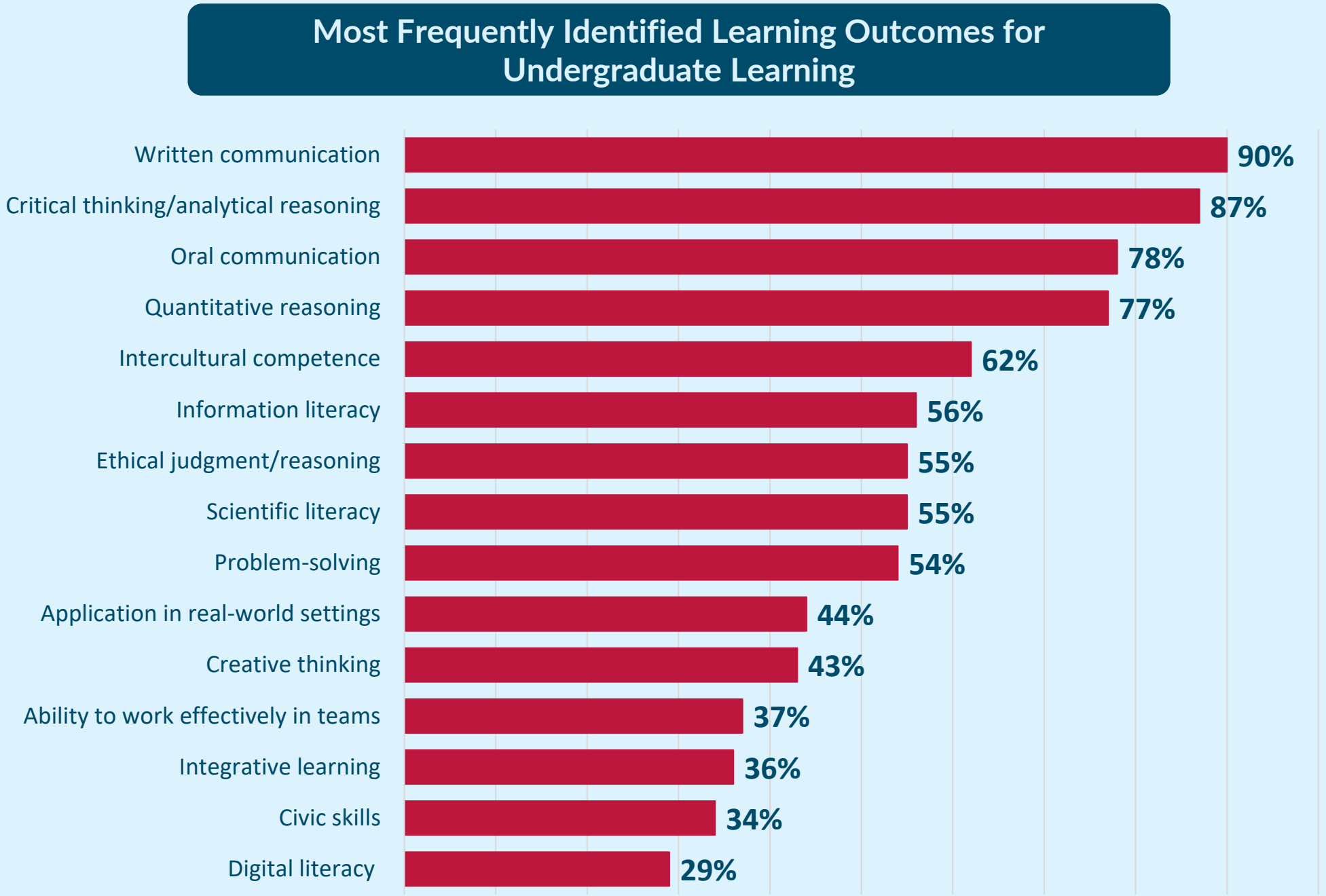


...but only **2%** of stakeholders at four-year **public** institutions reported the same.

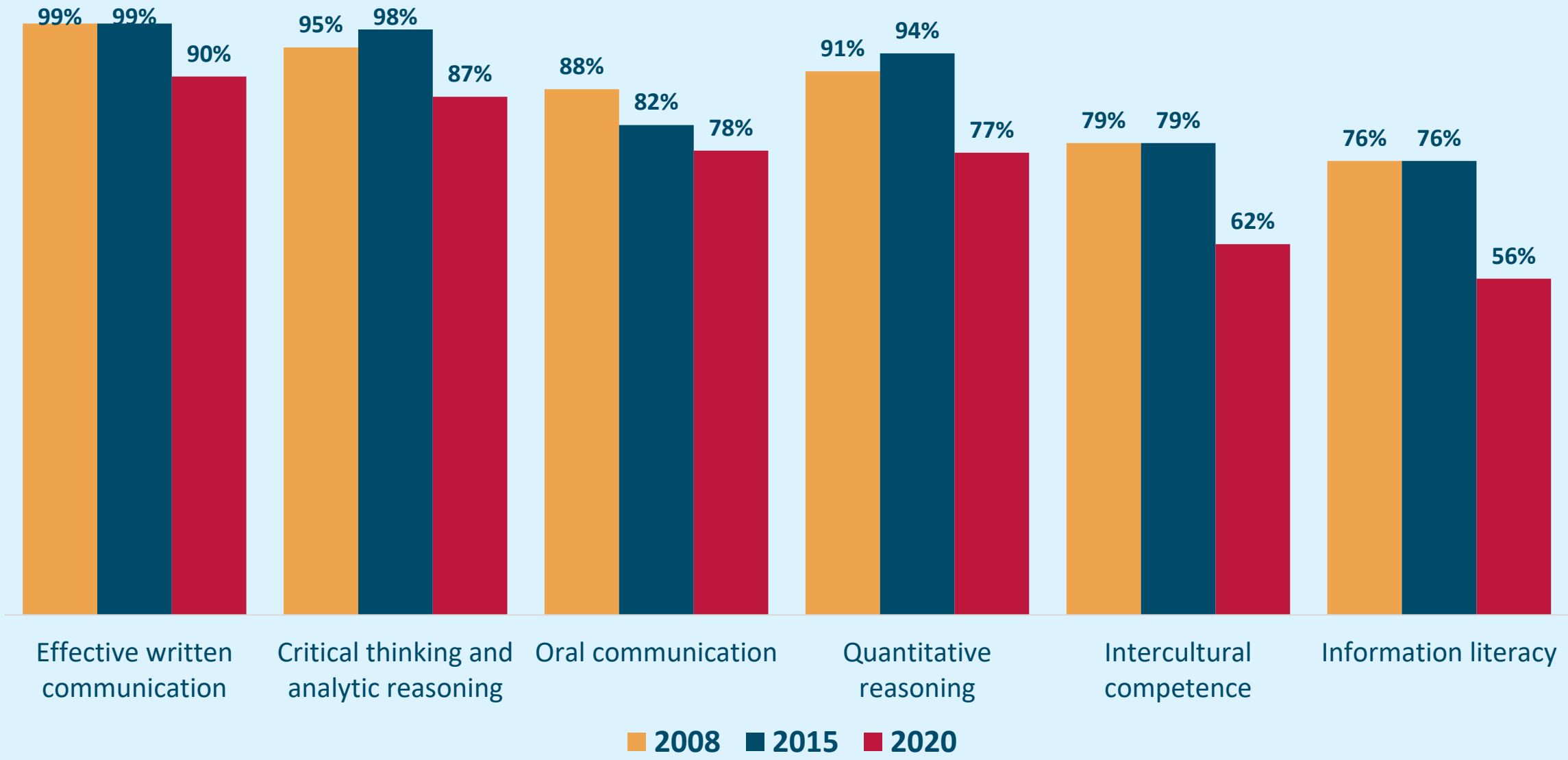
The outcomes most widely identified are…

As has been consistent across AAC&U campus surveys, stakeholders reported that their campuses address a broad range of learning outcomes for undergraduate students. Developing effective communication skills, written or oral, is a priority for most campuses, along with reasoning skills.

Only about $^{1}/_{3}$ of respondents indicated that "civic skills," specifically, are addressed in their stated learning outcomes. Though, more than half of stakeholders reported an emphasis on other outcomes related to personal and social responsibility, such as "intercultural competence" and "ethical reasoning."



Most Frequently Identified Learning Outcomes By Survey Year



DIFFERENCES IN IDENTIFICATION OF INTENDED LEARNING BETWEEN STAKEHOLDER GROUPS

Senior administrators and faculty members demonstrated significant gaps in how they perceived which learning outcomes are intended for undergraduate students.

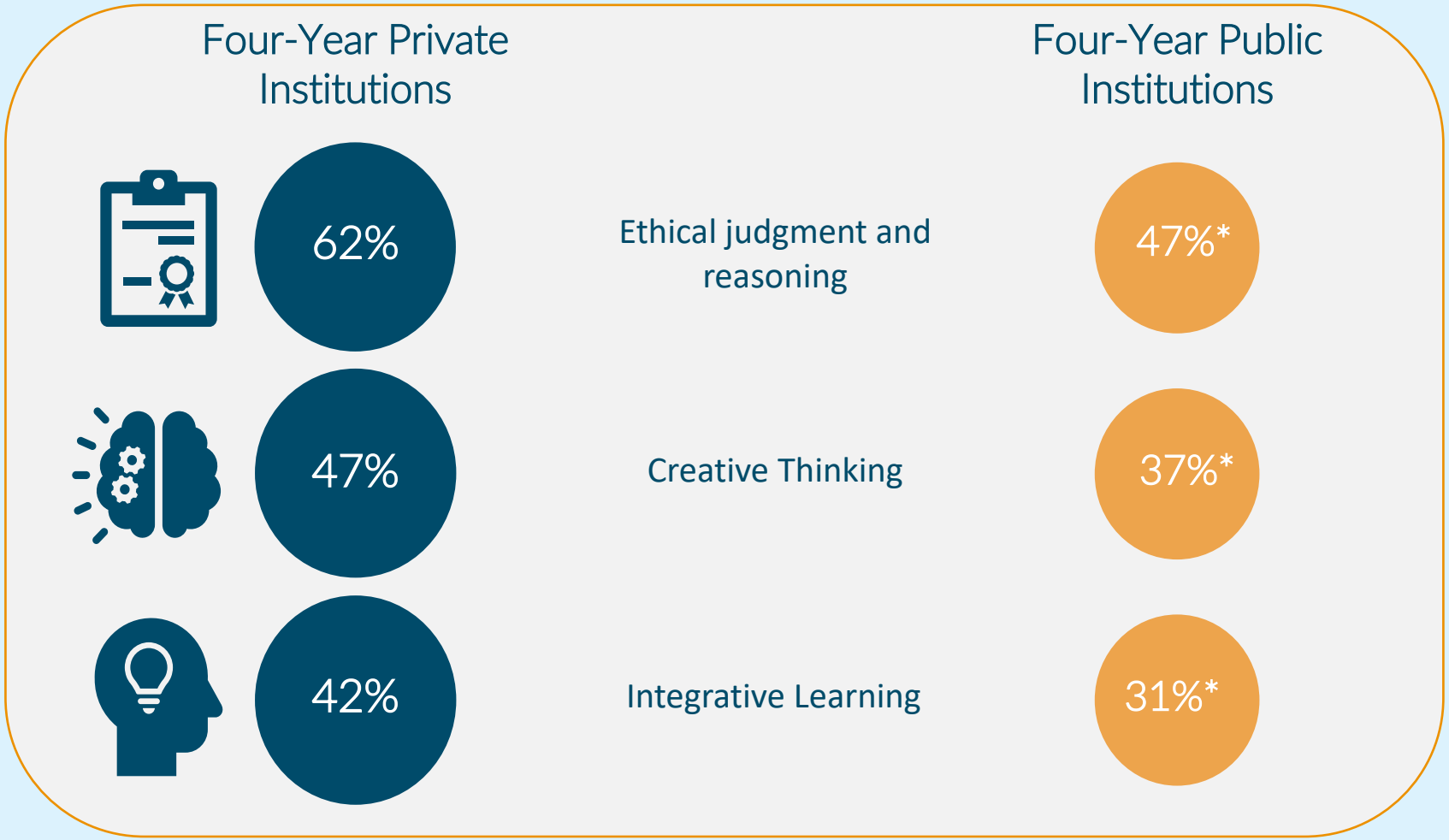
Percentage Among All Stakeholders Who Reported Outcome Is Addressed		Percentage Reported by Senior Administrators		Percentage Reported by Faculty	
Critical Thinking and Analytic Reasoning	87%	Critical Thinking and Analytic Reasoning	95%	Critical Thinking and Analytic Reasoning	85%*
Oral Communication	78%	Oral Communication	93%	Oral Communication	74%*
Quantitative Reasoning	77%	Quantitative Reasoning	89%	Quantitative Reasoning	75%*
Problem-Solving	54%	Problem-Solving	64%	Problem-Solving	50%*
Ability to Work Effectively in Teams	37%	Ability to Work Effectively in Teams	45%	Ability to Work Effectively in Teams	34%*

* = Significant difference between senior administrators and faculty

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 emphasis on "ethical judgment and reasoning," "creative thinking," and "integrative learning."

Differences in Which Outcomes Are Addressed for Undergraduate Education by Institutional Type



THOUGH CAMPUS STAKEHOLDERS AND EMPLOYERS LARGELY AGREE ON THE IMPORTANCE OF CRITICAL THINKING AND WRITTEN COMMUNICATION SKILLS, THESE GROUPS HAVE VERY DIFFERENT OPINIONS ABOUT TEAMWORK, DIGITAL LITERACY, AND ORAL COMMUNICATION. CIVIC SKILLS RANK LOW FOR EVERYONE.

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%

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

† For full results see, Ashley Finley, *How College Contributes to Workforce Success: Employer Views on What Matters Most* (AAC&U, 2021).

For the first time, we asked campus stakeholders how important it is for higher education to contribute to students' development of mindsets, aptitudes, and dispositions, along with learning outcomes.

Importance of Higher Education's Role in Developing Mindsets, Aptitudes, and Dispositions *(% Very Important)*

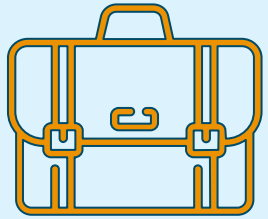
Curiosity/capacity for lifelong learning	89%
Persistence	69%
Agency/ability to take initiative	66%
Resilience	61%
Empathy	59%
Self-awareness	58%
Work ethic	57%
Self-motivation	56%
Belonging	46%
Self-confidence	45%
Sense of flourishing/thriving	44%
Emotional intelligence	42%

The answer: These outcomes are just as important as other, often more explicit, student learning outcomes.

The importance campus stakeholders place on the development of mindsets, aptitudes, and dispositions is good news for two reasons. One, it encourages colleges and universities to be more explicit about these outcomes as priorities for student learning and development. And two, it further aligns college learning with what employers say matters for workplace success. Though campus stakeholders and employers differ slightly on which mindsets, aptitudes, and dispositions are *most* important, "emotional Intelligence" was ranked lowest by both.

Campus Stakeholders' Top 3 Mindsets, Aptitudes, and Dispositions for Students*

1. Curiosity/ Capacity for Lifelong Learning
2. Persistence
3. Agency/ Ability to Take Initiative



Employers' Top 3 Mindsets, Aptitudes, and Dispositions for Students†

1. Work Ethic
2. Agency/ Ability to Take Initiative
3. Self-Confidence

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

† For full results see: Ashley Finley, *How College Contributes to Workforce Success: Employer Views on What Matters Most* (AAC&U, 2021).

Despite broad consensus on the importance of mindsets, aptitudes, and dispositions across all groups of stakeholders, most regard the intentional development of these outcomes to be within the purview of student affairs, rather than as part of the curriculum.

This is particularly the case when it comes to students' development of self-confidence, resilience, belonging, and sense of flourishing/thriving.

By contrast, stakeholders reported that the curriculum, either within general education or the majors, is where students' development of curiosity or capacity for lifelong learning is most likely to occur.

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	**54%**	**60%**	17%
Empathy	**52%**	**66%**	18%
Emotional intelligence	45%	**58%**	22%
Self-confidence	44%	**72%**	17%
Resilience	43%	**67%**	18%
Belonging	40%	**86%**	7%
Sense of flourishing/thriving	40%	**84%**	8%

THEN AGAIN, IT MIGHT DEPEND UPON WHOM YOU ASK…

When asked whether their campus explicitly connects certain mindsets, aptitudes, and dispositions with curricular goals, student affairs goals/initiatives, neither or both…

30% of faculty and **25%** of deans & directors indicated they were **unsure.***

Only…

6% of senior administrators indicated the same.

* Percentages were averaged across the twelve outcomes listed on page 18 for each stakeholder group. Compared with senior administrators, faculty reported significantly higher rates of uncertainty with regard to whether “self-motivation,” “empathy,” “agency/ability to take initiative,” and ”emotional intelligence” were being intentionally developed on campus. On all but “agency/ability to take initiative,” deans and directors also had significantly higher rates of uncertainty, relative to senior administrators.

SECTION 2

EXPERIENCES:

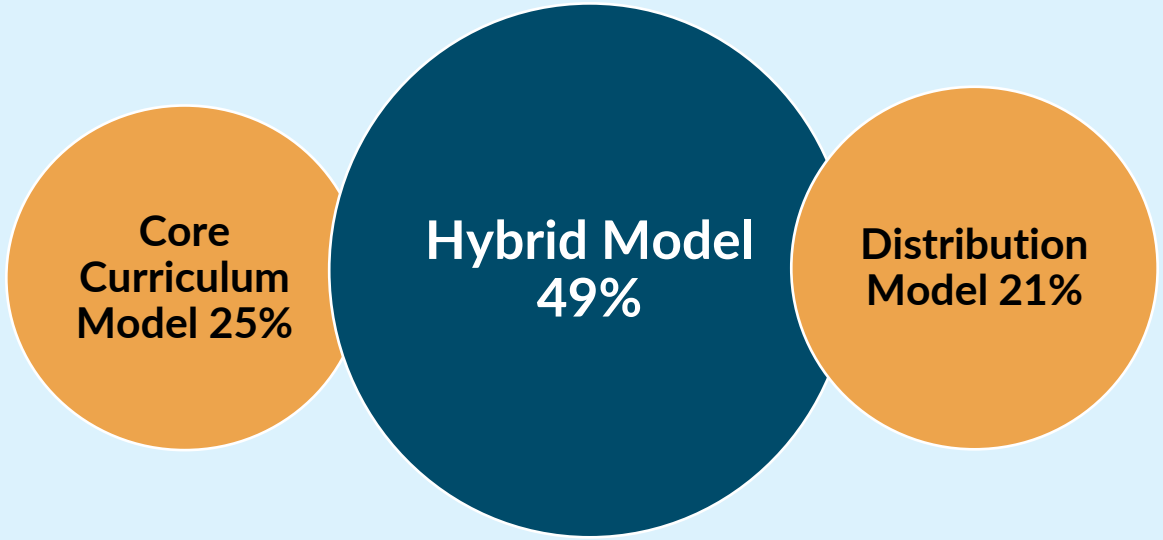
HOW CURRICULAR DESIGN AND HIGH-IMPACT PRACTICES ARE SHAPING GENERAL EDUCATION AND THE MAJORS

INNOVATIONS IN GENERAL EDUCATION

General education programs have long been a source of curricular derision for campuses. Often regarded as a checklist of requirements, many students view these courses as disconnected from their personal journeys, rather than foundational for their future success. To combat these perceptions, campuses have increasingly moved from a distribution model explicitly focused on content areas to more innovative and outcomes-based models that engage students in a common core of topical or thematic courses or "hybrid models" that blend distribution and core elements.

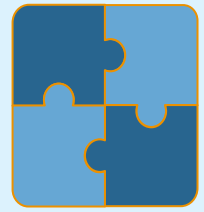
3/4 of stakeholders indicated at least some level of innovation, noting they have either a core or hybrid design for their general education curriculum.

Prevalence of General Education Models



General Education Model by Institution Type

Over half (**52%**) of stakeholders at four-year private institutions utilize a hybrid model for their general education curricula…



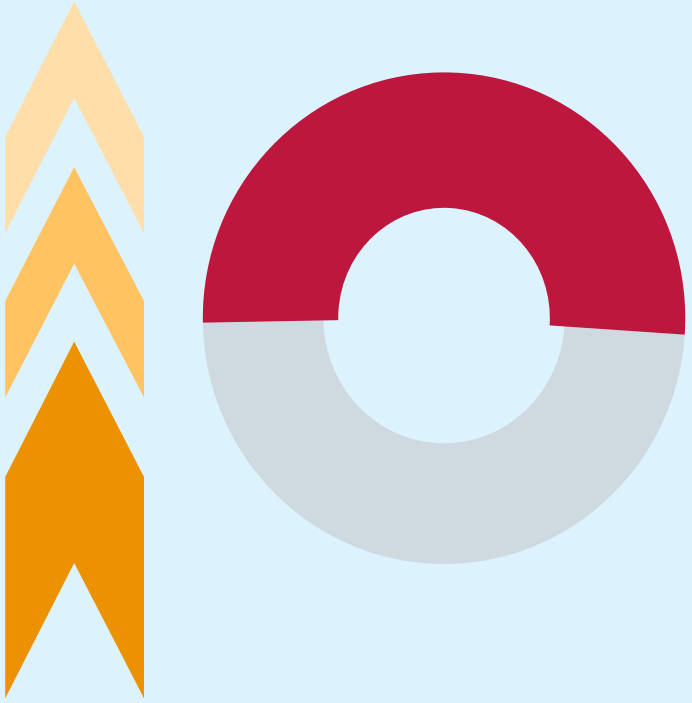
…while significantly fewer (**43%**) four-year public institutions do so.

TOWARD AN INCREASINGLY INTEGRATED GENERAL EDUCATION:

More than $^{1}/_{2}$ of respondents indicated that their general education curricula contain upper-level requirements that go beyond the sophomore year, and $^{2}/_{3}$ connect general education with majors.

Significantly higher percentages of respondents at private institutions reported connecting general education in these ways than did respondents at public institutions.

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

However, distinctly separate learning experiences persist across general education and the majors.

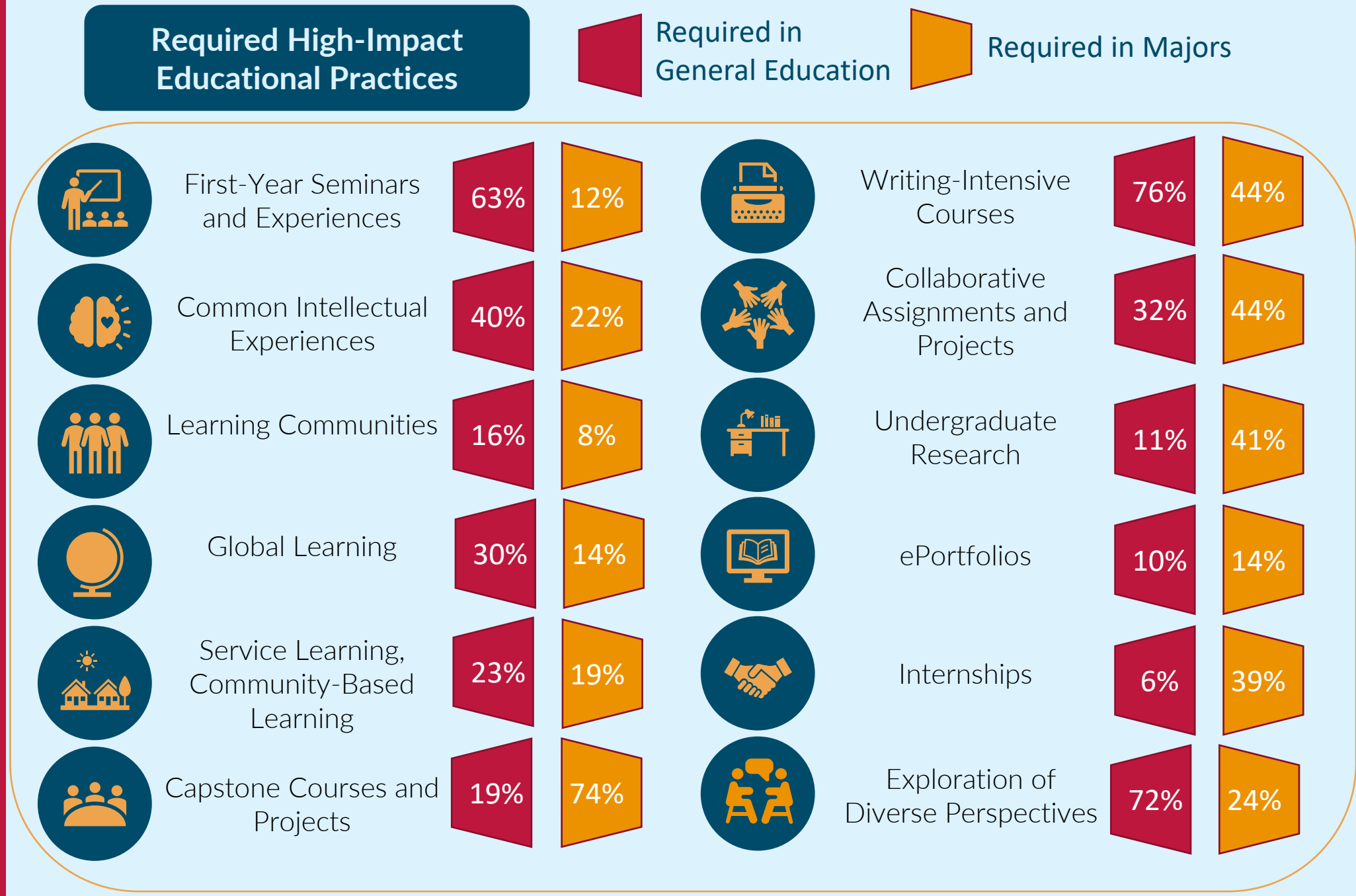
Despite broad consensus that defined learning outcomes and assessment of learning ought to be required elements of both general education and the majors, there is little other alignment between these two central curricular elements of the undergraduate experience. Additionally, nearly half of all respondents were unsure of whether open educational resources are offered on their campus.

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

Curricular/Cocurricular Feature	Required in General Education	Required in Majors	Offered in Cocurriculum	Not Required	Unsure
Clearly defined learning outcomes	77%	82%	15%	4%	5%
Assessment of learning outcomes	74%	79%	13%	5%	7%
Coherent sequence of courses and/or educational experiences	36%	73%	7%	11%	8%
Application of learning to real-world questions/problems	40%	52%	25%	13%	14%
Interdisciplinary thinking/problem-solving	55%	34%	20%	17%	12%
Interdisciplinary courses	45%	15%	18%	26%	13%
Structured pathways toward career-focused proficiencies	12%	42%	20%	26%	16%
Open educational resources	7%	6%	9%	36%	49%

General education is the primary domain for many high-impact practices, including the exploration of diverse perspectives. Though three-quarters of all respondents cited capstone requirements in majors, no other high-impact practice was noted by more than 50% of respondents as required in majors.

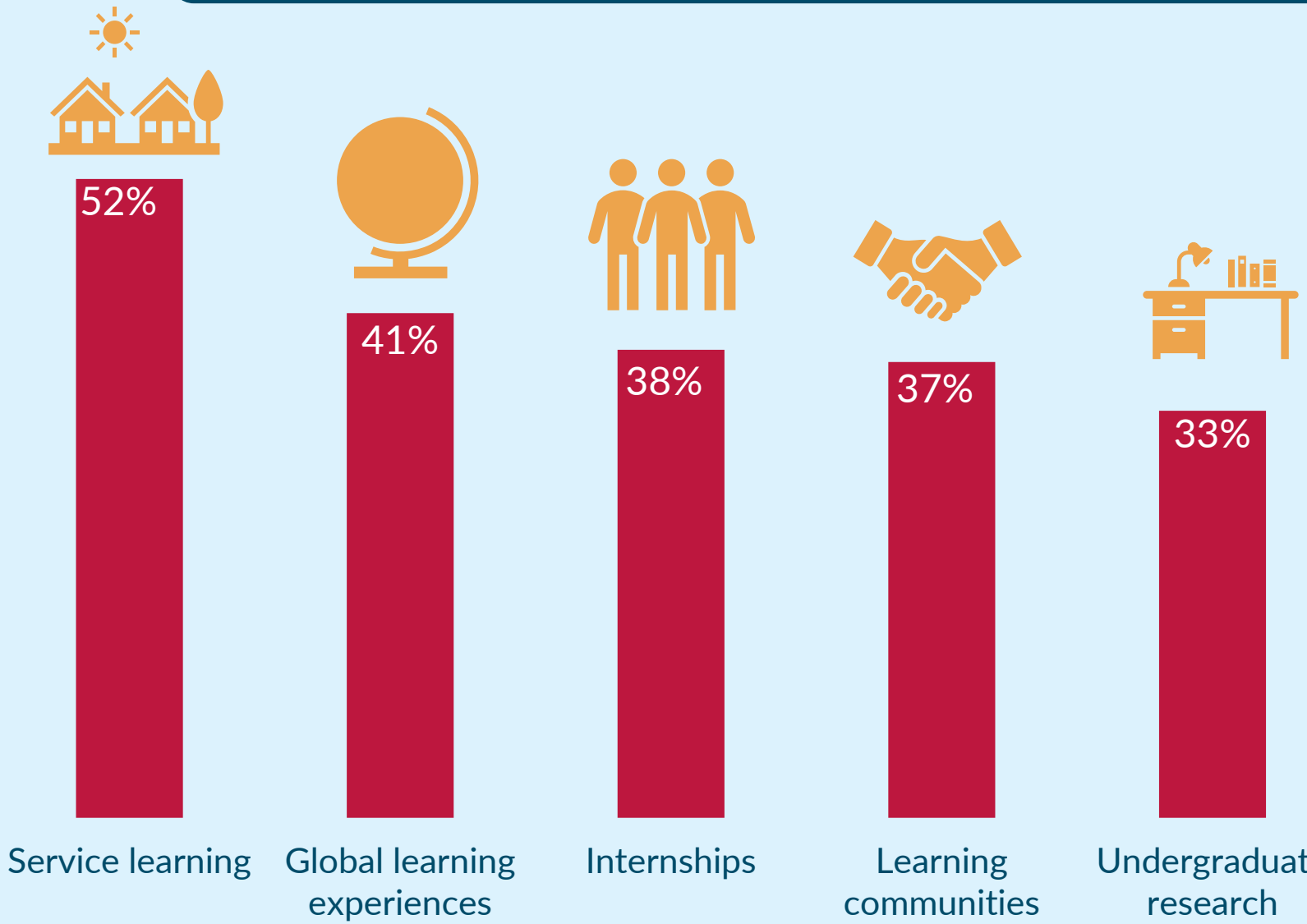
By contrast, three high-impact practices were identified by at least two-thirds of respondents as required within general education curricula.



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

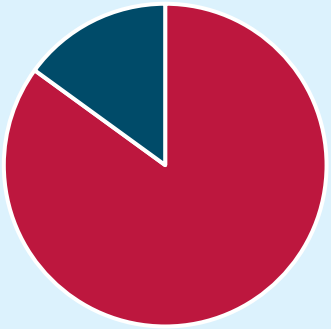


Making room for technology-centered resources and high-impact practices…

Though research has demonstrated the utility of open educational resources in supporting equity among socioeconomically disadvantaged students, these resources remain underutilized on campuses.

Similarly, ePortfolios lag in use by campuses compared with other high-impact practices, despite their utility for assessment, career development, and integration of learning.

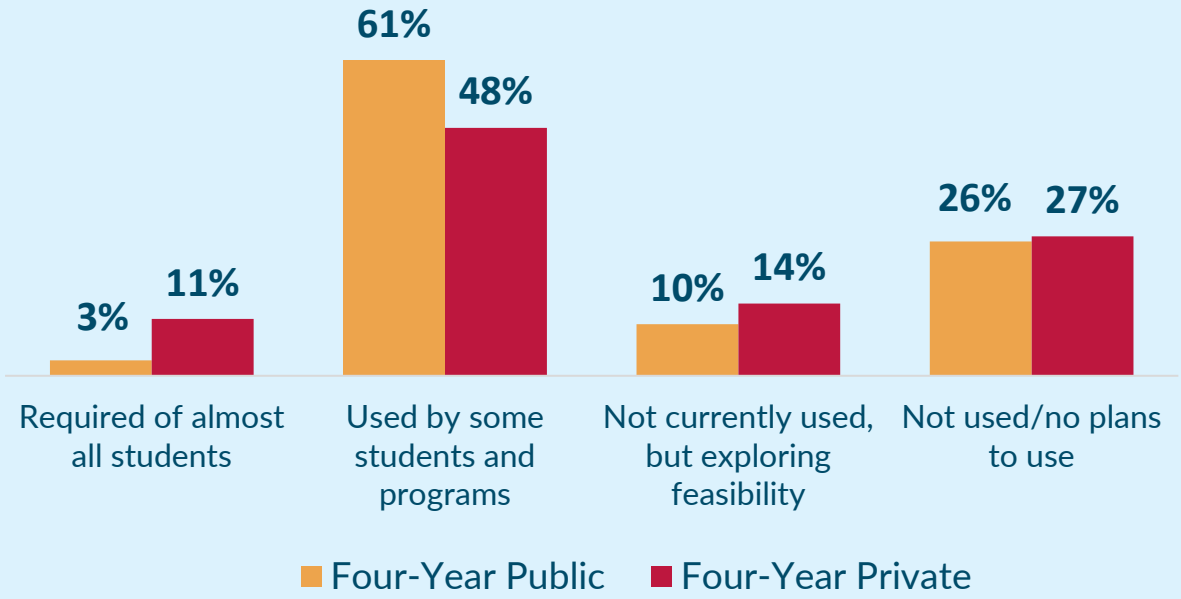
Use of Open Educational Resources



85% of respondents indicated that they do not offer/require *or* are unsure about whether they offer open educational resources on their campuses.

More than half of faculty (53%) and deans/directors (56%) were "unsure" of whether open educational resources were being used vs only 22% of senior administrators.

ePortfolio Usage by Four-Year Public vs. Four-Year Private Institutions



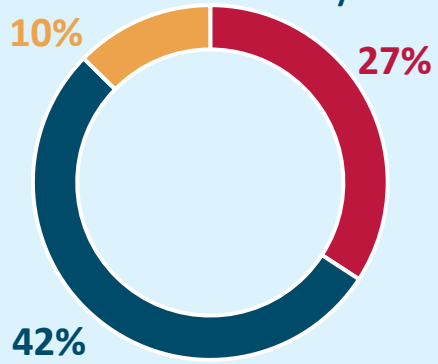
A majority of respondents expressed support for students to engage in global learning and community-based experiences, whether locally or outside of the country. Though **global learning** can happen locally or abroad, respondents assigned the greatest levels of importance to **community-based experiences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

Over $^{1}/_{2}$ of respondents indicated that **25%** of students **or fewer** participated in global learning experiences as part of the curriculum.

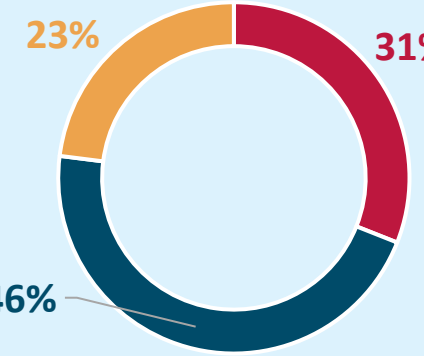
How important is it that students at your institution participate in the following experiences?

Very Important | Somewhat Important | Not Very/Not at all Important

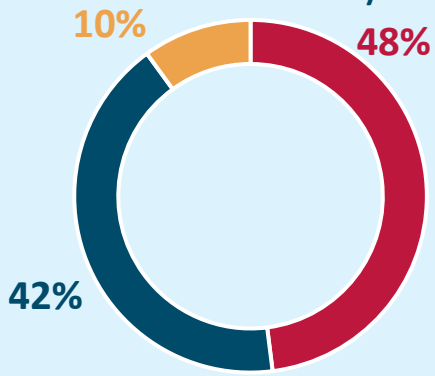
A **global** learning experience that occurs locally



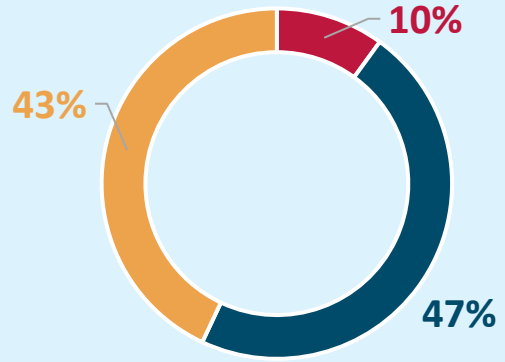
A **global** learning experience that occurs outside of the country



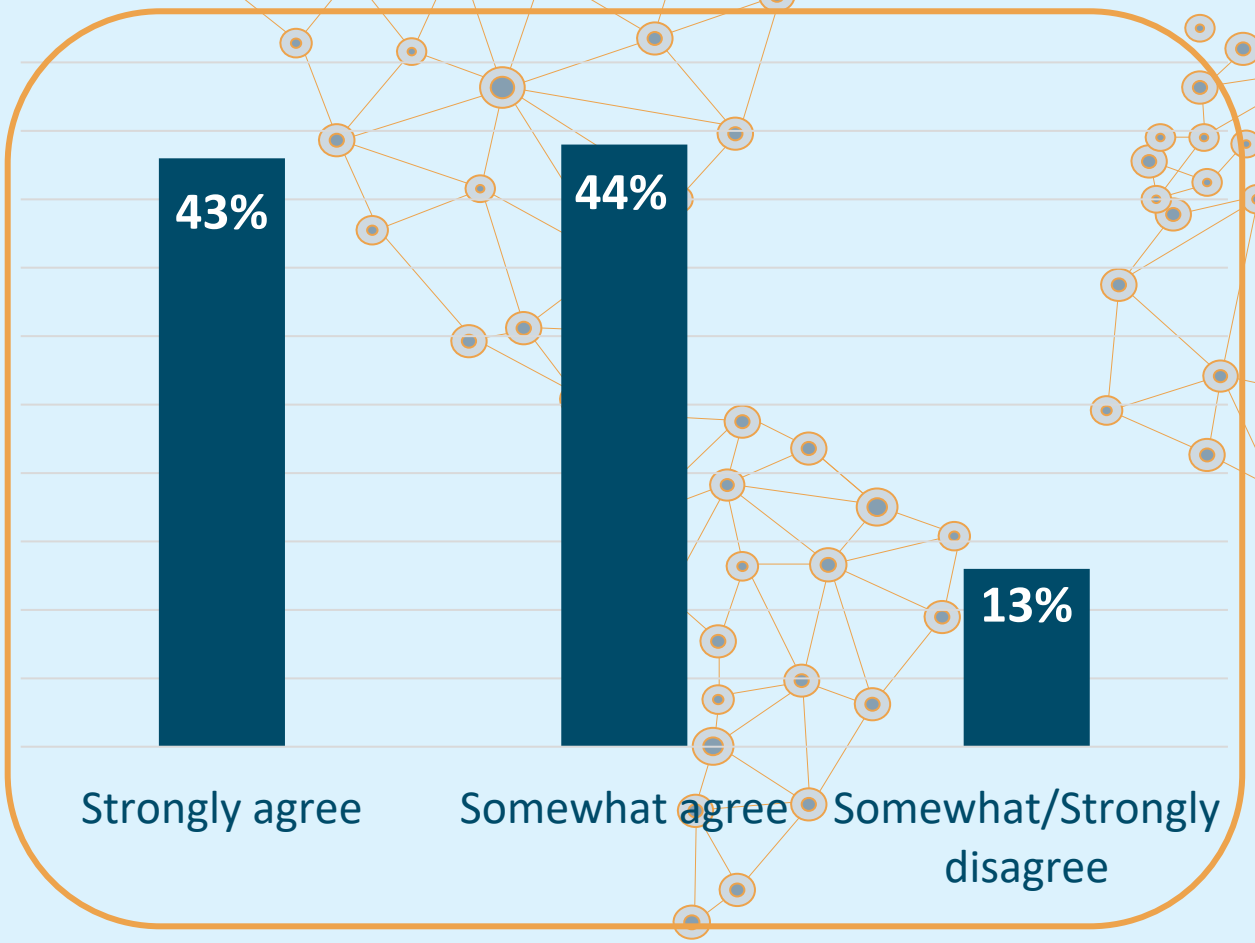
A **community-based** experience that occurs locally



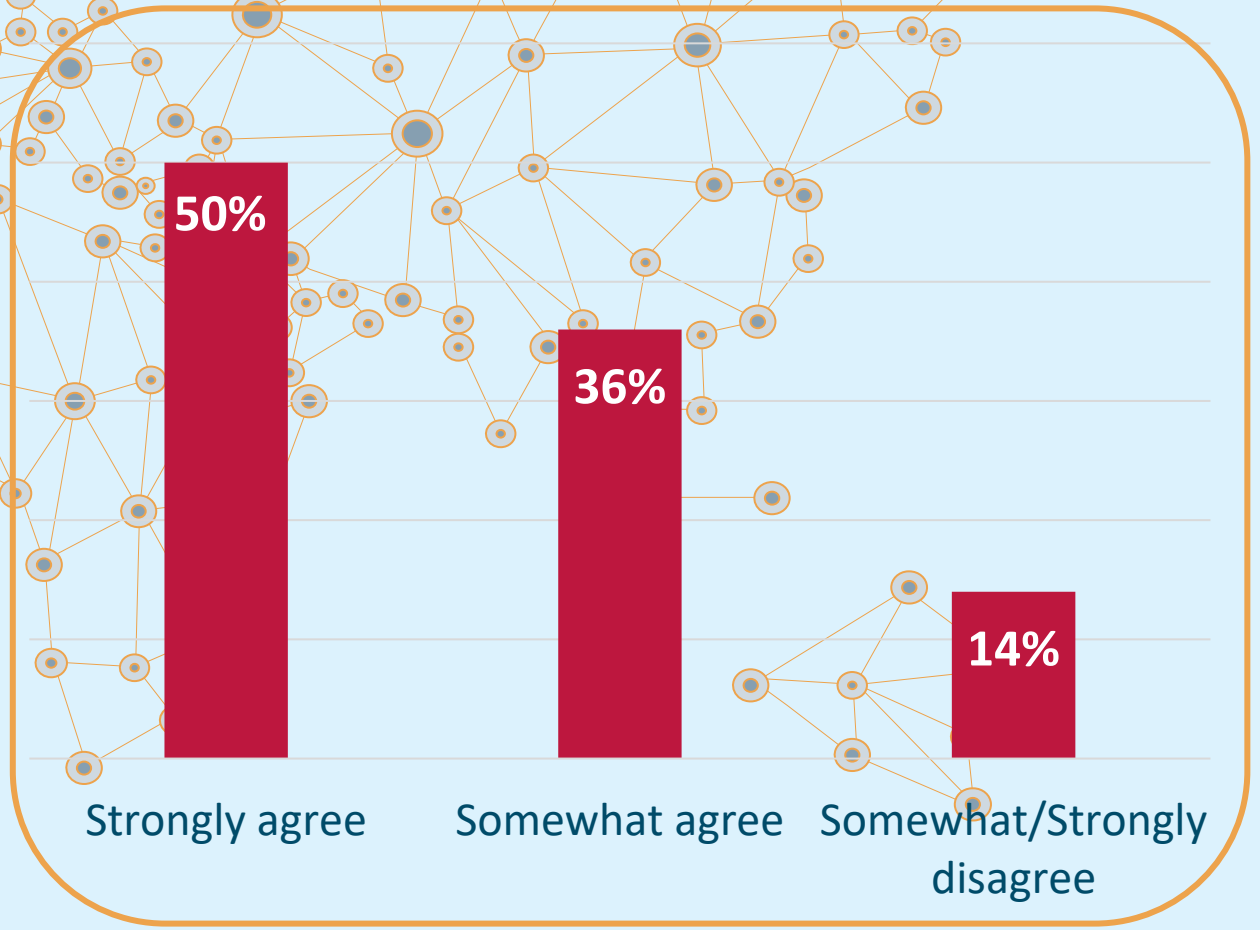
A **community-based** experience that occurs outside of the country



"Educators at my institution would benefit from resources that facilitate global learning."



"Educators at my institution would benefit from resources that make clear connections between global learning and career readiness."



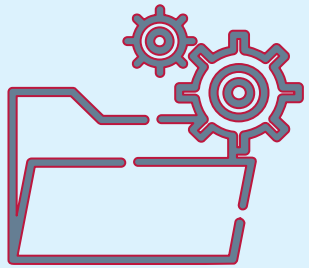
SECTION 3

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

VALUE BY THE NUMBERS

Since their released in 2009, the AAC&U VALUE rubrics have become a leading form of assessment across higher education institutions, within and beyond the United States. In 2017, AAC&U launched the VALUE Scoring Collaborative – an online platform through which campuses upload samples of student work to be scored by nationally certified scorers using the VALUE rubrics.

VALUE Rubrics



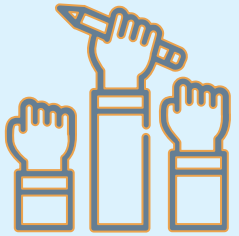
664K
Rubric Downloads

By **2,810** Colleges & Universities

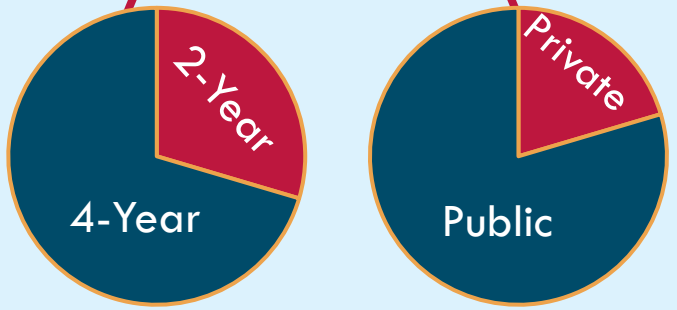
Across **145** Countries

VALUE Scoring Collaborative

55K
Student Work Products Scored



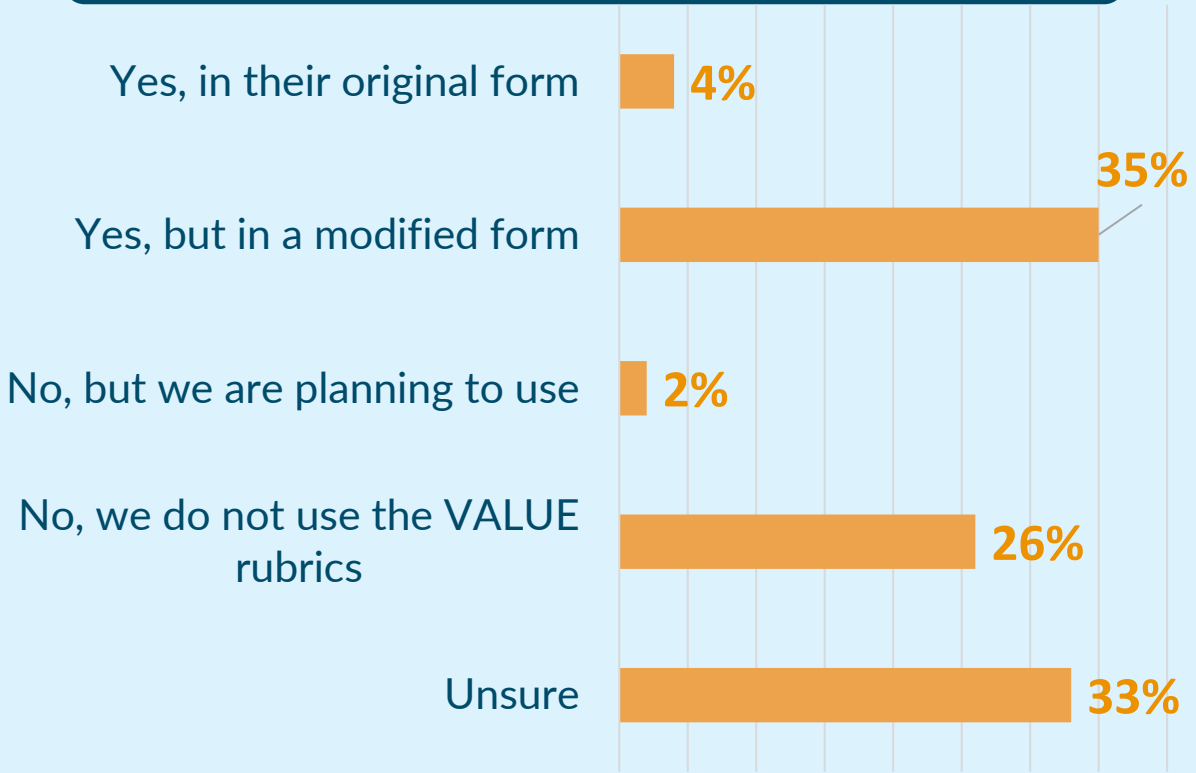
From **140** Institutions



2 out of 5 respondents indicated that they currently use the AAC&U VALUE rubrics, in either their original or modified form, to assess student learning. A nearly equal percentage of faculty were **UNSURE** whether VALUE rubrics were being used.

Use of VALUE Rubrics

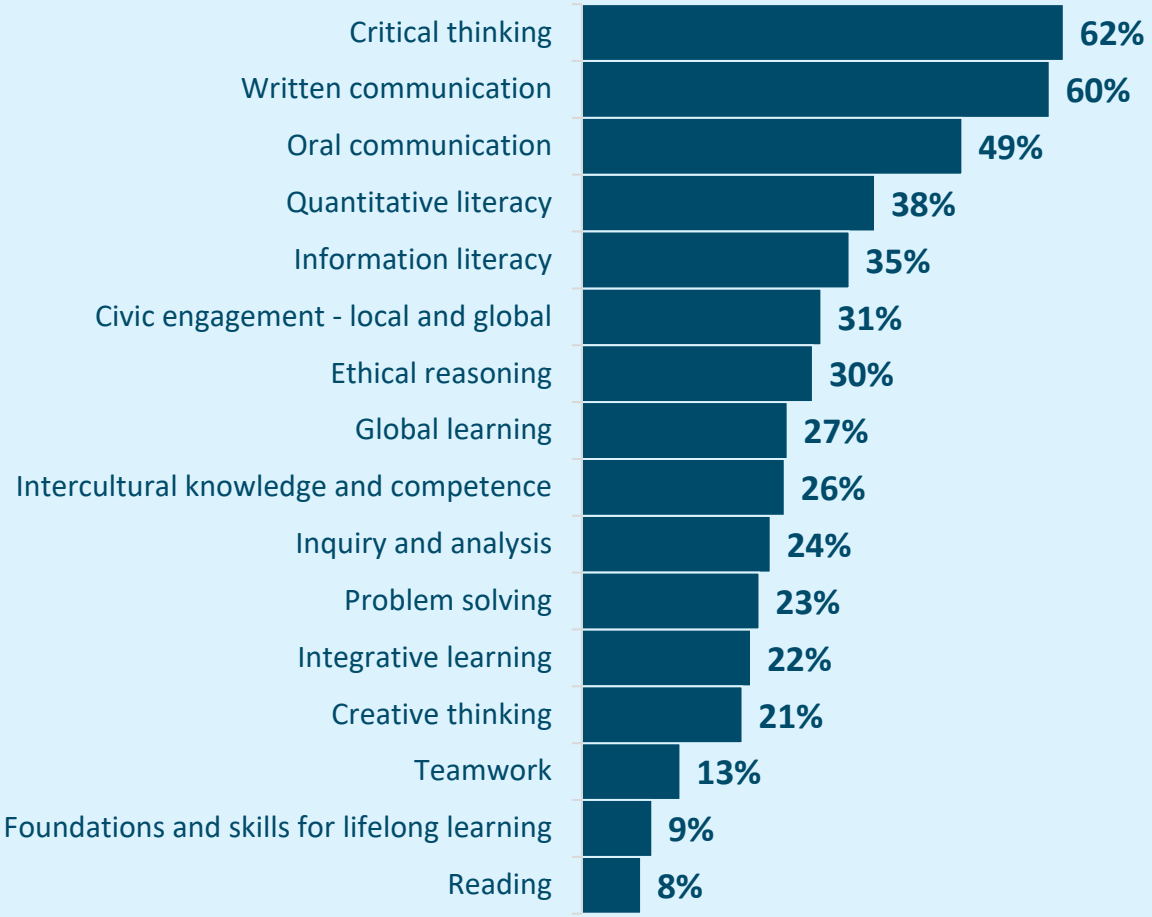
Does your institution use VALUE rubrics to assess student learning?



41% faculty *reported being* ***unsure*** *of whether rubrics were being used to assess student learning on campus, a significantly higher percent than both deans/directors (18%) and senior administrators (16%).*

Commonly Used VALUE Rubrics

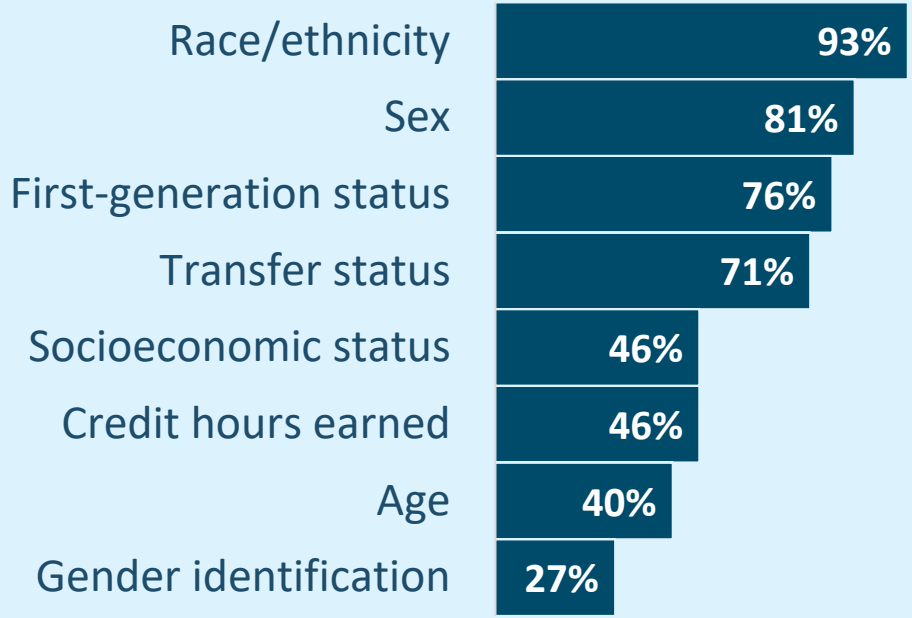
VALUE Rubrics Used to Assess Student Learning Outcomes



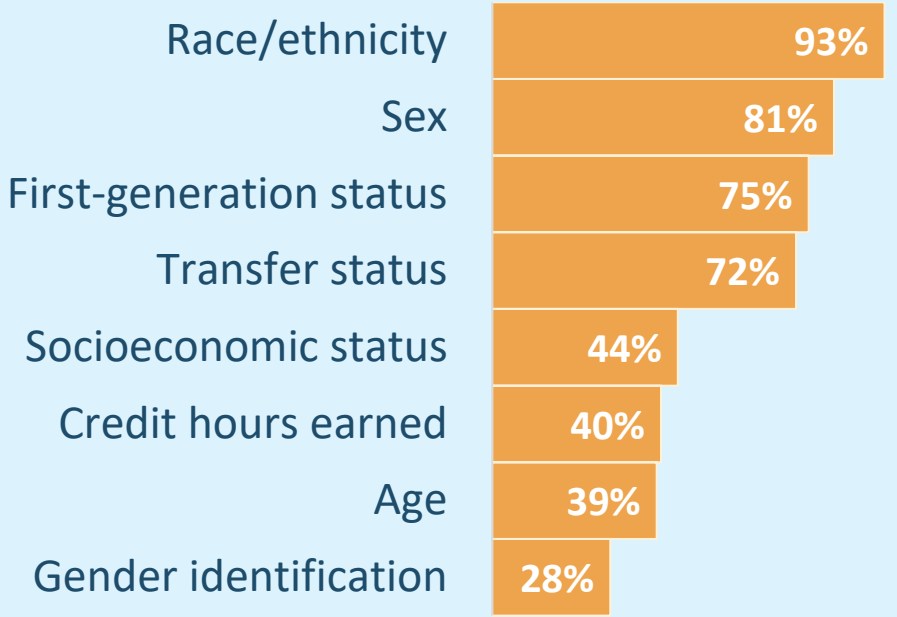
HOW CAMPUSES DISAGGREGATE DATA

Though campus stakeholders reported high levels of data disaggregation by race/ethnicity, sex, first-generation status, and transfer status for retention and graduation rates, fewer than half of respondents reported disaggregating by socioeconomic status.

Retention Data Disaggregated by…



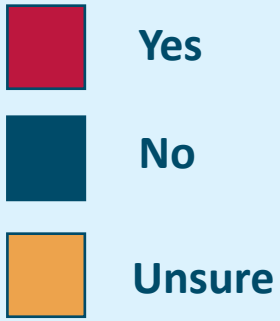
Graduation Data Disaggregated by…



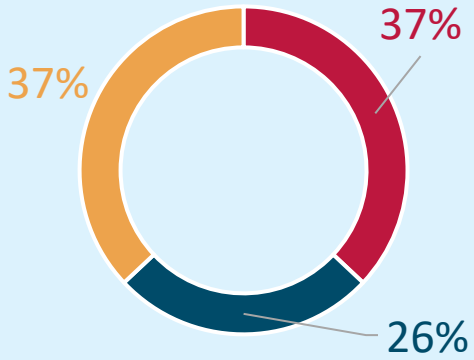
SETTING EQUITY GOALS

Setting Equity Goals for Student Success Metrics

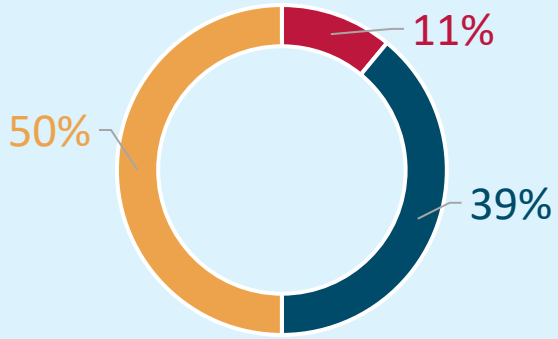
Percentage of Stakeholders Indicating Their Institution Sets Equity Goals for...



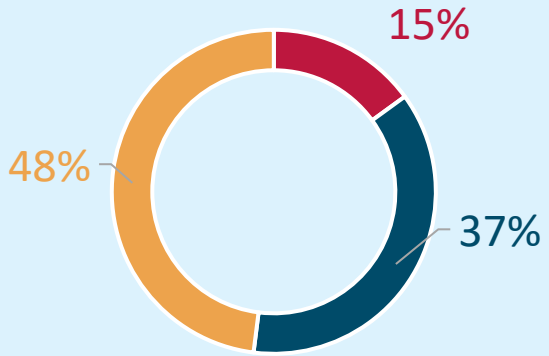
Graduation Rates



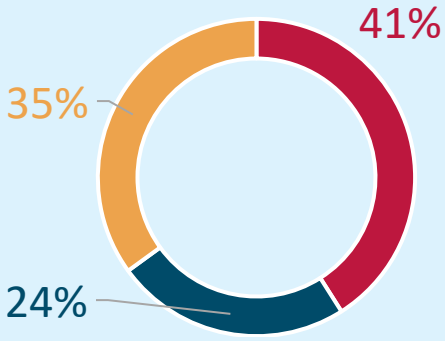
Participation in High-Impact Practices



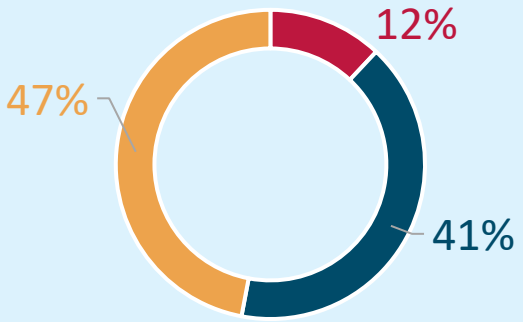
Credit/Course Completion Milestones



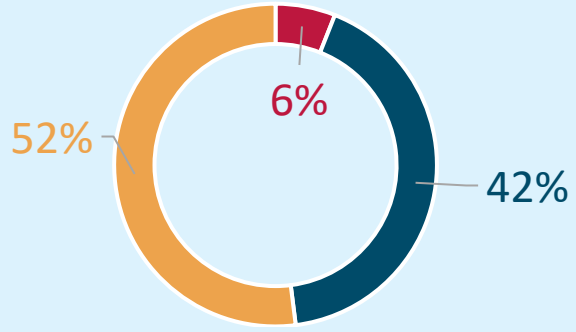
Retention Rates



Achievement of Student Learning Outcomes

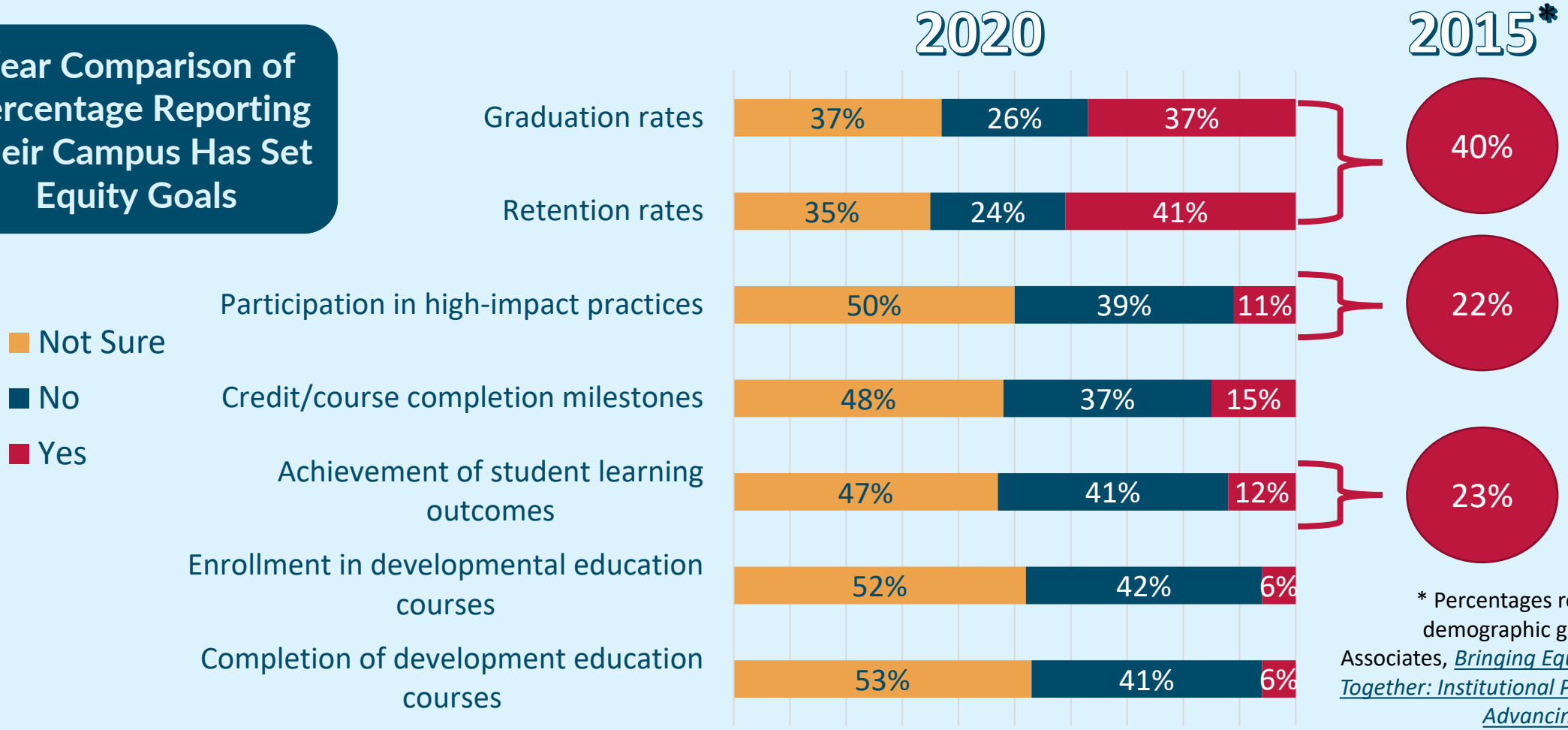


Developmental Education Courses (Enrollment or Completion)



Selected results from AAC&U's 2015 campus stakeholder survey are provided below for comparison of changes in equity goal setting over time. In 2015, respondents were asked whether their institution set equity goals for certain student success metrics (i.e., graduation and retention, participation in high-impact practices, and achievement of student learning outcomes) for specific demographic groups. Notable in 2020 are the high percentages of respondents who were unsure of whether equity goals had been set. Further analysis of this finding is provided on the next page.

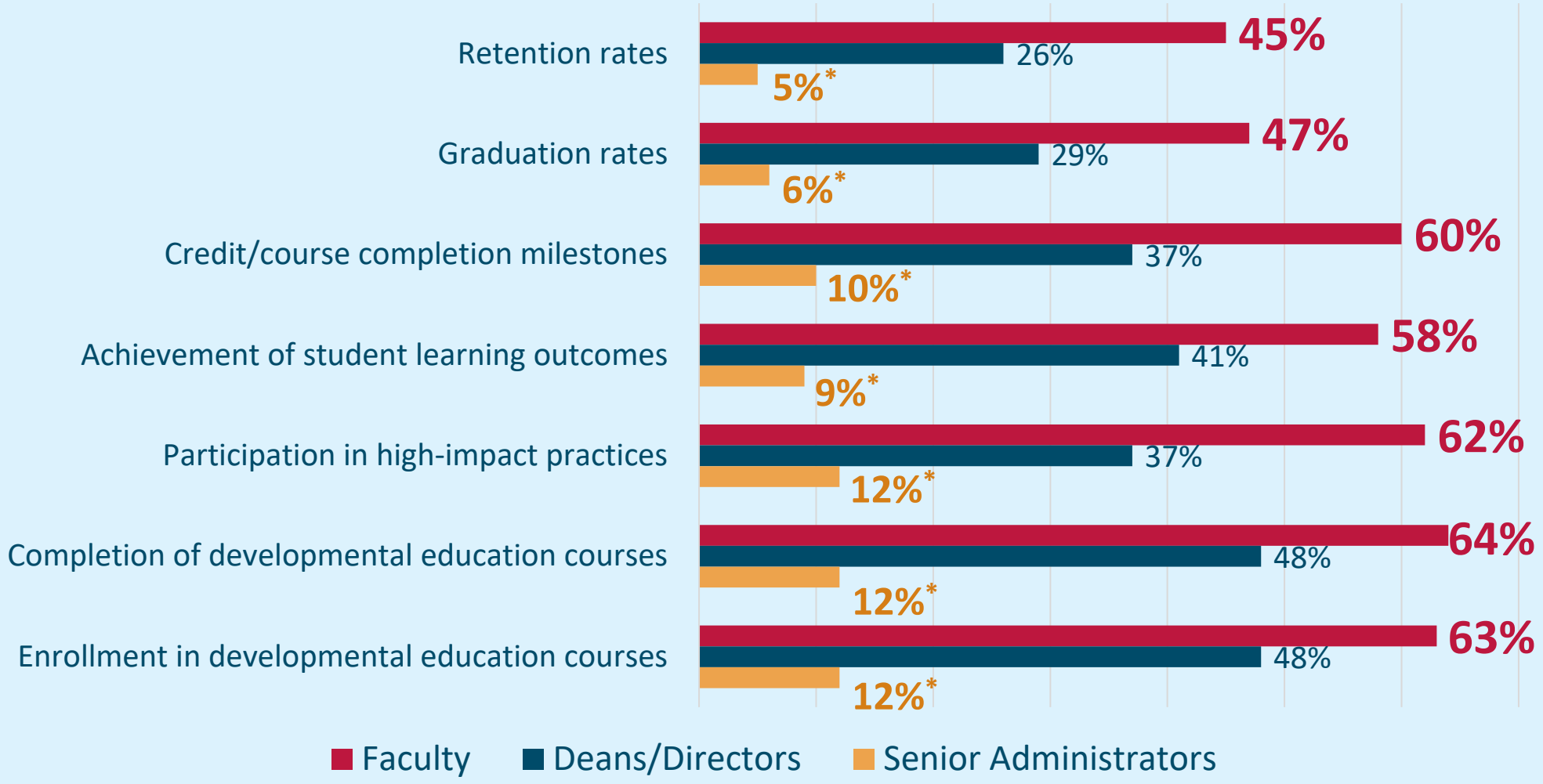
Year Comparison of Percentage Reporting Their Campus Has Set Equity Goals



* Percentages represent averages across demographic groups, see Hart Research Associates, *Bringing Equity and Quality Learning Together: Institutional Priorities for Tracking and Advancing Underserved Students' Success* (Washington, DC: AAC&U), 10.

Perhaps the most significant finding is that, when it comes to equity goals, there is a gulf in certainty between faculty, deans, and directors, on the one hand, and senior administrators, on the other, with faculty most likely to report being unsure of whether their institution has set such goals.

Percentage of Stakeholders by Campus Role Who Reported Being UNSURE of Whether Their Institution Had Set Equity Goals for the Specific Student Success Metrics



* Indicates significant difference between senior administrators and faculty, and also deans/directors.

There is a striking contrast between the percentage of stakeholders who reported tracking and disaggregating student success metrics and the percentage who indicated that their institutions set equity goals for those same metrics.

On average, fewer than **1 out of 5** stakeholders reported their campuses set equity goals for any of the 7 success metrics provided.

Comparison of the Percentage of Stakeholders Reporting That Their Institution Sets Equity Goals Compared with the Percentage that Track and Disaggregate Student Success Metrics

Student Success Metric	Set Equity Goals to Close Gaps in This Area	Tracked by the Institution	Disaggregated by at Least One Student Demographic Characteristic
Graduation rates	37%	100%	95%
Retention rates	41%	100%	94%
Credit/course completion milestones	15%	86%	82%
Achievement of student learning outcomes	12%	83%	49%
Participation in high-impact practices	11%	65%	59%
Enrollment in developmental education courses	6%	61%	82%
Completion of developmental education courses	6%	59%	82%

TRACKING DATA AND SETTING EQUITY GOALS: DIFFERENCES BY INSTITUTIONAL TYPE

Stakeholders at four-year public institutions reported tracking data on participation in high-impact practices (**45%**) and enrollment/completion of developmental education courses (**42%**)…

…at significantly higher rates than those at private institutions (36% and 23%, respectively).

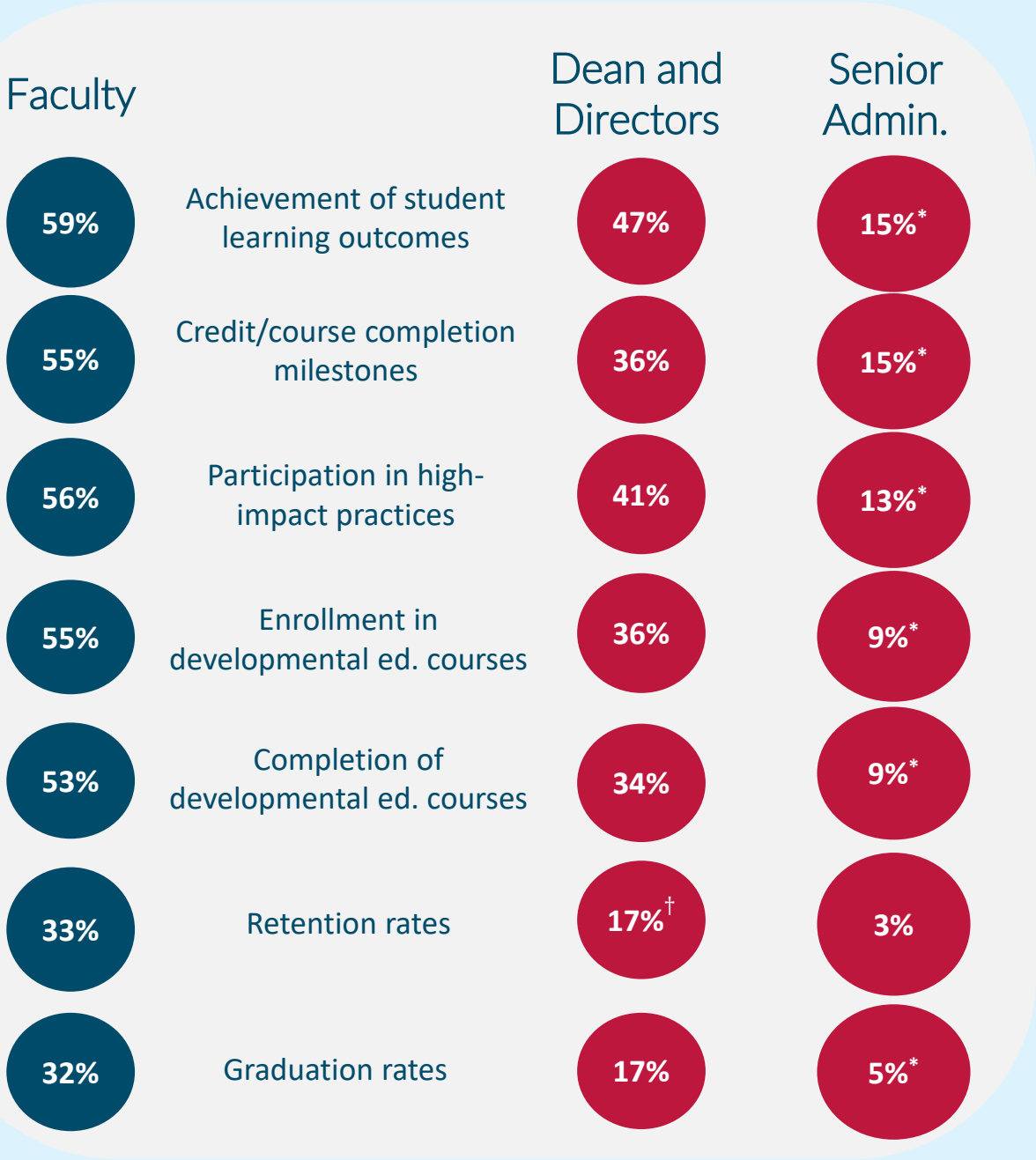
Stakeholders at four-year public institutions also indicated setting equity goals for graduation (**45%**) and retention (**47%**) rates, credit/course completion milestones (**17%**), and enrollment/completion of developmental courses (**7%**)…

…at significantly higher rates than private institutions (25%, 30%, 9%, and 3%, respectively).

100% of stakeholders at four-year public institutions reported that their campuses track retention and graduation rates vs. **98%** of stakeholders at private institutions.

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



† Significant difference between deans and directors and faculty only

* Significant difference between senior administrators and both faculty and deans/directors

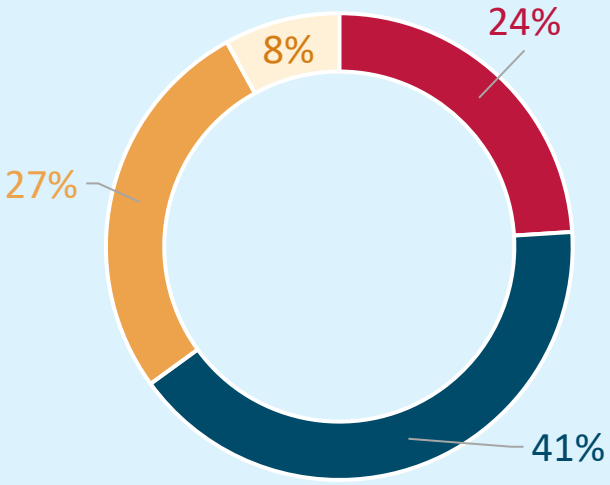
THE COMPARATIVE IMPORTANCE OF UNDERGRADUATE STEM REFORM AND THE NEED TO SUPPORT MARGINALIZED STUDENTS IN STEM

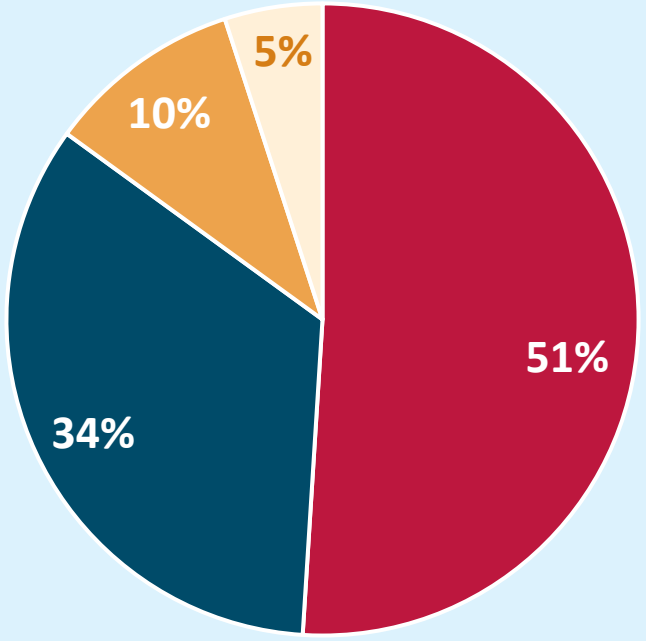
The evolving workforce and global problem-solving for an increasingly interconnected world have motivated discussions across higher education about how to address equity gaps in order to improve access and success in STEM disciplines, especially for marginalized students. Though $^{2}/_{3}$ of respondents indicated that undergraduate 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.

How important is undergraduate STEM reform at your institution?

How important is it to create solutions to support the success of marginalized students in STEM at your institution?

- Very important
- Somewhat important
- Not very important
- Not at all important

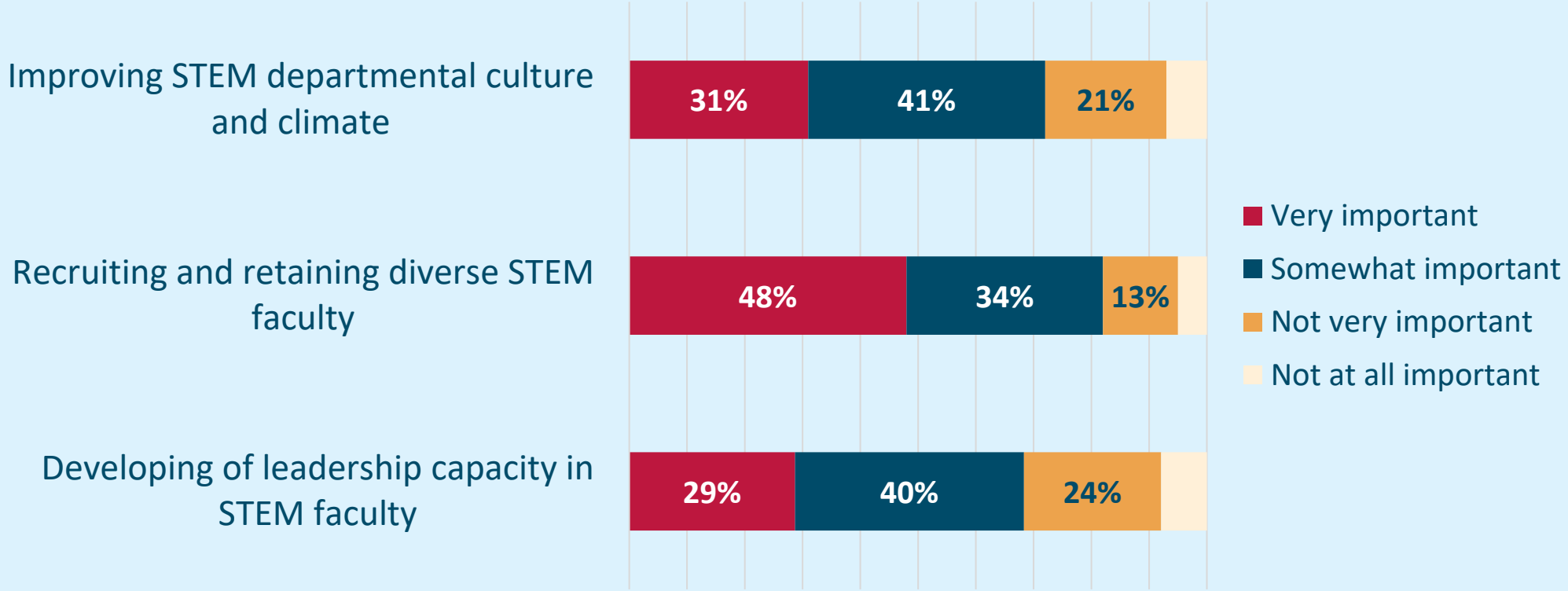




EQUITY GOALS FOR STEM LEADERSHIP

The emphasis on equity goals in STEM extends beyond student success. Equally critical are practices that address equity gaps and increase diversity among STEM leaders and faculty, particularly for women and minoritized racial groups. Though respondents expressed overwhelming support for such practices, faculty and senior administrators differed significantly in their views on the importance of developing the leadership capacity of STEM faculty and on recruiting and retaining diverse STEM faculty. Compared with faculty, senior administrators' rating of these practices as "very important" was, on average, **20 percentage points** higher.

How Important are the Following at Your Institution?



On average, **3 out of 5** respondents indicated that their institutions would benefit "**a great deal**" from developing more effective cross-disciplinary partnerships and culturally responsive programming and evaluation for STEM faculty, administrators, and programs.

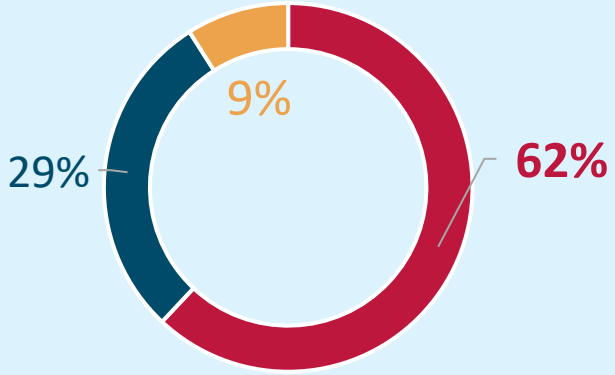
To what extent would your institution benefit from…

A great deal

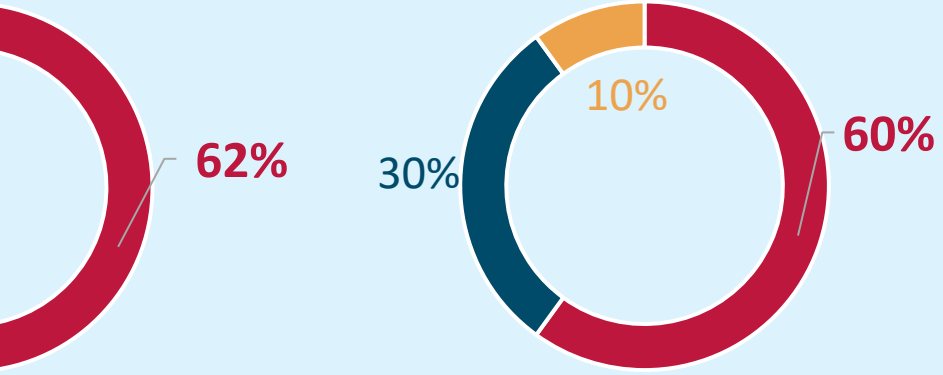
Moderately

Slightly/Not at all

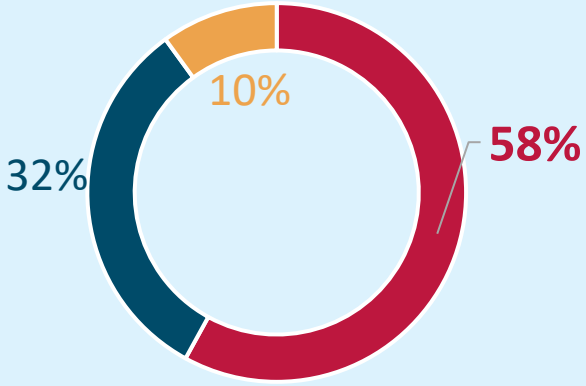
STEM faculty developing more effective cross-disciplinary partnerships



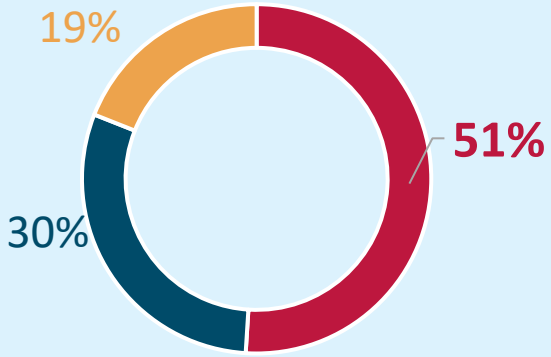
Culturally responsive evaluation and assessment of STEM program outcomes



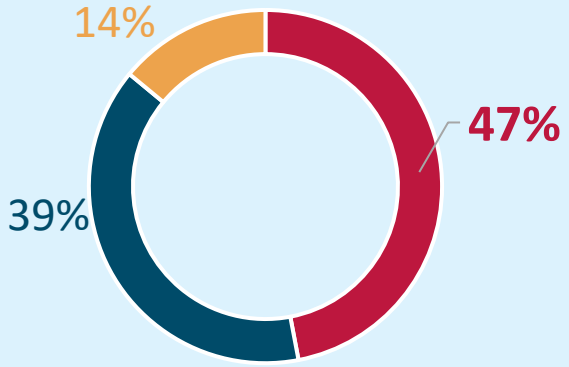
Professional development for STEM faculty/administrator cultural responsiveness



Increased faculty/institutional competitiveness for grant proposals



Information or tools for building capacity for institutional change related to STEM



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 support American democracy, campuses need to elevate the explicitness of these outcomes within and across students' learning.

Move Mindsets into the Curriculum.

There is strong consensus, even among employers, that the development of students' mindsets, aptitudes, and dispositions is essential for their success. Building bridges 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 can more effectively interrogate analytics through dialogue, evaluation, and strategies for improvement. This report also shows the importance of extending equity goals to increase inclusion within professional development opportunities, particularly for STEM faculty.

Increase Transparency For All Stakeholders, Not Just Students.

A consistent finding of this report is a difference in perceptions between senior administrators and other campus stakeholder groups, primarily faculty. It is possible that results point to an overly optimistic perception among senior administrators of what their campuses are doing or emphasizing. But faculty also expressed the highest rates of uncertainty about a range of campus practices, particularly assessment. Campuses should make it a priority to increase transparency around what is happening to advance student learning and why.

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