

Higher Education Meeting the Needs of Society

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Collaborating to Better Serve Society and Our Students

Liberal Education & America's Promise



EXCELLENCE FOR EVERYONE AS A NATION GOES TO COLLEGE

Liberal Education and America's Promise (2005-present)

- a collaborative 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.
- LEAP advocates for a capacious vision of liberal education that is not confined just to liberal arts colleges nor exclusive to liberal arts and sciences disciplines. The LEAP definition of liberal education:

An approach to 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, such as communication, analytical and problem-solving skills, and includes a demonstrated ability to apply knowledge and skills in real-world settings.

Serving Needs of Business and Civil Society

“The heart of a vibrant democracy is educated, engaged citizens who are able to make choices for themselves, their families, their communities, and their country. In this respect, the success of American postsecondary education is critical to the success of American democracy.”

*Charles Kolb, former president, Committee on
Economic Development*



"You've got to want to connect the dots, Mr. Michaelson."

Gandhi's Seven Deadly Sins

- Wealth without Work
- Pleasure without Conscience
- Science without Humanity
- Knowledge without Character
- Politics without Principle
- Commerce without Morality
- Worship without Sacrifice

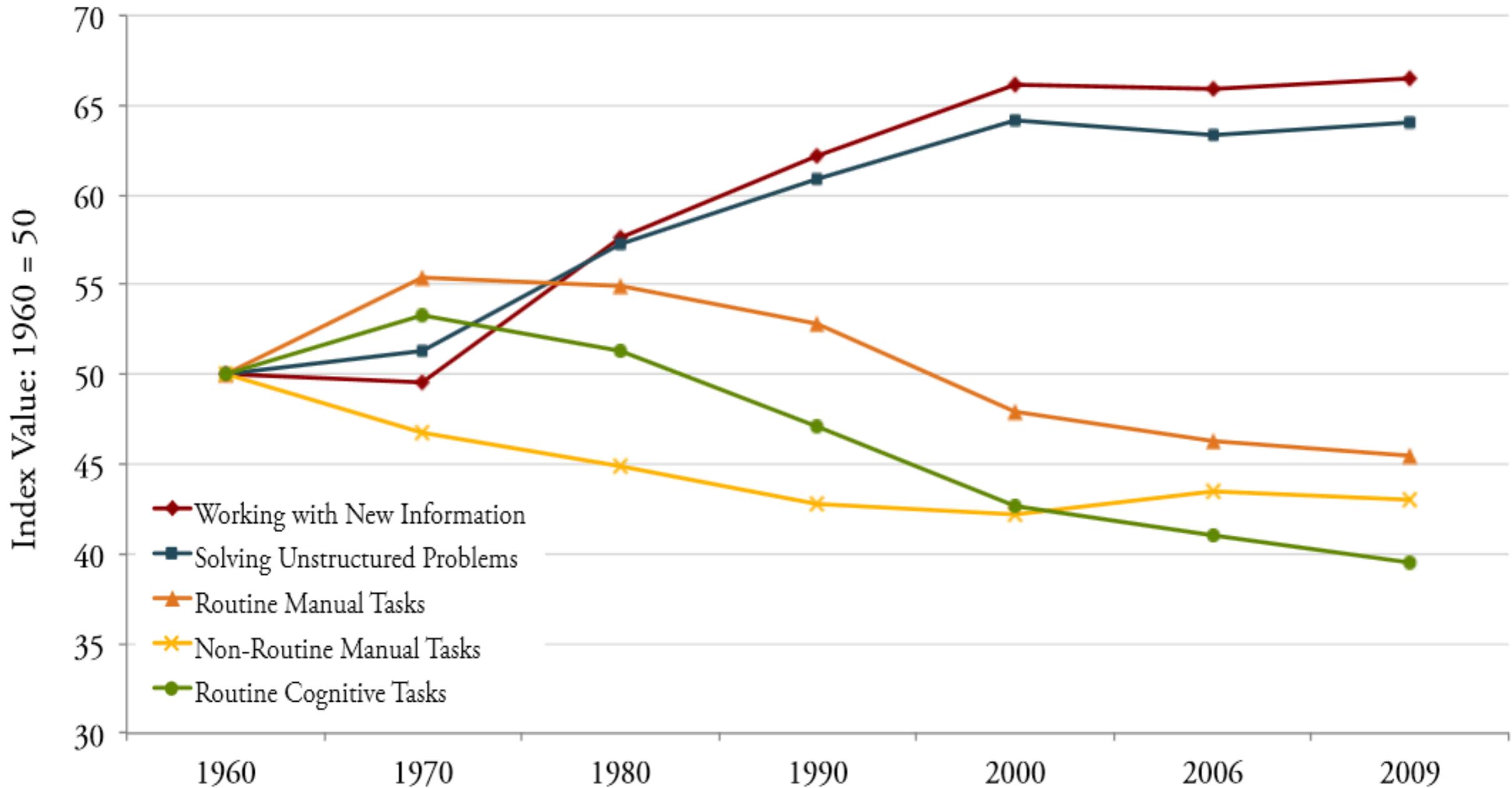
The Big Economic Picture

“Human work will increasingly shift toward two kinds of tasks: solving problems for which standard operating procedures do not currently exist, and working with new information—acquiring it, making sense of it, communicating it to others....today, work that consists of following clearly specified directions is increasingly being carried out by computers and workers in lower-wage countries. The remaining jobs that pay enough to support families require a **deeper level of knowledge and the skills to apply it.**”

“Frank Levy and Richard Murnane, *“Dancing with Robots”* (2013)

Dancing With Robots (2013)

Figure 3: Index of Changing Work Tasks in the U.S. Economy 1960-2009



2015 Public Opinion Research

- Student focus groups (fall 2014)
- Student national survey and employer national survey (commissioned by AAC&U; conducted by Hart Research Associates; first of several reports on findings released January 2015)

Falling Short? College Learning and Career Success

www.aacu.org/leap/public-opinion-research

Employers are in broad agreement on college learning outcomes¹⁰ for all students, regardless of their chosen field of study.

Employers' agreement with statements about college learning aims regardless of student's chosen field of study



All college students should have educational experiences that teach them how to **solve problems with people whose views are different from their own**

Students/
total agree



All college students should gain an **understanding of democratic institutions and values**



Every college student should take courses that build the **civic knowledge, skills, and judgment** essential for contributing to our democratic society



Every college student should acquire broad **knowledge in the liberal arts and sciences**



All college students should gain **intercultural skills** and an understanding of societies and countries outside the United States



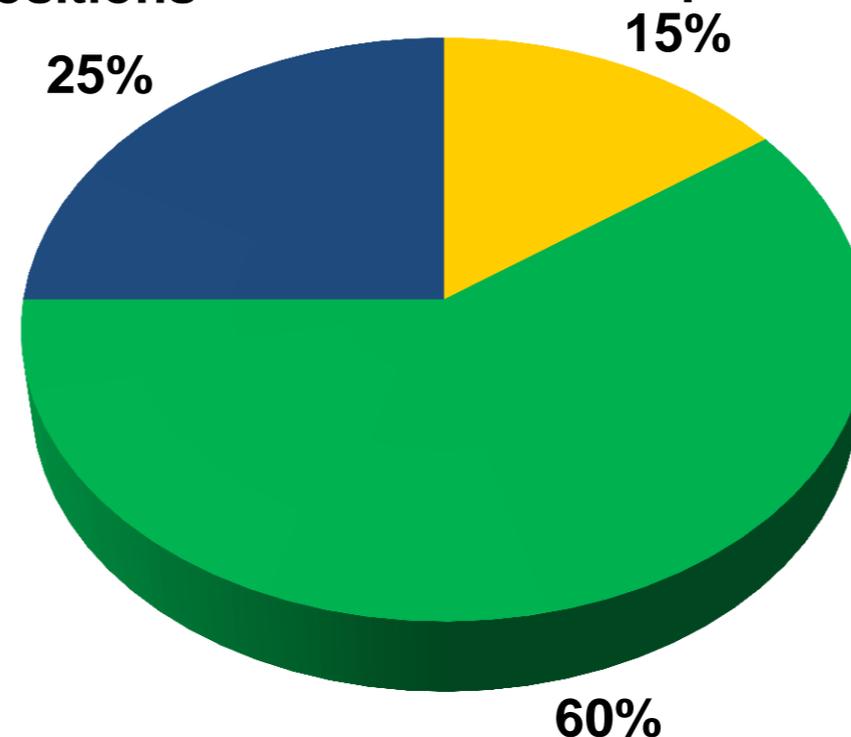
Three in five employers believe that it takes BOTH specific knowledge/skills and broad knowledge/skills to achieve long-term career success.

Which is more important for recent college graduates to have who want to pursue advancement and long-term career success at your company?

(employers)

Range of knowledge and skills that apply to a range of fields or positions

Knowledge and skills that apply to a specific field or position



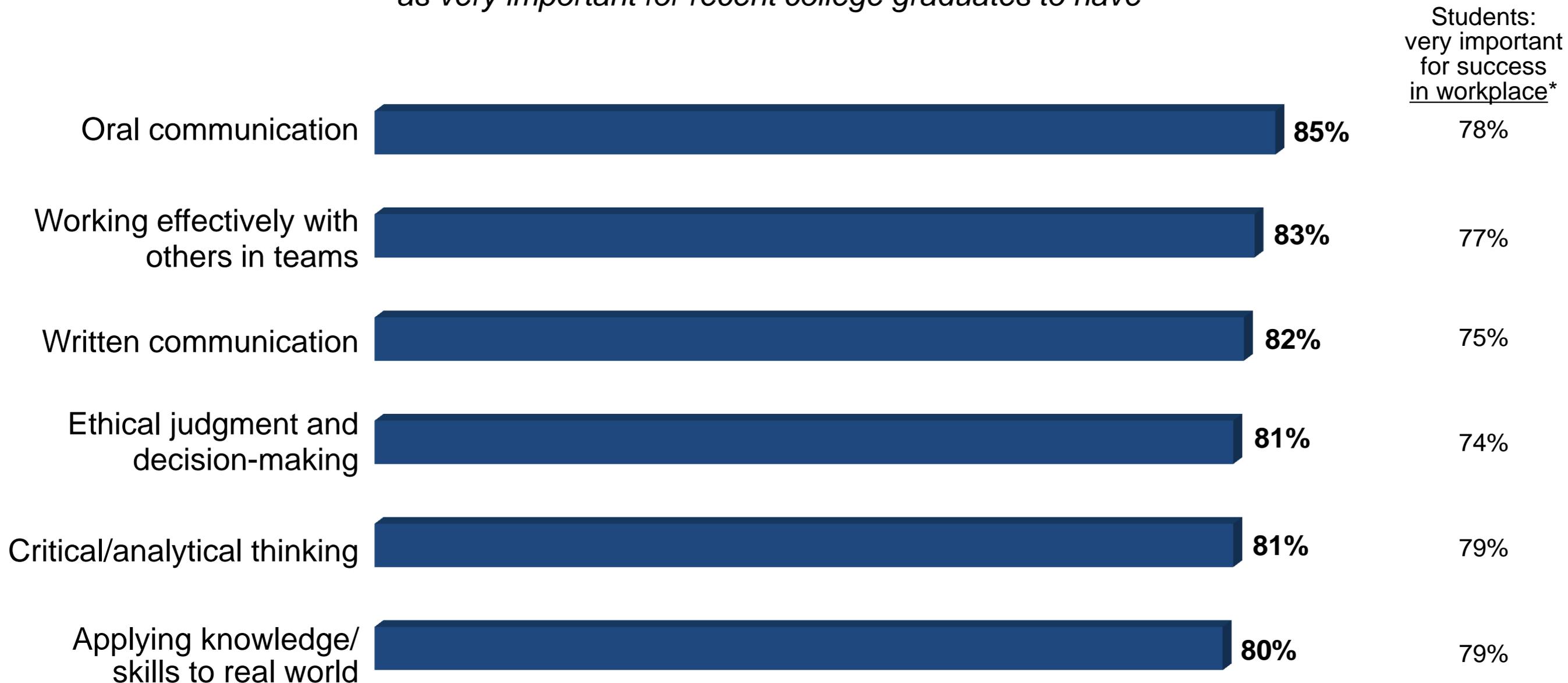
Both field-specific and broad range of knowledge and skills

College students:

Specific	15%
Both	63%
Broad range	22%

Learning Outcomes that at Least Four in Five Employers Rate as Very Important

*Proportions of employers rating each skill/knowledge area as very important for recent college graduates to have**



*8, 9, 10 ratings on zero-to-10 scale, 10 = very important

High-Impact Educational Practices

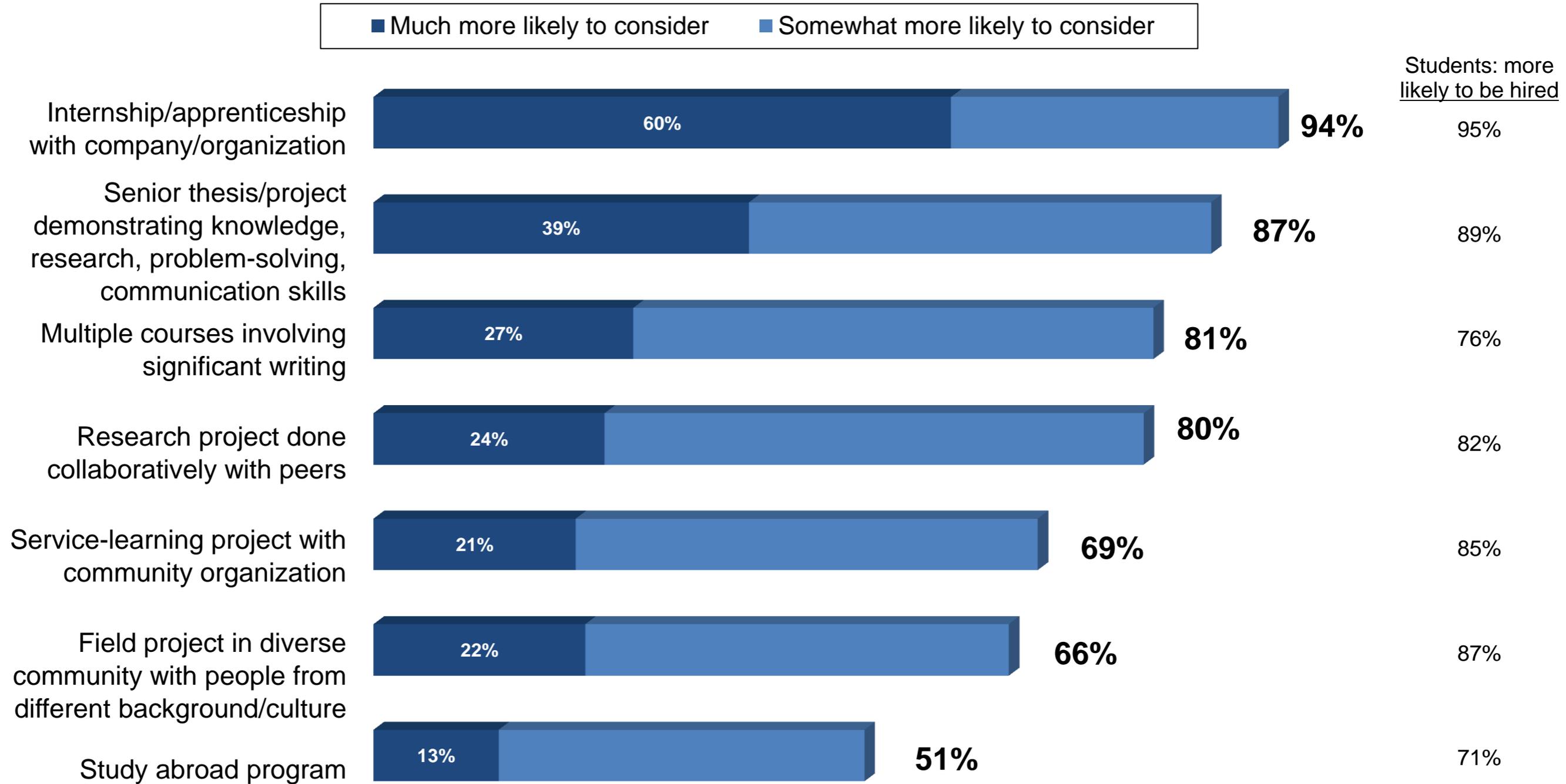
- ★ **First-Year Seminars and Experiences**
- ★ **Common Intellectual Experiences**
- ★ **Learning Communities**
- ★ **Writing-Intensive Courses**
- ★ **Collaborative Assignments and Projects**
- ★ **Undergraduate Research**
- ★ **Diversity/Global Learning**
- ★ **Service Learning, Community-Based Learning**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

Employers perceive great value in students' completing applied learning projects, but see room to improve college students' preparedness to complete applied learning projects.

- 88% think that it is important for colleges to ensure that ALL students are prepared with the skills/knowledge needed to complete a significant applied learning project.
 - ➔ BUT just 14% of employers think that most college students are prepared with the skills/knowledge needed to complete a significant applied learning project.
- 80% say that it is very important for recent graduates to demonstrate the ability to apply learning in real-world settings.
 - ➔ BUT only 23% of employers think that recent college graduates are very well prepared to apply knowledge and skills in real-world settings.
- 60% believe that ALL college students should be expected to complete a significant applied learning project before graduating.

Employers say they are more likely to consider hiring recent college graduates who have completed an applied learning or project-based learning experience.¹⁵

How much more likely is your company to consider hiring recent college graduates if they have had this experience?



A Change Agenda Across Disciplines

“We need more ‘big picture’ thinking in the professions and more real-world experience in the liberal arts.”

Steven Weiss, Managing Director, Neuberger Berman, Inc.,
member, LEAP National Leadership Council

Knowledge and Practice

“The premium on lifelong learning just keeps going up...and the importance of static knowledge is going down...Students have to have knowledge and learn how to use it...All learning should revolve around projects.”

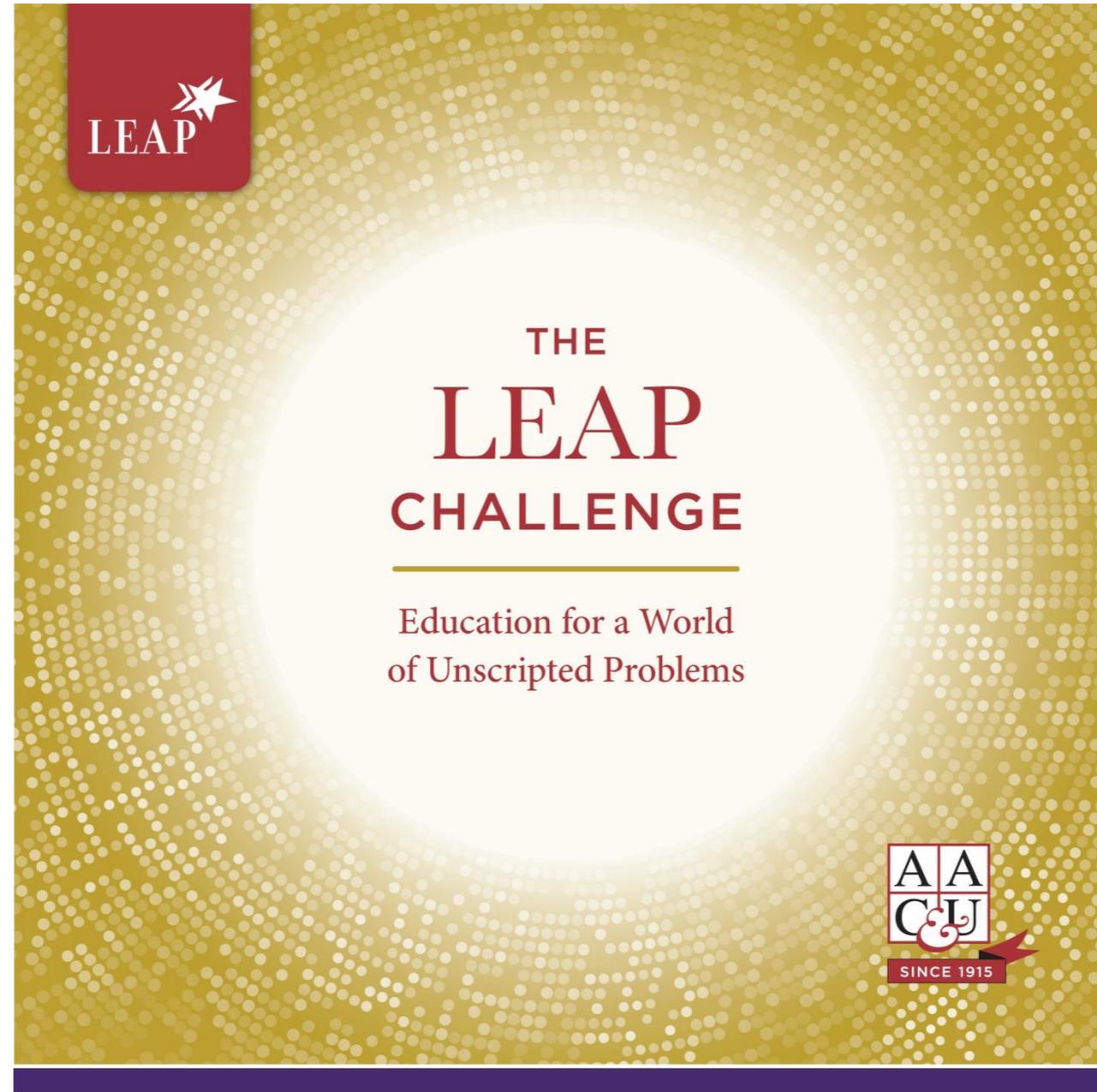
David Rattray, Executive Vice President, Education and Workforce Development, Los Angeles Area Chamber of Commerce

How Do We Close the Gaps?

Prioritize Integration and Collaborate Across Divisions

- Need Redesign of Curricular Pathways Rich in High-Impact and Applied Practices—both General Education and Majors
- Need Integration of Curricular, Co-Curricular, Work-based learning—advising and career exploration
- Need more problem-based, applied learning
- Need New Ways for Graduates to Demonstrate Their Achievement (e.g. e-portfolios, sophisticated Linked-In pages, etc.)

Start with Students' Own Questions, Interests, Concerns: Every Student with Signature Work



What Students and Our Society Need and Deserve

“In a world of relentless change, all students need the kind of education that leads them to ask not just ‘how do we get this done?’ but also ‘what is most worth doing?’”

College Learning for the New Global Century, 2007