

# Panel Discussion: The Role of the Trustee in Ensuring Student Success

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*Vice President of Policy, American Council of Trustees and Alumni*



INDIANA *for* COMMISSION  
HIGHER EDUCATION



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# National Perspective: The View Of Employers

- 23.9% find graduates overall preparation “excellent.”
- 64.5% say “adequate.”
- 26.2% find their writing skills “deficient”

Linda Barrington and Jill Casner-Lotto, *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce* (The Conference Board, Corporate Voices for Working Families, The Partnership for 21st Century Skills and the Society for Human Resource Management, 2006)



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# Some Guiding Questions

- What Does It Mean To Be a College Graduate?
- What Does It Mean To Be a Graduate of Your College or University?
- What Does an Indiana Employer Need and Expect from a College Graduate?

# Three Instruments for Measuring Student Learning

- Collegiate Learning Assessment (CLA): Council on Aid to Education
- Collegiate Assessment of Academic Proficiency (CAAP): ACT, Inc.
- Proficiency Profile (former Measurement of Academic Progress and Proficiency): Education Testing Service

## Faculty Research on Student Learning

Two Years:

45% showed  
Minimal Improvement



Four Years:

36% showed  
Minimal  
Improvement

Richard Arum and Josipa Roksa, *Academically Adrift. Limited Learning on College Campuses* (Chicago: University of Chicago Press, 2011)

# NSSE 2010 and Student Learning

Hours spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

	First-Year Students	Seniors
1-5 Hours	14%	15%
6-10 Hours	24%	24%
11-15 Hours	22%	20%
16-20 Hours	18%	17%
21-25 Hours	10%	10%

# ACTA'S Study of the Core Curriculum, What Will They Learn?™

## **1007 Colleges and Universities:**

95% Do Not Require an Introduction to Economics

80.1% Do Not Require Foundational Study of American History  
or Government

84.7% Do Not Require Intermediate Level Foreign Language

34.2% Do Not Require College-Level Mathematics

16.6% Do Not Require English Composition

# WHAT will they LEARN?

A guide to what college rankings don't tell you.

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The search for the right college can be overwhelming. So many guides, so many rankings. There is one thing none of them will tell you: which universities are making sure their students learn what they need to know.

This free resource does just that, focusing on seven key areas of knowledge. It's designed to help you decide whether the colleges you're considering prepare their graduates to succeed after graduation.

To locate a school, choose a state from the map on the left or use the form below.

## FIND A SCHOOL






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## SEE WHICH COLLEGES REQUIRE THESE CORE SUBJECTS



COMPOSITION



LITERATURE



FOREIGN LANGUAGE



U.S. HISTORY



ECONOMICS



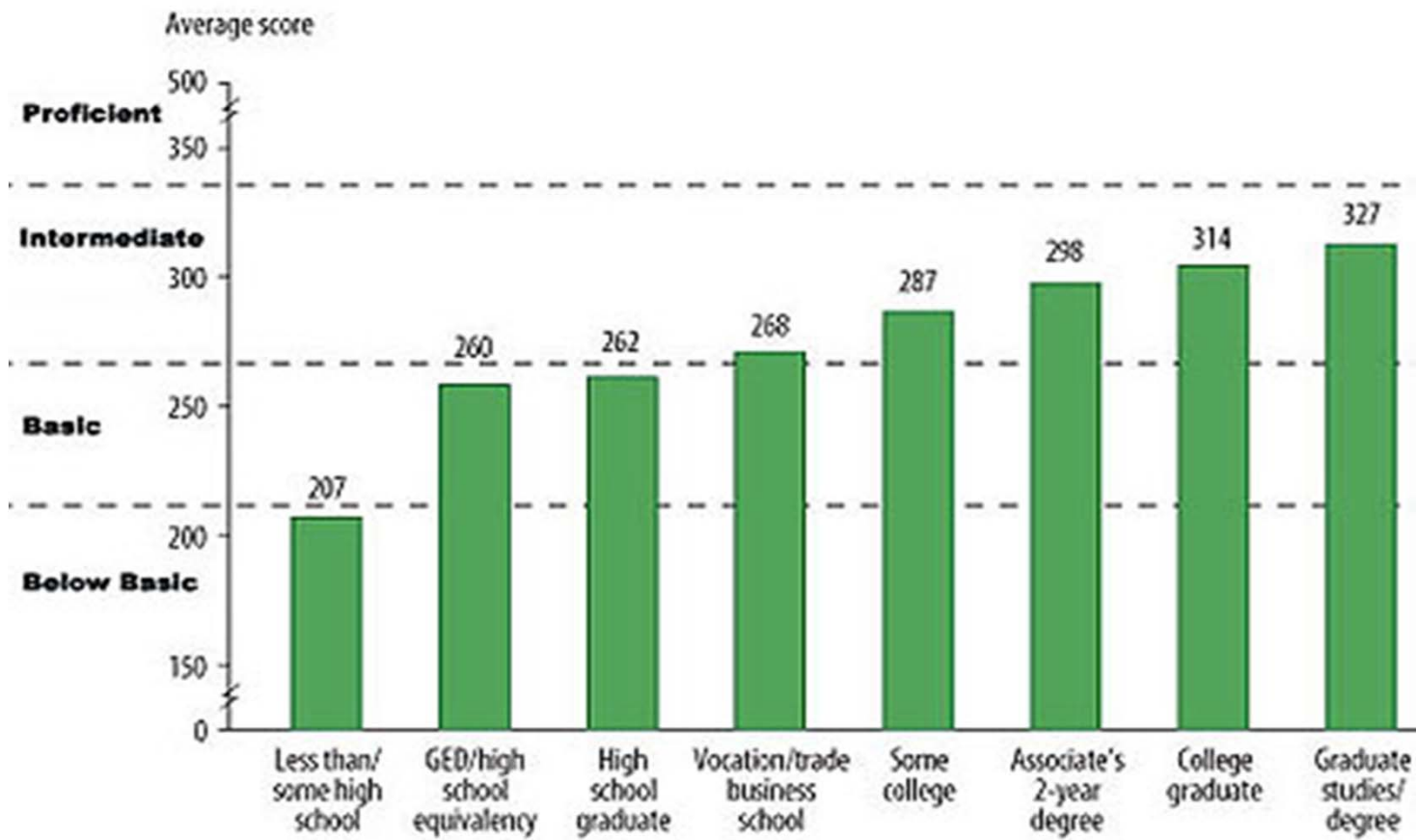
MATHEMATICS



SCIENCE



# National Assessment of Adult Literacy



# “What Do We (They) Mean By Proficient

*Proficient* indicates skills necessary to perform more complex and challenging literacy activities.

Score ranges for *Proficient*:

Prose: 340–500

Document: 335–500

Quantitative: 350–500

- reading lengthy, complex, abstract prose texts as well as synthesizing information and making complex inferences
- integrating, synthesizing, and analyzing multiple pieces of information located in complex documents
- locating more abstract quantitative information and using it to solve multistep problems when the arithmetic operations are not easily inferred and the problems are more complex
- comparing viewpoints in two editorials
- interpreting a table about blood pressure, age, and physical activity
- computing and comparing the cost per ounce of food items



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# National Perspectives on Historical Illiteracy

## ACTA, Losing America's Memory (February 2000)

*Survey of 556 college seniors at the Top 25 National Universities  
and the Top 25 National Liberal Arts Colleges.*

- Beavis and Butthead 99%
- Snoop Doggy Dog 98%
- George Washington as general at Yorktown 34%
- James Madison as Father of the Constitution 23%
- Abraham Lincoln as author of the words:  
“Government of the people, by the people,  
for the people” 22%



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*CSRA: The Center for Survey  
Research and Analysis at the  
University of Connecticut  
December 1999*

# Assessment as a Tool for Benchmarking Progress

*Before CAAP (Collegiate Assessment of Academic Proficiency), we really did not have the mechanism other than anecdotes to show that our universities have increased the knowledge of students. But if you want to use data-driven decision making, anecdotes just don't do it.*

Lesta Turchen,  
South Dakota Board of Regents  
Chief Academic Officer

# A Professor's View: Assessment for Curricular Improvement

The key is whether the numbers shake you out of your complacency. We all thought we were good before, but the numbers convinced us that we needed to make changes in the curriculum and in the way we designed student questions and assignments

USA Today, Feb. 2, 1987

# Assessment as a Tool for Teaching and Learning

The principal goal of the CLA (Collegiate Learning Assessment) is to assist faculty in improving teaching and learning.

Roger Benjamin,  
President of the Council on Aid to Education

# A Warning from *Education Sector*

If higher education has the courage to take responsibility for honestly assessing student learning and publishing the results, the measuring stick will be a tool. If it doesn't, the stick could easily become a weapon. The time for making that choice is drawing to a close.

Kevin Carey, Policy Director of Education Sector

# Trustees as Fiduciaries

*“Change in institutional strategy can only come from trustees. ... Reviewing an institution’s academic strategy and deciding whether change is called for is a trustee’s most important responsibility.”*

**Benno C. Schmidt**

**Chair, CUNY Board of Trustees**

**President, Yale University 1986-1992**



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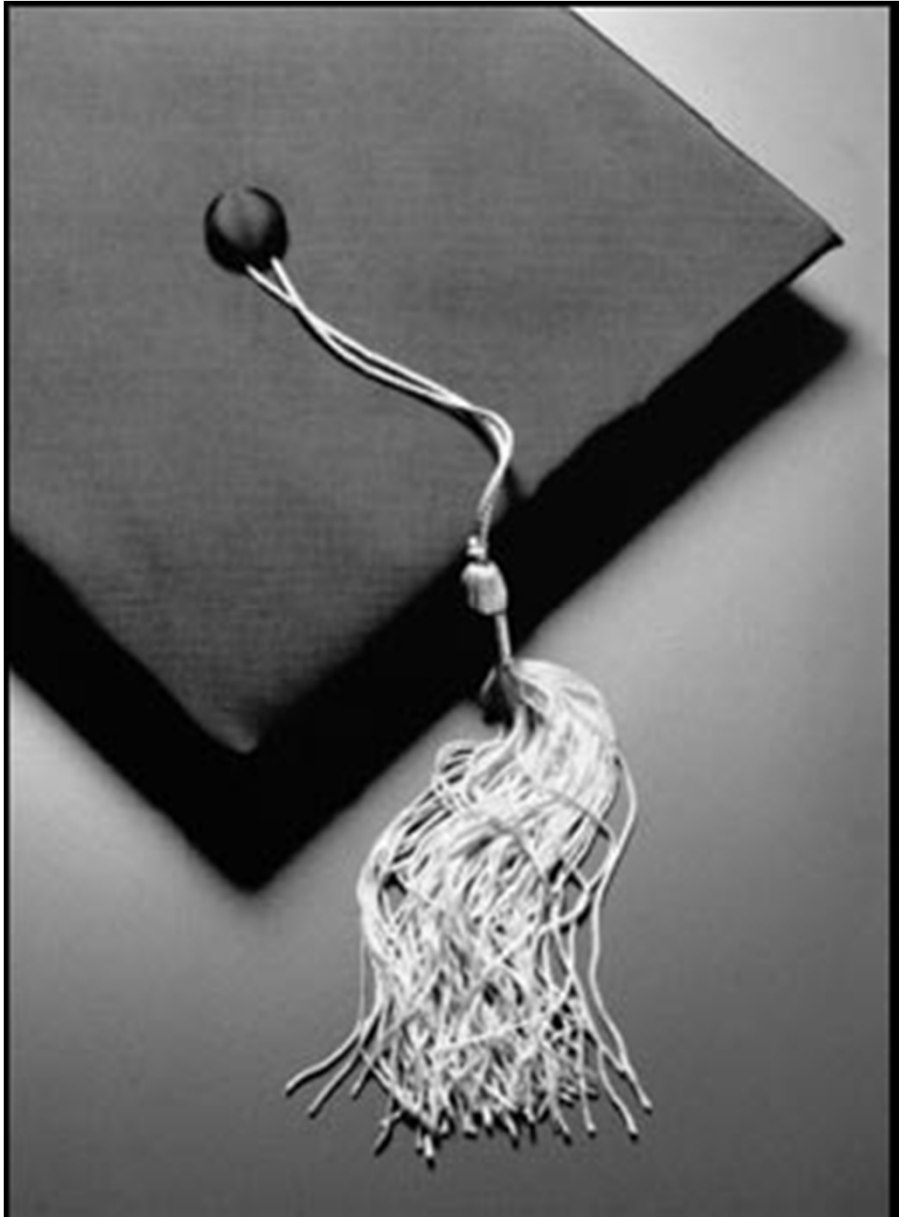


# Panelists

- Mike Alley, Trustee Chair, Indiana State University
- Craig E. Fenneman, Trustee Chair, Butler University
- Hollis Hughes, Trustee Chair, Ball State University
- John Gaylor, Trustee Chair, Vincennes University
- Thomas E. Reilly, Jr., Trustee, Indiana University
- Anne Shane, Trustee Chair, Ivy Tech Community College
- Tom Spurgeon, Trustee, Purdue University
- Robert Wingerter, Trustee Chair, University of Indianapolis
- Ted Ziemer, Trustee Chair, University of Southern Indiana



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