

Liberating GE

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LEAP 



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About AAC&U

AAC&U is the leading national association concerned with the quality of student learning in college

More than 1,300 institutional members—including accredited public and private colleges and universities of every type and size, including community colleges

A network of more than 30,000 faculty members, academic leaders, presidents, and others working for educational reform

A meeting ground for all parts of higher education – about our shared responsibilities to students and society



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About LEAP

Launched in 2005, Liberal Education and America's Promise (LEAP) is a national initiative that champions the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality.



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Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World

→ **Focused** on engagement with big questions, enduring and contemporary

Intellectual and Practical Skills

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

Personal and Social Responsibility

→ **Anchored** through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning

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



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The Essential Learning Outcomes, cont.

- ***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
- ***Intellectual and Practical Skills***
Inquiry and analysis
Critical and creative thinking
Written and oral communication
Quantitative Literacy
Information Literacy
Teamwork and problem solving
- ***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
- ***Integrative and Applied Learning***
Synthesis and advanced accomplishment across general and specialized studies



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Why LEAP?

The World Is Demanding More:

- Demand for larger numbers of college educated workers
- Demand for engaged and informed citizens
- Demand that those educated workers and citizens have higher levels of learning and knowledge, as well as new and different skills and abilities.



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Clarifying Terminology

Liberal Education: College learning that empowers individuals and prepares them to deal with complexity, diversity and change. It emphasizes broad knowledge of the wider world (e.g., science, culture, and society) as well as in-depth achievement in a specific field of interest. It helps students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study and includes a demonstrated ability to apply knowledge and skills in real-world settings.

Liberal Arts: Specific disciplines (humanities, sciences, and social sciences)

General Education: The part of a liberal education curriculum shared by all students. It provides broad exposure to multiple disciplines and forms the basis for developing important intellectual and civic capacities.



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Why LEAP?

Employers are Raising the Bar and Endorse Liberal Education Outcomes

- 95% of employers put a priority on “hiring people with the intellectual and interpersonal skills that will help them contribute to innovation in the workplace.”
- 93% of employers agree that “candidates’ demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major.”
- 93% of employers say they are “asking employees to take on more responsibilities and to use a broader set of skills than in the past.”
- 91% of employers say that “the challenges their employees face are more complex today than they were in the past.”

Source: [“It Takes More Than a Major: Employer Priorities for College Learning and Student Success”](#) (AAC&U and Hart Research Associates, 2013)



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***Nearly 2/3s of Employers Think that
Today's Graduates Need Both Broad
Learning AND In-Depth Learning
Preparation for a Specific Job or Field is
NOT Enough***



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Key Findings

- ◆ **Innovation is a priority** for employers, and they report that the challenges their employees face today are more complex and require a broader skill set than in the past.
- ◆ Employers recognize **capacities that cut across majors** as critical to a candidate's potential for career success, and they view these skills as **more important than a student's choice of undergraduate major**.
- ◆ Employers recognize the **importance of a liberal education** and the liberal arts. The majority agree that having both field-specific knowledge and skills and a broad range of skills and knowledge is most important for long-term career success.
- ◆ Employers endorse education practices that involve students in active, effortful work and the **application of skills**.
- ◆ Employers express **interest in e-portfolios** and **partnerships** with colleges to ensure college graduates' successful transition to the workplace.

***Employers Do Want
Graduates Who Possess
21st Century Skills, Including Ethical
Responsibility and Intercultural
Competence – and Democracy
Needs These Skills, Too***



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PURPOSEFUL PATHWAYS?



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What Knowledge and Skills Are Needed for Success?



Preparation for a Fast-Paced Economy and for Multiple Jobs over Time

Preparation to Make a Life of Meaning and Purpose



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Preparation for Knowledgeable Citizenship



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“I don’t know too many jobs that the job is being well-rounded. You know, it’s not like you’re going to work at ‘Well-Rounded, Inc’ or something.”

Student, University of Wisconsin System



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LEAP CAMPUS TOOLKIT

RESOURCES AND MODELS FOR INNOVATION

Dashboard



LEAP 101: Getting Started



Learning Outcomes & Assessment



Student Success



Making Excellence Inclusive




High-Impact Practices




General Education




LATEST ACTIVITY

 [Quality Collaboratives: Framing the 2013-2014](#)

...
Posted Nov 21, 2013

 [The Learning Community at Cal State Monterey B...](#)
Posted Oct 25, 2013

 [Modified VALUE Reading Rubric](#)
Posted Oct 23, 2013

Resource Library

LEAP Projects



ABOUT

LIBRARY

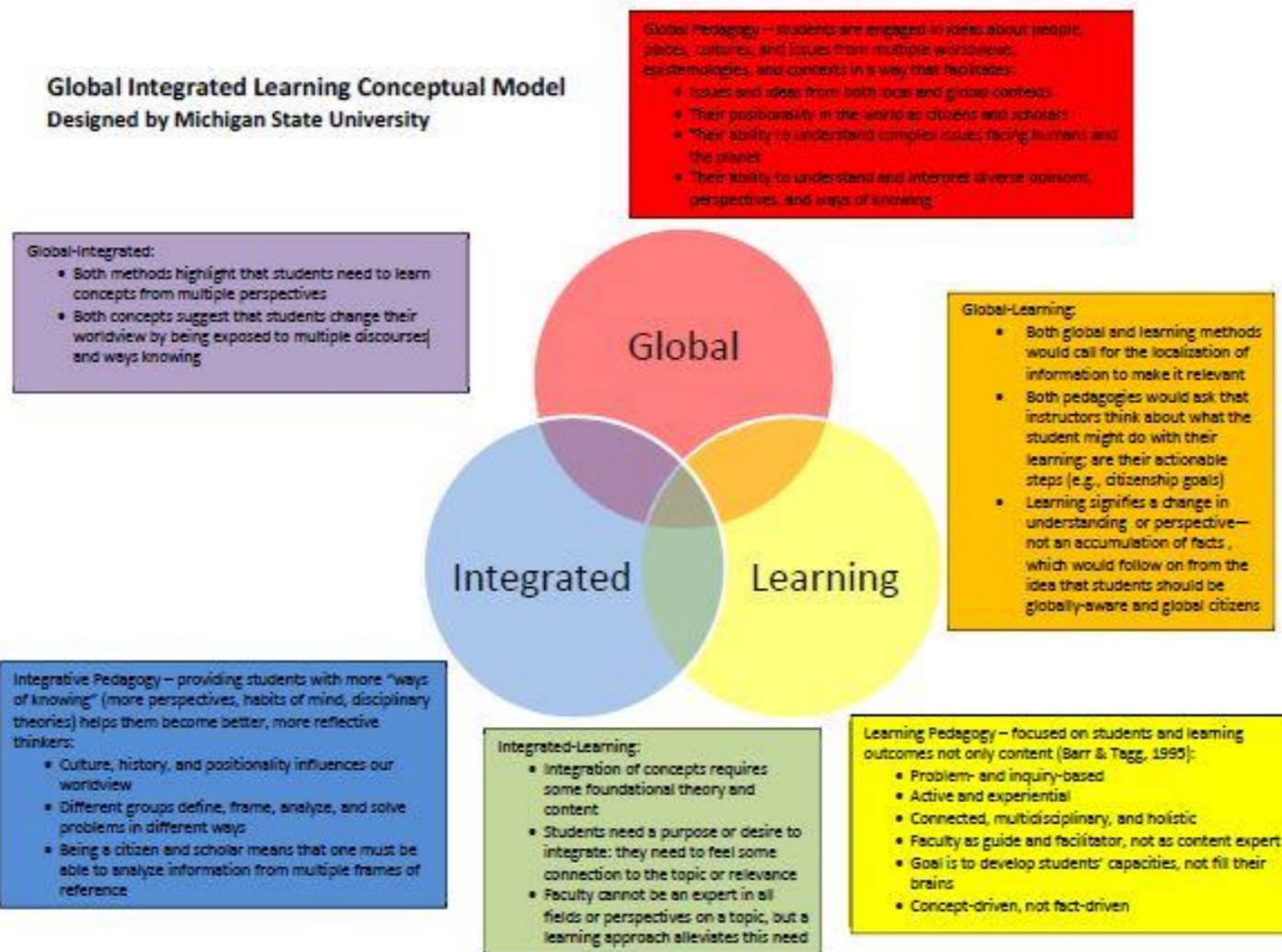
AAC&U

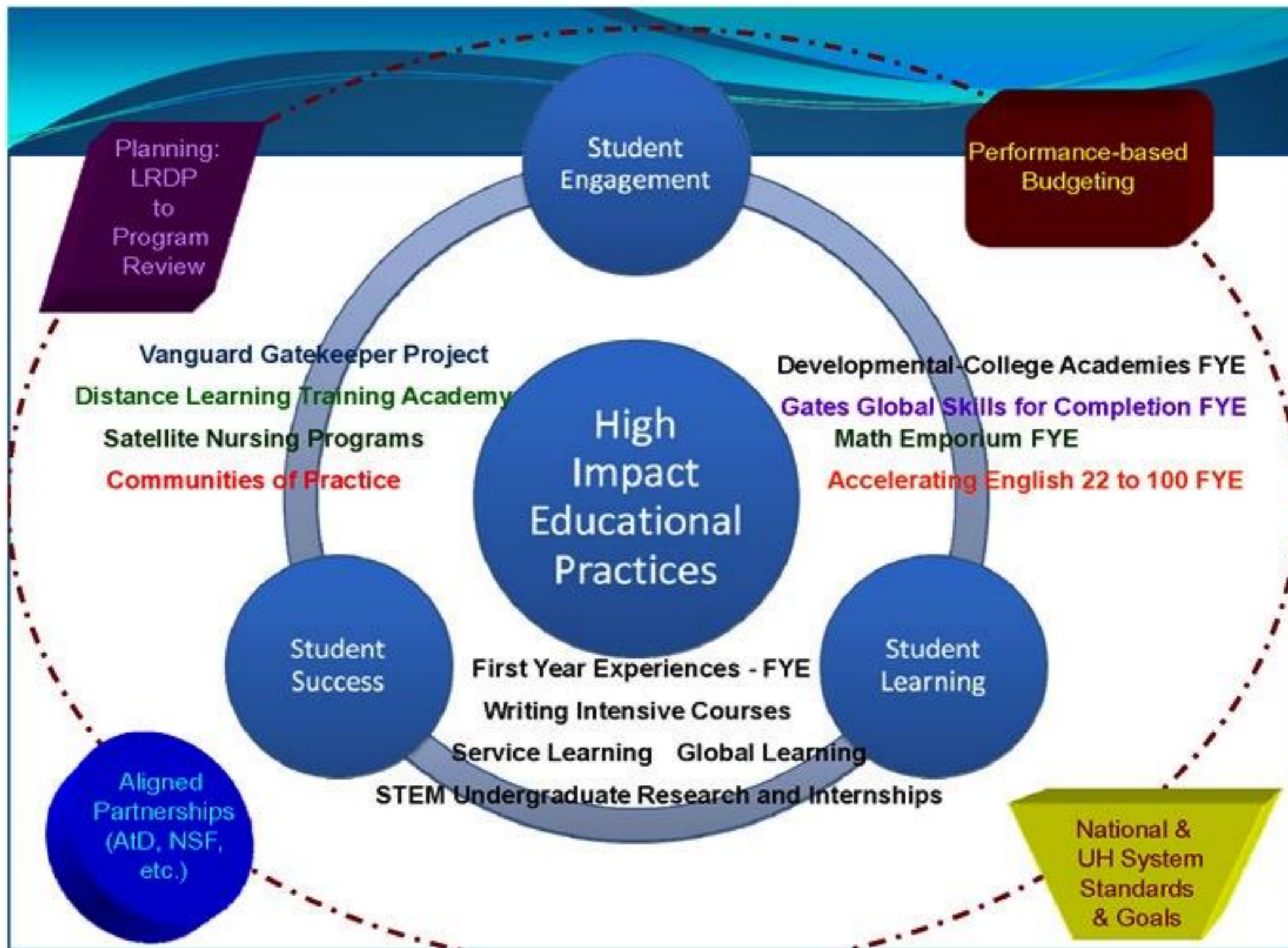
LEAP BLOG

CONTACT



Global Integrated Learning Conceptual Model
 Designed by Michigan State University





High Impact Practices

Through the LEAP initiative, AAC&U has published research on a set of widely tested teaching and learning strategies and programs that—when done well—have substantial educational benefits, especially for traditionally underserved students. The elements of good teaching and learning embedded in these practices can be applied in many settings, including in traditional classrooms as well as special programs, and in co-curricular settings.

- ★ First-Year Seminars and Experiences
- ★ Common Intellectual Experiences
- ★ Learning Communities
- ★ Writing-Intensive Courses
- ★ Collaborative Assignments and Projects
- ★ Undergraduate Research
- ★ Diversity/Global Learning
- ★ Service Learning, Community-Based Learning
- ★ Internships
- ★ Capstone Courses and Projects



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English 101

Authentic Assessments

As part of its VALUE (Valid Assessment of Learning in Undergraduate Education) project, AAC&U worked with faculty and other academic and student affairs professionals in an exhaustive process of gathering, analyzing, synthesizing, and drafting institutional-level rubrics for 16 of the LEAP Essential Learning Outcomes.


Each VALUE rubric contains the most common and broadly shared criteria or core characteristics considered critical for judging the quality of student work in that outcome area.

The VALUE rubrics reflect faculty expectations for essential learning across the nation regardless of type of institution, mission, size or location.

For more on the VALUE project, please see www.aacu.org/value



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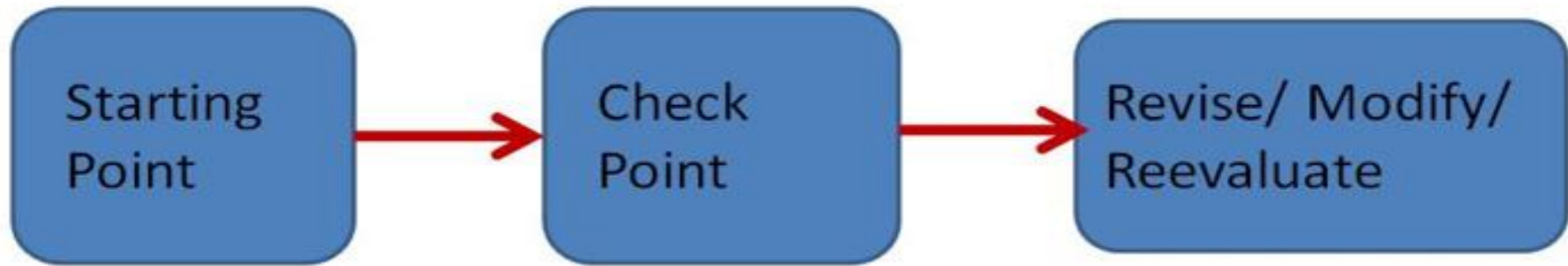
A close-up photograph of a single fried egg in a dark, textured cast-iron skillet. The egg is cooked sunny-side up, with a bright yellow yolk and a white, slightly crisped edge. The skillet is set against a plain white background.

This is your campus on
assessment.

Creating a Culture of Assessment that Doesn't Frighten,
Annoy, or Disenfranchise People



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What is the story you want to tell?



LEARNING OUTCOMES ACROSS THE CURRICULUM IN THE SPIRIT OF *GREATER EXPECTATIONS*

Guiding questions for a campus:

- Which learning outcomes should be assessed at which critical points? How do they interrelate to form a comprehensive program that can demonstrate cumulative learning over time and across courses?
- What do we already have in place that could serve assessment purposes?
- What might we need to add?
- Which elements should be part of the general education program? Which demonstrate competency building in the major?

Note: A campus should substitute its own outcomes for the examples in the first and second columns.

Outcome area of the intentional learner	Learning outcomes	First-year general education experience (introductory or novice level)	Introduction to the major (introductory or novice level)	Intermediate courses in the major or general education (intermediate level)	Senior capstone or culminating experience in the major or general education (advanced/expert level)
Empowering intellectual and practical skills	<ul style="list-style-type: none"> ■ written communication ■ oral communication ■ second-language proficiency ■ critical thinking ■ creative thinking ■ information literacy ■ quantitative literacy ■ intercultural skills and teamwork 				
Informing knowledge from multiple disciplines	<ul style="list-style-type: none"> ■ experience with various inquiry modes ■ knowledge of cultural artifacts ■ knowledge of the world and its problems ■ comfort with science and technology ■ experience with the arts ■ familiarity with the diversity of the U.S. 				
The examined values of responsible life and citizenship	<ul style="list-style-type: none"> ■ ethical perspectives ■ acceptance of difference ■ civic participation 				
Integration	<ul style="list-style-type: none"> ■ awareness of the learning process ■ ability to draw on different perspectives ■ ability to connect across disciplines ■ ability to apply theory to practice ■ ability to conduct research 				

Sacramento State: Graduation Initiative, GenEd and Closing the Achievement Gap

What?

Baccalaureate Learning Goals

Competence in the Disciplines
 Demonstrated in at least one major field of study and by informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.

Knowledge of Human Cultures and the Physical and Natural World
 Focused by engagement with big questions, controversies and enduring.

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

Personal and Social Responsibility
 Anchored through *active involvement with diverse communities* and real-world challenges.

Integrative Learning
 Synthesis and advanced accomplishment across general and specialized studies.

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

Who?



How?

High-Impact Practices

Common Intellectual Experiences
 Collaborative Assignments
 Research and Inquiry
 Internships
 Study Abroad

First-Year Experiences
 Service Learning
 Community Engagement
 Learning Communities
 Capstone Experience

Program, Major, Course, Projects

Assignments
 Activities
 Experiences

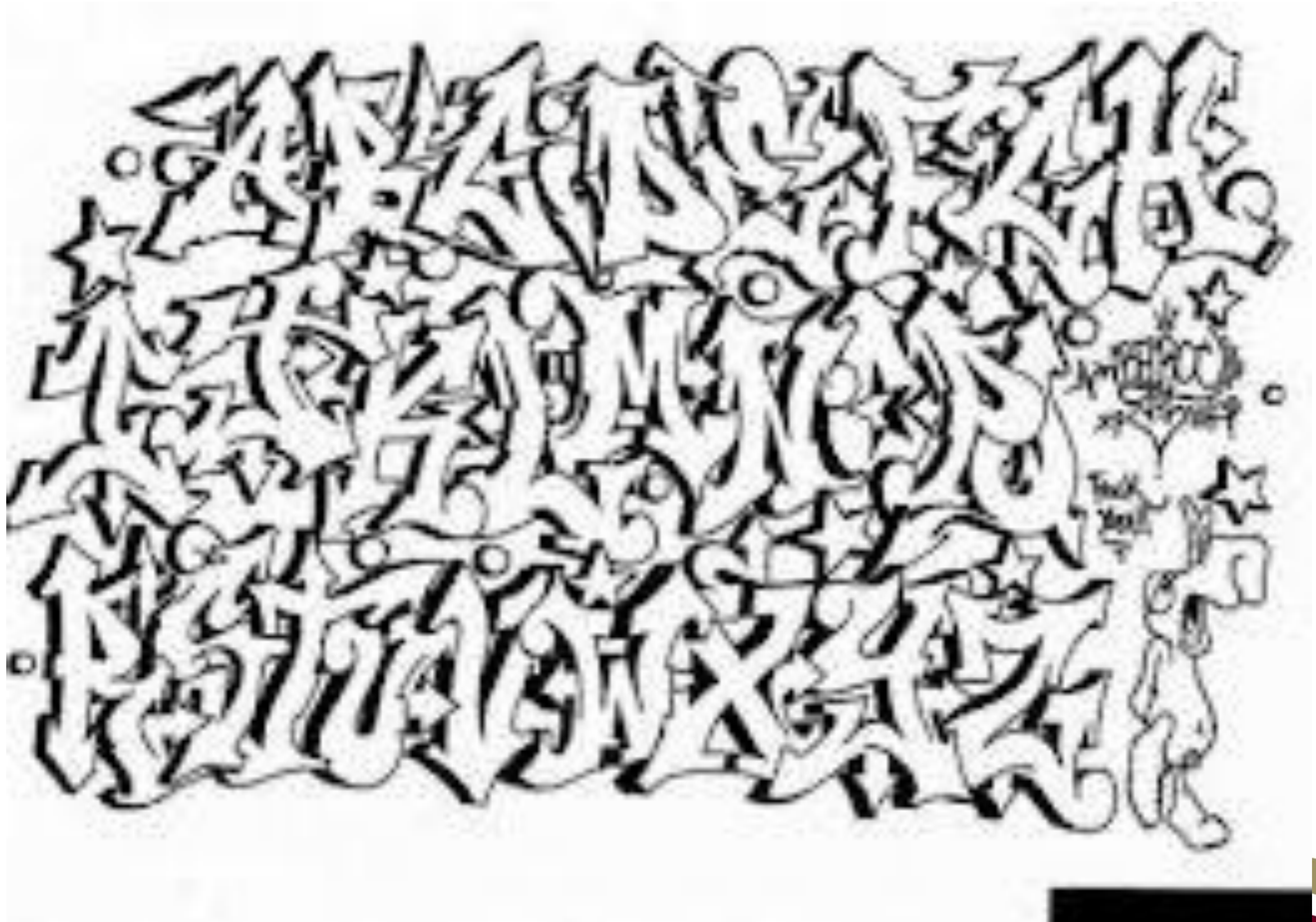
Authentic Audience
 Problem Solving

How Do We Get Better?

DOMAINS:	Motivated & Sustained Learning	Communication	Democratic Participation & Civic Engagement	Cognition
VALUE RUBRICS:	Lifelong Learning Integrative Thinking Intercultural Competence Information Literacy	Oral Communication Written Communication Reading	Civic Engagement Teamwork	Critical Thinking Creative Thinking Inquiry and Analysis Problem Solving Ethical Reasoning Quantitative Reasoning



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Selected LEAP Publications

College Learning for the New Global Century (2007)

The LEAP Vision for Learning: Outcomes, Practices, Impact, and Employers' Views (2011)

Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics (2010)

High-Impact Educational Practices: What They Are, Who Has Access to them, and Why They Matter (2008)



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To Learn More

www.aacu.org/leap

To see the LEAP Campus Toolkit, visit
leap.aacu.org/toolkit

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