

OPENING REMARKS



**Robert L. King, President
Council on Postsecondary Education**



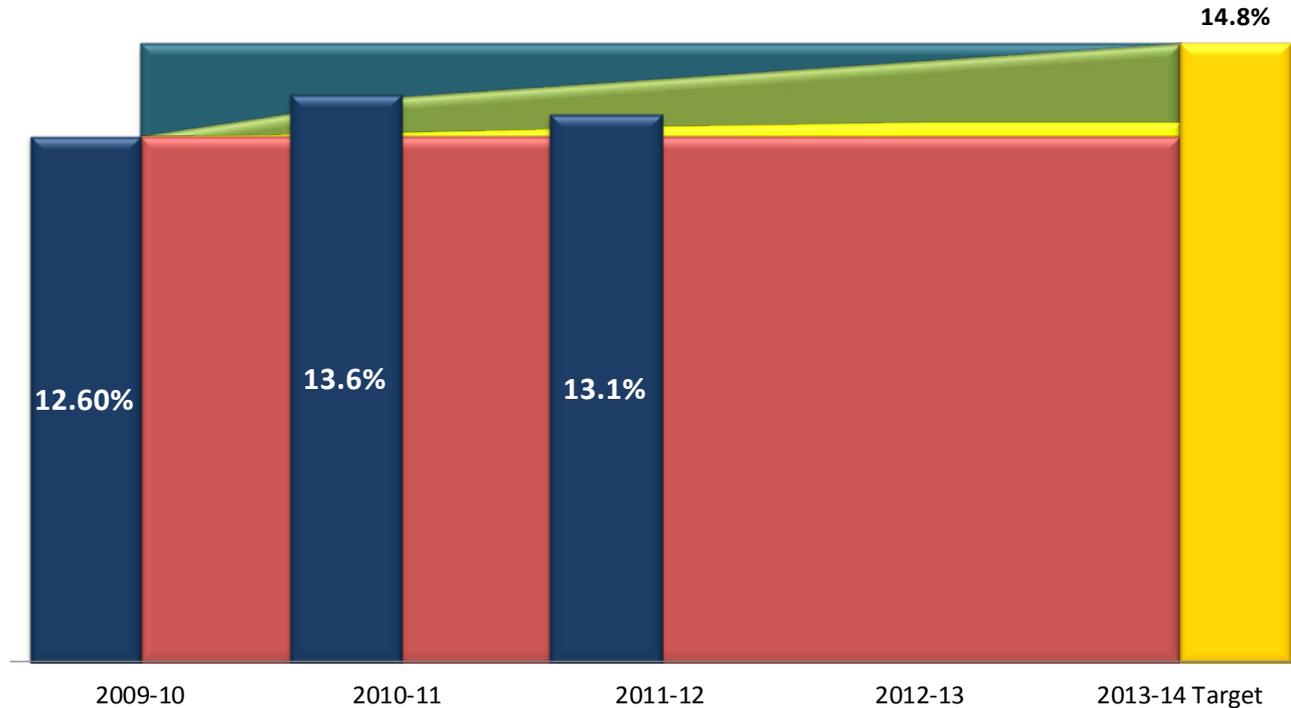
STUDENT SUCCESS



Associate's degree graduation rate

Three-year graduation rate of first-time, full-time associate's degree seekers (IPEDS).

Data Source: CPE Comprehensive Database (KPEDS).





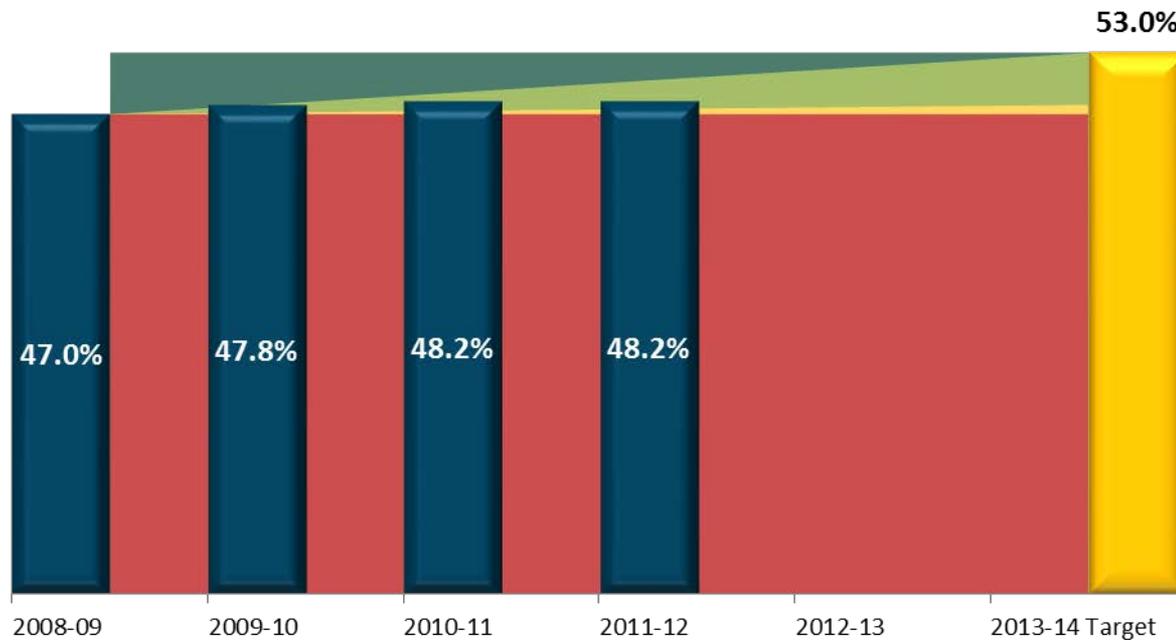
STUDENT SUCCESS



Bachelor's degree graduation rate

Six-year graduation rate of first-time, full-time bachelor's degree seekers (IPEDS).

Data Source: CPE Comprehensive Database (KPEDS).





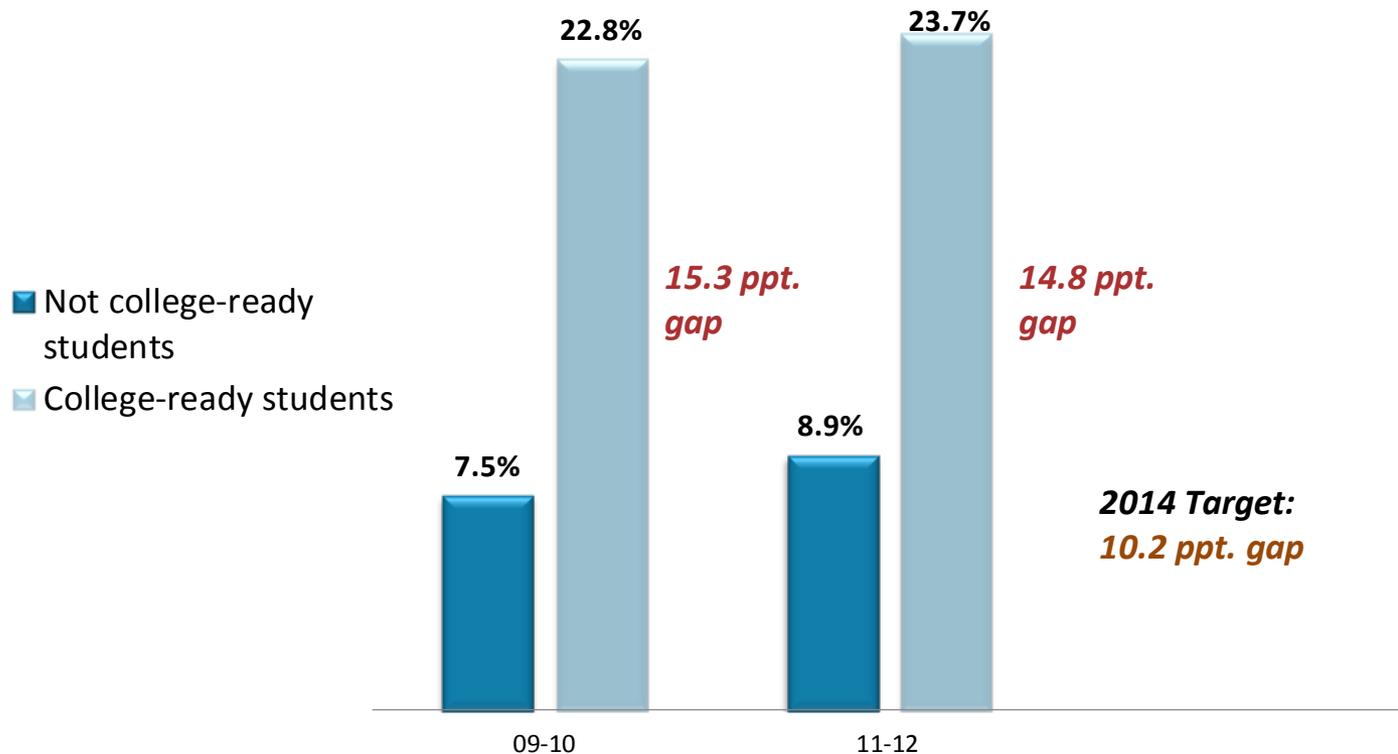
STUDENT SUCCESS



Graduation rate gaps of underprepared students, KCTCS

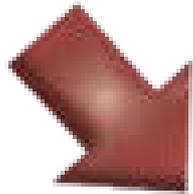
Gap between the graduation rate of college-ready and not college-ready students (using the IPEDS three-year graduation rate).

Data Source: CPE Comprehensive Database (KPEDS) .





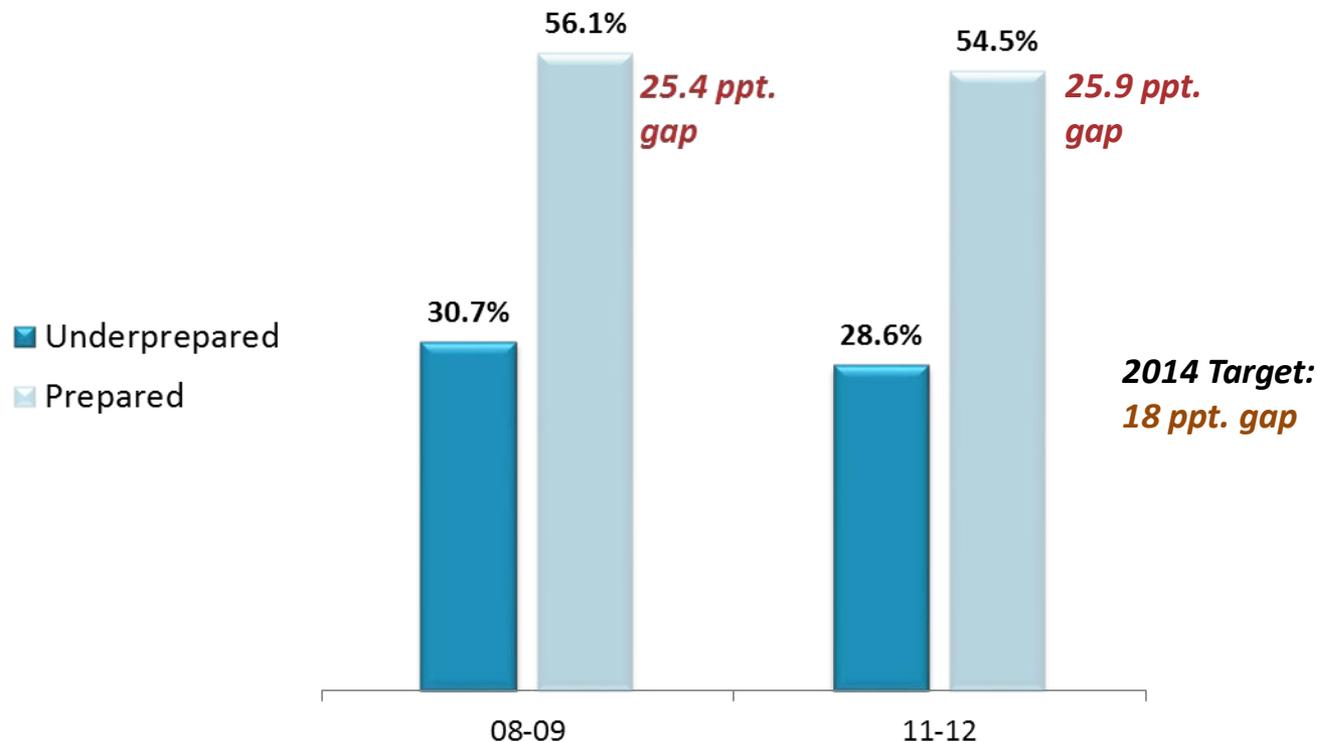
STUDENT SUCCESS



Graduation rate gaps of underprepared students

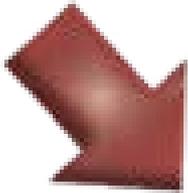
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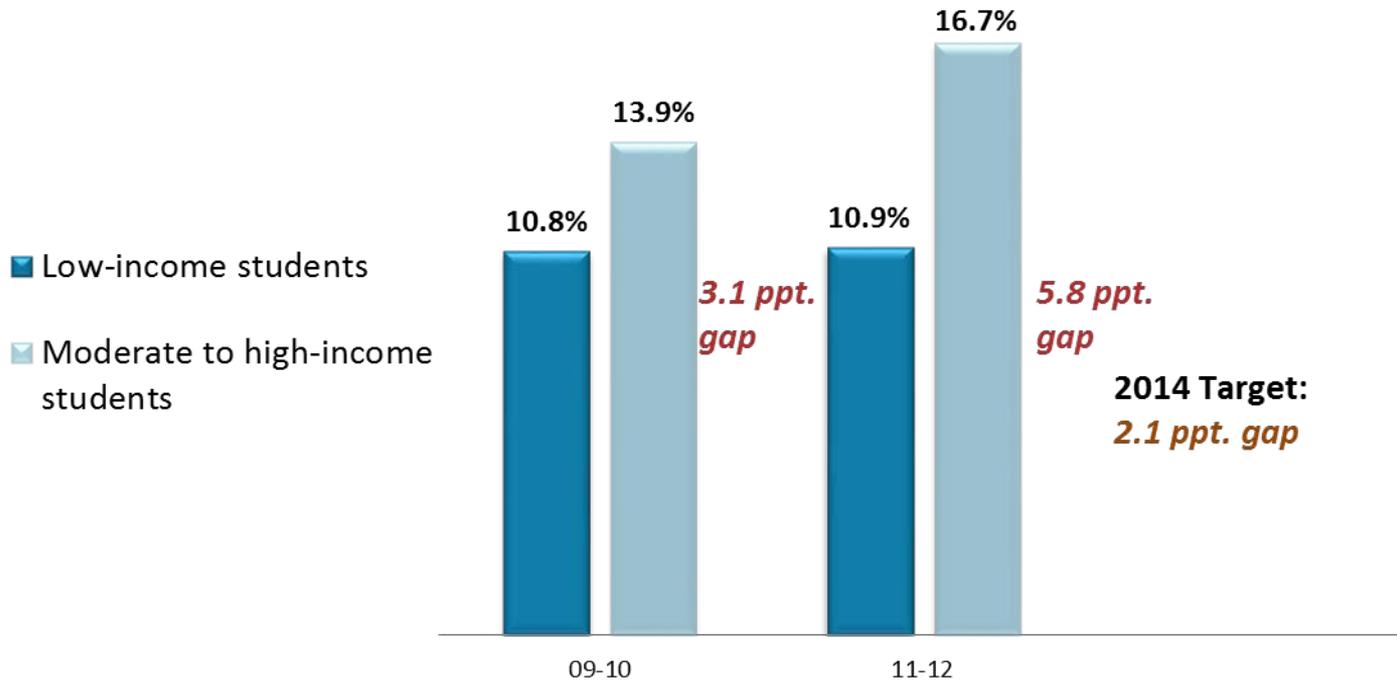
STUDENT SUCCESS



Graduation rate gaps of low-income students, KCTCS

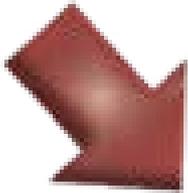
Gap between the graduation rate of Pell grant recipients and non-recipients (using the IPEDS three-year graduation rate).

Data Source: CPE Comprehensive Database (KPEDS) .





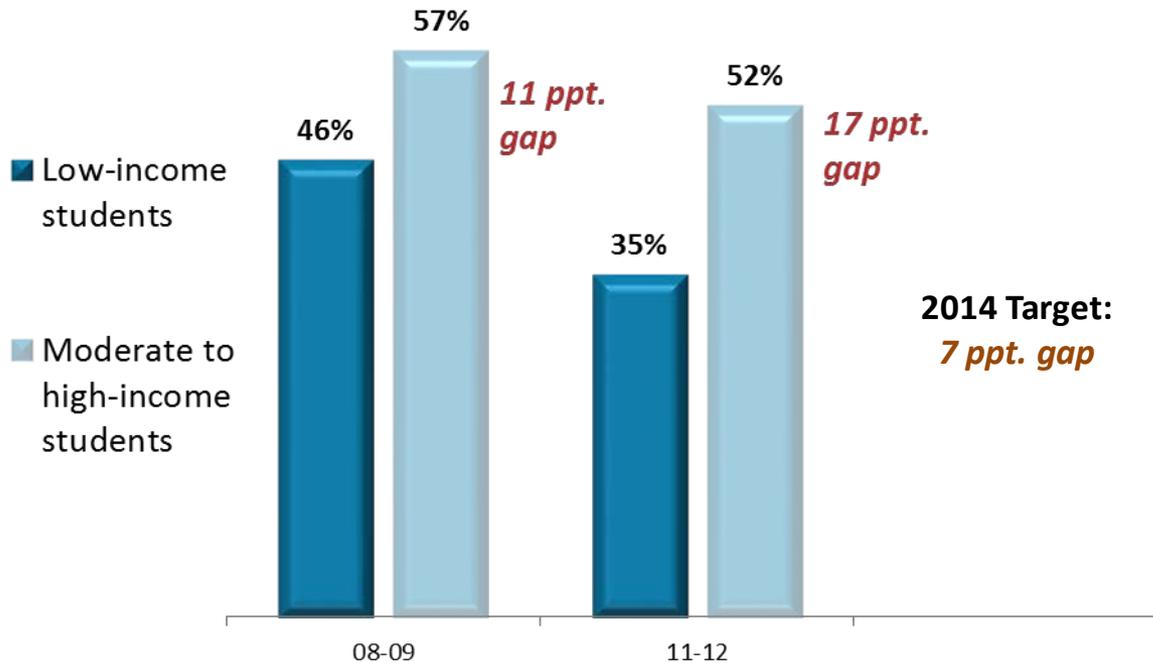
STUDENT SUCCESS



Graduation rate gaps of low-income students

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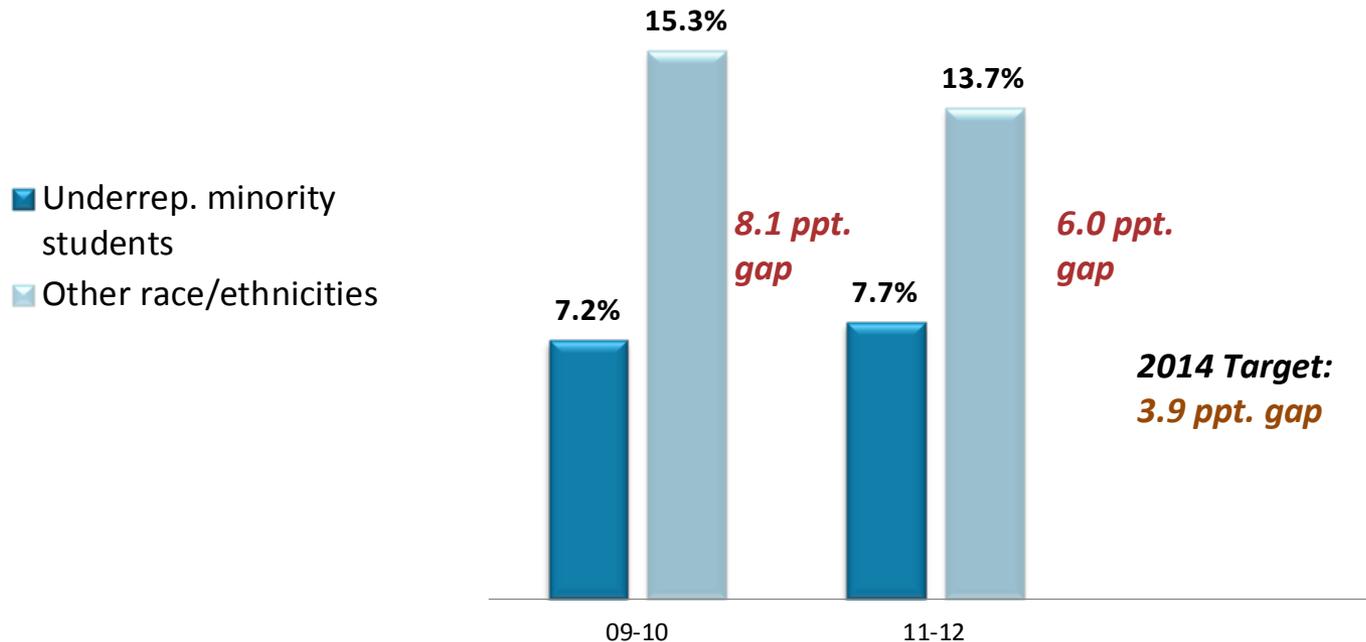


STUDENT SUCCESS



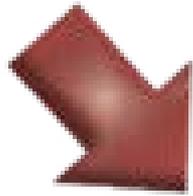
Graduation rate gaps of underrepresented minority students, KCTCS

Gap between the graduation rate of African-American, Latino, American Indian and Hawaiian/Pacific Islander students and the graduation rate of White and Asian students (using the IPEDS three-year graduation rate). *Data Source: CPE Comprehensive Database (KPEDS).*



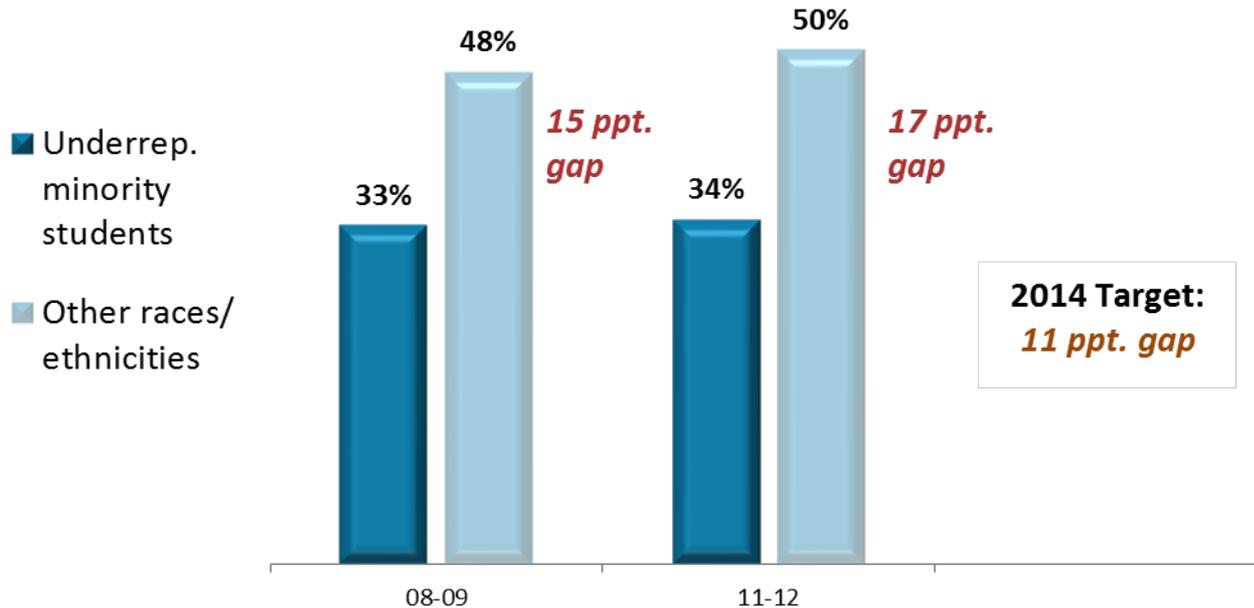


STUDENT SUCCESS

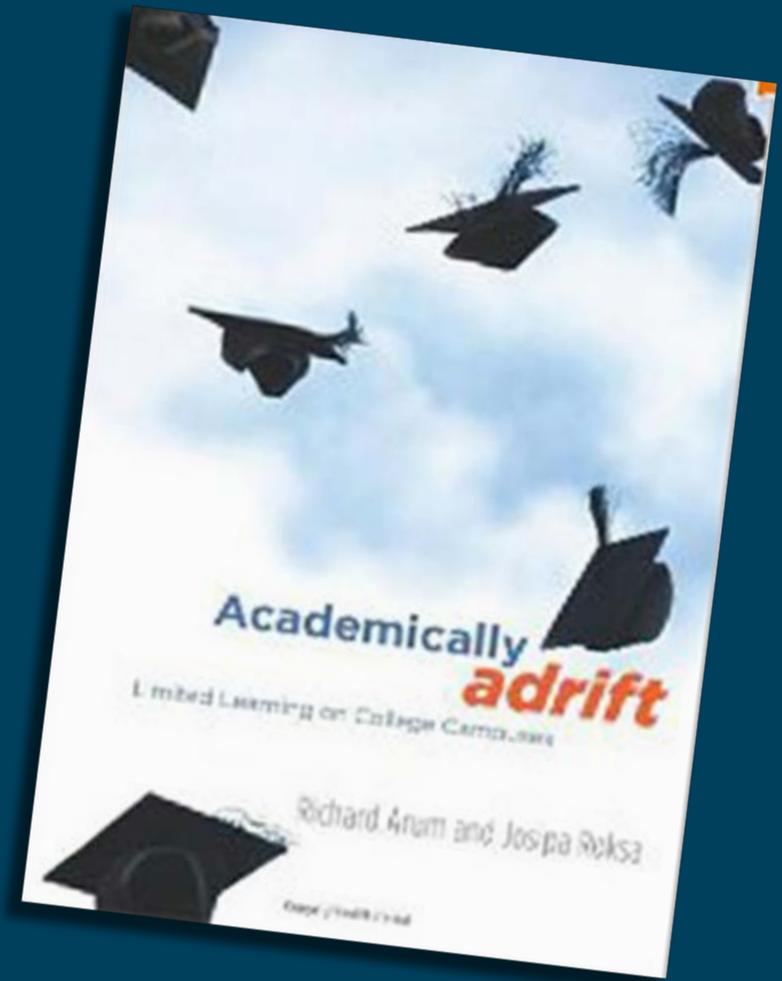


Graduation rate gaps of underrepresented minority students

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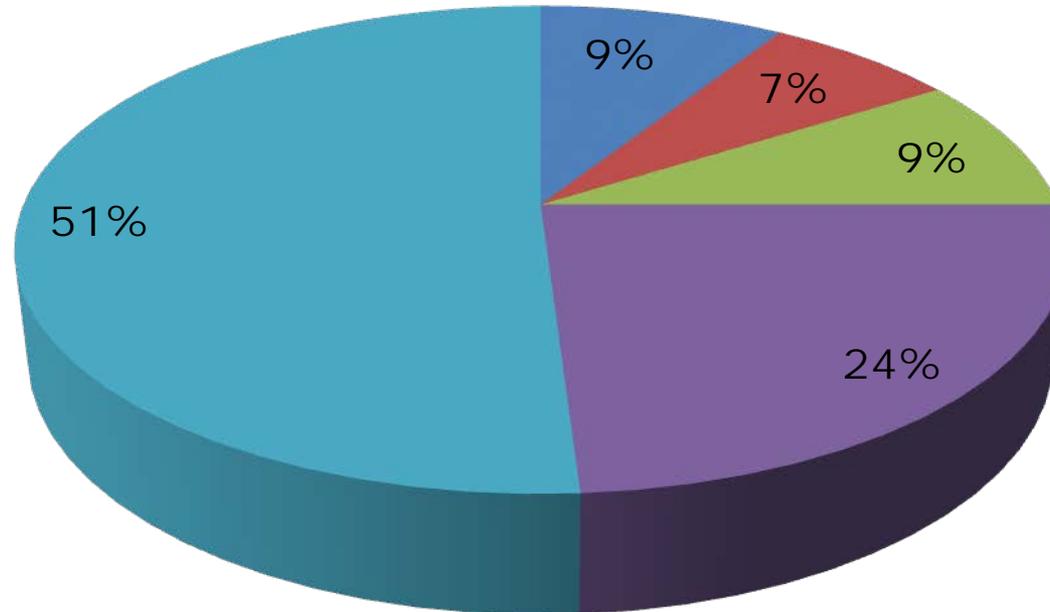


“Policy makers and practitioners alike have focused on keeping students in college, assuming that if they stay they will learn. But...[t]he simple act of staying enrolled does not ensure that students are learning much. If...students are learning and engaged, they will likely stay enrolled and graduate.”



From *Academically Adrift: Limited Learning on College Campuses*, by Richard Arum and Josipa Roksa, p. 136.

How Students Use Their Time (Based on 168 hours, a full week)



- Attending class/lab
- Studying
- Working, volunteering, fraternities/sororities, student clubs
- Sleeping (estimated)
- Socializing and other

From *Academically Adrift: Limited Learning on College Campuses*, by Richard Arum and Josipa Roksa, p. 97.

Faculty Demands in Reading/Writing Survey Results



- 83% of freshmen and 51% of seniors had not written a paper longer than 20 pages in the current academic year.
- Even in the top 10% of schools, 33% of seniors had not written a paper longer than 20 pages in their final year.
- 30% of college students had not taken a course in the previous semester that required 40 or more pages of reading per week.

From *Academically Adrift: Limited Learning on College Campuses*, by Richard Arum and Josipa Roksa, p. 71.

***“Student success becomes an institutional priority
when leaders make it so.”***



This includes

- Providing the vision;
- Motivating broad engagement and openness to change, continuous evaluation and growth; and
- “Getting the right people” – those committed to undergraduate learning.

From *Academically Adrift: Limited Learning on College Campuses*, by Richard Arum and Josipa Roksa, p. 127.

What Are the Most-needed Skills?

How Project-Based Learning Builds 21st-Century Skills

MAY 2, 2012

“... Research presented last week at the American Educational Research Association annual meeting offers some insights. Teachers who use PBL -- and who also have taken part in extended professional development -- report more teaching and assessment of 21st-century skills, compared with a closely matched comparison group. That means students in PBL classrooms are spending more time learning about important content through experiences that emphasize **critical thinking, collaboration, creativity, and communication...**”

The New York Times

Sunday Review

WORLD U.S. N.Y./REGION BUSIN

OP-ED COLUMNIST

Need a Job? Invent I

By THOMAS L. FRIEDMAN

Published: March 30, 2013 | 80 Comments



“... The capacity to innovate -- the ability to solve problems creatively or bring new possibilities to life -- and skills like critical thinking, communication and collaboration are far more important than academic knowledge...”

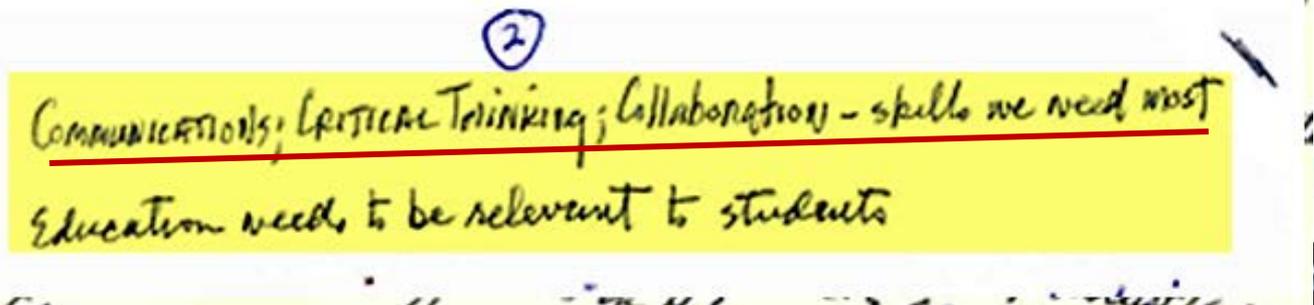
Tools OF thought

POLICY

PRACTICE

VOICES

My View: What a 21st-century science



different from the one we grew up in. I've had the privilege of collaborating with P21's members, partners and leadership states to help educators embed key 21st-century skills -- like the four Cs of communication, collaboration, creativity and critical thinking -- into the educational experiences of all children. ...”

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