Liberal Arts Curricular Models

Liberal Arts Illuminated: Pathways, Possibilities, and Partnerships

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The Essential Learning Outcomes

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 and the Physical and 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, including
  • 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, including
  • Synthesis and advanced accomplishment across general and specialized studies

  Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: College Learning for the New Global Century (2007) and The LEAP Vision for Learning (2011). For more information, see www.aacu.org/leap.
High-Impact Educational Practices

First-Year Seminars and Experiences
Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research.

Common Intellectual Experiences
The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning
In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects
Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.
Table 1
Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

<table>
<thead>
<tr>
<th></th>
<th>Deep Learning</th>
<th>Gains: General</th>
<th>Gains: Personal</th>
<th>Gains: Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Communities</td>
<td>+++</td>
<td>++</td>
<td>++</td>
<td>++</td>
</tr>
<tr>
<td>Service Learning</td>
<td>+++</td>
<td>++</td>
<td>++</td>
<td>+++</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td></td>
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</tr>
<tr>
<td>Study Abroad</td>
<td>++</td>
<td>+</td>
<td>+</td>
<td>++</td>
</tr>
<tr>
<td>Student–Faculty Research</td>
<td>+++</td>
<td>++</td>
<td>++</td>
<td>++</td>
</tr>
<tr>
<td>Internships</td>
<td>++</td>
<td>++</td>
<td>++</td>
<td>++</td>
</tr>
<tr>
<td>Service Learning</td>
<td>+++</td>
<td>++</td>
<td>+++</td>
<td>+++</td>
</tr>
<tr>
<td>Senior Culminating Experience</td>
<td>+++</td>
<td>++</td>
<td>++</td>
<td>++</td>
</tr>
</tbody>
</table>

* + p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Table 2
Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

<table>
<thead>
<tr>
<th></th>
<th>Level of Academic Challenge</th>
<th>Active and Collaborative Learning</th>
<th>Student–Faculty Interaction</th>
<th>Supportive Campus Environment</th>
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</thead>
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<tr>
<td><strong>First-Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Communities</td>
<td>+++</td>
<td>+++</td>
<td>+++</td>
<td>++</td>
</tr>
<tr>
<td>Service Learning</td>
<td>+++</td>
<td>+++</td>
<td>+++</td>
<td>+++</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Study Abroad</td>
<td>++</td>
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<td>Student–Faculty Research</td>
<td>+++</td>
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<td>+++</td>
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<td>Internships</td>
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<td>Service Learning</td>
<td>+++</td>
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<tr>
<td>Senior Culminating Experience</td>
<td>++</td>
<td>+++</td>
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* + p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Source: *Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AACU, 2013). For information and more resources and research from LEAP, see [www.aacu.org/leap](http://www.aacu.org/leap).
The Liberal Arts Education Advantage in a Changing Economy
Today's Jobs Require Social Skills, Inquiry, and Problem-Solving

Figure 3: Index of Changing Work Tasks in the U.S. Economy 1960-2009\textsuperscript{21}


Math and Science Are Not Enough

The jobs that have grown most consistently in the last two decades have been those that require high math skills and high social skills.

\textbf{KEY: Change in share of jobs, 1980 to 2012}  
\begin{itemize}
\item[\textbullet] Fell
\item[\textbullet] About the same
\item[\textbullet] Grew
\end{itemize}

Key Findings from 2015 Survey of Employers

- **It Takes More than a Major**: 91% of employers say that a demonstrated capacity to think critically, communicate clearly, and solve complex problems is **more important** than a candidate’s undergraduate major. More than 80% rate critical thinking and analytical reasoning, written and oral communication, teamwork, ethical reasoning, and applied knowledge in real-world settings as “very important.”

- **Broad Learning is Expected**: 78% of employers agree that, regardless of their major, all college students should acquire broad knowledge in the liberal arts and sciences.

- **Students Need Liberal and Applied Learning**: Employers strongly endorse educational practices that involve students in active, effortful work. 80% of employers say that it is very important for recent graduates to demonstrate their ability to apply learning in real-world settings.

- **Significant Applied Learning Projects Improve Career Readiness**: Nearly 4 out of 5 employers say that requiring students to complete a significant applied learning project would improve the quality of college graduates’ preparation for professional success.

**Employer Priorities and Consensus on College Learning Outcomes**

**Knowledge of Human Cultures and the Physical and Natural World**

- Knowledge and understanding of democratic institutions and values: 87%
- Broad knowledge in the liberal arts and sciences: 78%
- Intercultural skills and understanding of societies and cultures outside the US: 78%

**Intellectual and Practical Skills**

- Oral communication: 85%
- Teamwork skills in diverse groups: 83%
- Written communication: 82%
- Critical thinking and analytic reasoning: 81%
- Complex problem solving: 70%
- Information literacy: 68%
- Innovation and creativity: 65%
- Technological skills: 60%
- Quantitative reasoning: 56%

**Personal and Social Responsibility**

- Problem solving in diverse settings: 96%
- Civic knowledge, skills, and judgment essential for contributing to the community and to our democratic society: 88%
- Ethical judgment and decision making: 81%

**Integrative and Applied Learning**

- Applied knowledge in real-world settings: 80%

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**Note**: These data are taken from *Failing Short? College Learning and Career Success*, a 2015 report on findings from a survey of employers and a survey of college students conducted for AAC&U by Hart Research Associates. For a full report on this survey and earlier reports on employer views, see www.aacu.org/leap.

■ indicates percentage of employers who “strongly agree” or “somewhat agree” that, “regardless of a student’s chosen field of study,” every student should attain this area of knowledge or skill.

♦ indicates percentage of employers who rate this outcome as very important (8-10 on a 10 point scale) for recent graduates entering the job market.
THE GEMs DESIGN PRINCIPLES FOR GENERAL EDUCATION *

PROFICIENCY

Colleges and universities should provide clear statements of desired learning outcomes for all students. Similarly, general education, in all institutional and alternative settings, should provide programs, curricula, and experiences that lead to the development of demonstrable, portable proficiencies aligned to widely valued areas of twenty-first-century knowledge and skill. Students should achieve and demonstrate progressively higher levels of proficiency through problem-centered work on significant issues relevant to their interests and aims.

AGENCY AND SELF-DIRECTION

General education should play a critical role in helping all students understand, pursue, and develop the proficiencies needed for work, life, and responsible citizenship. Students should be active participants in creating an educational plan in which they identify and produce high-quality work on significant questions relevant to their interests and aims. Undergraduate education should enable students to understand the intellectual and personal capacities they are developing that will help them achieve their educational and professional goals, enrich their lives, and act in principled and constructive ways, both as individuals and in their roles in society.

INTEGRATIVE LEARNING AND PROBLEM-BASED INQUIRY

Students should develop and demonstrate proficiency through a combination and integration of curricular, cocurricular, and community-based learning, as well as prior learning experiences, including in institutions and in local, global, and virtual communities and networks. Students should demonstrate proficiencies through inquiry into unscripted questions and problems that are relevant to their interests and aims and where a full understanding of the problem requires insights from multiple areas of study.

EQUITY

General education programs should be equity-minded (see page 9) in design and implementation. This requires a cognitive shift in the ways faculty and administrators understand and address inequalities in outcomes among students of color, students with disabilities, low-income and first-generation students, returning adult students, veterans, and others. General education programs should advance practices and policies that are aimed at achieving the full spectrum of learning outcomes for all students regardless of their backgrounds.

TRANSPARENCY AND ASSESSMENT

Students, faculty members, and other stakeholders should understand what proficiencies are being developed in any general education program, course, or activity, and how these proficiencies can be demonstrated at key milestones in students’ progress toward the degree. Students and institutions should be able to point to students’ work, especially their “Signature Work” in problem- and project-based inquiry, as demonstrations of proficiency worthy of credit across institutional settings and as a body of work associated with earning the degree.

SAMPLE GUIDED PATHWAY WITH SIGNATURE WORK

Preparing students to do Signature Work will require thoughtful redesign of curricular pathways. This example of a general education pathway is rich in problem-based learning. It can be integrated with any well-designed major. Students taking this pathway would develop core intellectual skills and knowledge through exploration of big questions, and they would be required to apply their learning in their own Signature Work.

E-portfolio shows student's problem-based learning and proficiencies over time

- First-Year Inquiry and College Writing
- Cross-Cultural and Global Studies
- Quantitative Reasoning
- Creative & Artistic Inquiry
- Cultural/Historical Interpretation
- Science Explorations
- Socioeconomic Analysis

**Thematic Course Clusters**
Three or more courses across multiple disciplines, including the major field. A student examines questions important to him/her and to society.

- Thematic Course 1
- Thematic Course 2
- Thematic Course 3

**Signature Work**
A student's best work, which can take many forms (e.g., capstone, internship, field work, research, community-based research).

*For students in two-year degree programs, this work is Signature Work. For students in four-year degree programs, it is preparation for Signature Work. Transfer students may take the second-year inquiry seminar at the original institution or following transfer.
## Top Learning Outcomes for All College Students

### Knowledge of Human Cultures and the Physical and Natural World

<table>
<thead>
<tr>
<th>Category</th>
<th>2009</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>Sciences</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>90%</td>
<td>89%</td>
</tr>
<tr>
<td>Global/World Cultures</td>
<td>87%</td>
<td>89%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>87%</td>
<td>92%</td>
</tr>
<tr>
<td>Diversity in the United States</td>
<td>73%</td>
<td>73%</td>
</tr>
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</table>

### Intellectual and Practical Skills

<table>
<thead>
<tr>
<th>Category</th>
<th>2009</th>
<th>2015</th>
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</thead>
<tbody>
<tr>
<td>Writing Skills</td>
<td>99%</td>
<td>99%</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>91%</td>
<td>94%</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>88%</td>
<td>82%</td>
</tr>
<tr>
<td>Intercultural Skills</td>
<td>79%*</td>
<td>79%*</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>76%</td>
<td>76%</td>
</tr>
<tr>
<td>Research Skills</td>
<td>65%</td>
<td>75%</td>
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</table>

### Personal and Social Responsibility

<table>
<thead>
<tr>
<th>Category</th>
<th>2009</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercultural Skills</td>
<td>79%*</td>
<td>79%*</td>
</tr>
<tr>
<td>Ethical Reasoning</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>Civic Engagement</td>
<td>68%</td>
<td>63%</td>
</tr>
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</table>

### Integrative Learning

<table>
<thead>
<tr>
<th>Category</th>
<th>2009</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application of Learning</td>
<td>66%</td>
<td>65%</td>
</tr>
<tr>
<td>Integration of Learning</td>
<td>63%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Note: In 2015, 85% of AAC&U member institutions surveyed reported that they had a common set of learning outcomes for all students. This percentage was up from 78% who reported this in the earlier 2009 study. Percentages cited above include those outcomes for which 2/3 or more of those with campus-wide goals report that this outcome is one of the learning goals they have for all students.

The four categories of learning outcomes correspond to a set of "Essential Learning Outcomes" developed as part of AAC&U's LEAP initiative. See www.aacu.org/leap. For 2009 findings, see Learning and Assessment: Trends in Undergraduate Education—A Survey Among Members of the Association of American Colleges and Universities (AAC&U and Hart Research Associates, 2009). For 2015 findings, see National Trends in General Education Design, Learning Outcomes, and Teaching Approaches (AAC&U and Hart Research Associates, forthcoming January 2016). AAC&U's 1350 institutional members represent the entire spectrum of regionally accredited postsecondary institutions. Member institutions are half public, half private, and include two-year and four-year institutions, liberal arts colleges, comprehensive institutions, and research universities, both public and private.

* The starred items are shown in two learning outcome categories because they apply to both.
General Education Maps and Markers: Designing Meaningful Pathways to Student Achievement

General Education Maps and Markers provides clear principles and guidelines to ensure that general education fosters the LEAP Essential Learning Outcomes and key proficiencies important for long-term success, enriches students' learning in the major, and prepares students to successfully tackle complex problems. Recognizing that general education remains essential but too often underperforms, the authors of these guidelines address the long-standing disconnect between the crucial goals we set for general education and the outdated practices that too often stand in the way of achieving these goals. This is an excellent resource for general education committees and curriculum reform efforts. (2015)

$15 members/$25 nonmembers

General Education & Liberal Learning: Principles of Effective Practice

By Paul L. Gaston with J.E. Clark, A.S. Ferren, P. Maki, T.L. Rhodes, K.M. Schilling, and D. Smith

General Education and Liberal Learning: Principles of Effective Practice explores elements common to strong general education programs and examines how strong programs support liberal learning outcomes essential to success in the twenty-first century. The publication discusses how institutions may improve their general education practices and provides numerous examples of successful practices. It is ideal for use by curriculum committees and groups working on reviewing, revising, or assessing general education programs. (2010)

$15 members/$25 nonmembers. eBook Version Available (PDF)

Revising General Education—And Avoiding the Potholes: A Guide for Curricular Change

By Paul L. Gaston and Jerry G. Gaff

This publication calls for a re-envisioning of general education with clear, purposeful pathways for all students, allowing them to actively demonstrate their learning through high-impact practices and teaching strategies that are transferable across disciplines, departments, institutions, and even state systems. Reflecting the core vision articulated in General Education Maps and Markers, Gaston addresses student success in terms of both college completion and achievement of essential twenty-first-century learning outcomes, including those articulated in LEAP and Lumina Foundation’s Degree Qualifications Profile. The publication also addresses how this general education framework helps to foster essential capacities for career, citizenship, and global engagement for today’s diverse and mobile students. (2009)

$12 members/$20 nonmembers

The LEAP Challenge: Education for a World of Unscripted Problems

The LEAP Challenge builds on a decade of LEAP reform efforts on campus to advance Essential Learning Outcomes and high-impact educational practices for all students. The LEAP Challenge calls on colleges and universities to engage students in signature work that will prepare them to integrate and apply their learning to a significant project. (2015)

Free PDF Download Available at: www.aacu.org/leap/challenge.
LEAP Resources on High-Impact Practices

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Five High-Impact Practices: Research on Learning Outcomes, Completion, and Quality

By Jayne E. Brownell and Lynn E. Swanson

This monograph examines what educational research reveals about five educational practices: first-year seminars, learning communities, service learning, undergraduate research, and capstone experiences. The authors explore questions such as: What is the impact on students who participate in these practices? Is the impact the same for all students and those who come from historically underserved student populations? (2010) $15 members/$25 nonmembers

Assessing Underserved Students’ Engagement in High-Impact Practices

By Ashley Finley and Tia McNair

This publication presents findings from a national study conducted by AAC&U researchers to investigate the impact of engagement in high-impact practices on traditionally underserved populations, specifically first-generation, minority, transfer, and low-income students. The mixed-method analysis includes student-level data on engaged learning at thirty-eight participating institutions—from the state higher education systems in California, Oregon, and Wisconsin—drawn from the National Survey of Student Engagement (NSSE), as well as qualitative data obtained through student focus groups held at nine selected campuses. The publication includes a toolkit on assessing equity in high-impact practices developed by the Center for Urban Education at the University of Southern California. The report is online at www.aacu.org/assessinghips. (2013) $15 members/$25 nonmembers

Ensuring Quality & Taking High-Impact Practices to Scale

By George D. Kuh and Ken O’Donnell, with case studies by Sally Reed

Building on previous AAC&U reports, this publication presents research on specific educational practices correlated with higher levels of academic challenge, student engagement, and achievement. The publication features the relationship between these practices and improvements in retention and graduation rates and advice on how to ensure that all students experience multiple high-impact practices. Detailed case studies show how five campuses are providing high-impact practices more pervasively and systematically. (2013) $15 members/$25 nonmembers

eBook


By George D. Kuh

This publication defines educational practices that research has demonstrated have a significant impact on student success. George D. Kuh presents NSSE data about these practices and explains why they benefit all students, but also benefit underserved students even more than their more advantaged peers. The report presents data that show definitively that underserved students are the least likely students, on average, to have access to these practices. (2008) $15 members/$25 nonmembers

Recent Trends in General Education Design, Learning Outcomes, and Teaching Approaches

This report summarizes key findings from a survey among chief academic officers at AAC&U member institutions and explores how institutions are defining common learning outcomes, trends related to general education design, and use of emerging evidence-based teaching and learning practices. This is the second report in a series featuring findings from a survey conducted by Hart Research Associates for AAC&U from July 15 to October 13, 2015. (Available free online at www.aacu.org/about/2015-membersurvey.)

Also Available at www.aacu.org/leap

• Employer surveys on liberal education and important learning outcomes
• YouTube videos exploring the value of a liberal education and highlighting innovative campus practices
• Focus group discussion guide to explore students’ attitudes toward liberal and general education
• PowerPoint slide presentations with data making the economic and civic case for liberal education

To Order Publications:

WWW.AACU.ORG/PUBLICATIONS
Student Resources

Why Do I Have to Take This Course?
A Student Guide to Making Smart Educational Choices
BY ROBERT SHOENBERG

This practical guide, written for undergraduate students, is intended to take some of the mystery out of curricular requirements and educate students about what really matters in college—the broad learning outcomes developed over the entire course of their undergraduate years. (2005)

$12 members/$20 nonmembers

What Will I Learn in College?
What You Need to Know Now to Get Ready for College Success
BY ROBERT SHOENBERG

This publication is a short guide to college learning designed specifically for the college-bound high school student. It presents, in a concise and compelling way, a picture of college learning that will help students understand what will be expected of them and guides them to seek out high school experiences. The guide also features Advice from Campus—candid recommendations from contemporary college students about how to prepare for college success. (2008)

$12 members/$20 nonmembers

What Is a Liberal Education?
And Why Is It Important to My Future?
A brochure for prospective and current college students

This brochure serves as an introduction to what a liberal education is—and why it is important to all college students. Based on research findings from the LEAP initiative, it provides a contemporary definition of the term “liberal education,” discusses the most important outcomes of college, and features the perspectives of recent graduates and employers. Ideal for use in first-year and transfer student orientation, first-year seminars, academic advising, admissions, and career counseling. (2011)

The LEAP Student Brochure is available for bulk purchase only in increments of 500 copies. 
See website for pricing and discounts.

New National Survey Report
Recent Trends in General Education Design, Learning Outcomes, and Teaching Approaches

This report summarizes key findings from a survey among chief academic officers at AAC&U member institutions and explores how institutions are defining common learning outcomes, trends related to general education design, and use of emerging, evidence-based teaching and learning practices. This is the second report in a series featuring findings from a survey conducted by Hart Research Associates for AAC&U from July 15 to October 13, 2015. (Available free online at www.aacu.org/about/2015-membersurvey.)

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