General Education in the United States: Trends and Practices

University of Arizona
Susan Albertine
January 9, 2018
The Association of American Colleges & Universities (AAC&U)
(founded 1915)

• Leading US association for high-quality student learning in college
• Membership: Almost 1400 institutions
• Global affiliate memberships
• Networks reaching about 30,000 educators
• Meeting ground for higher education – about shared responsibilities to students and society
Reflection

What is the purpose of general education?
Life Purpose
Work
Citizenship
Liberty

Liberation
“Laws for the liberal education of youth, especially of the lower class of people, are so extremely wise and useful, that, to a humane and generous mind, no expense for this purpose would be thought extravagant.”

John Adams, *Thoughts on Government* (1776)

“Liberty cannot be preserved without a general knowledge among the people.”

John Adams
Liberal Education History

• Until the late 19th century, all of college education in the US was called “liberal education.”
• With the rise of industrialization, college education changed. The disciplines (for example, history) and professions (for example, engineering) emerged and became powerful.
• Students began to attend college to study in disciplines or professional fields.
• What had been called “liberal education” remained as a program called “general education.” It was intended to form a foundation for the “major program.”
From Liberal Education to the Liberal Arts Disciplines

Era of Industrialization, 19th Century
20th-Century General Education

Exposure to Liberal Arts through Distribution Requirements
What Is a 21st Century Liberal Education?

Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.

The broad goals of liberal education have been enduring even as the courses and requirements that comprise a liberal education have changed over the years. Today, a liberal education usually includes a general education curriculum that provides broad learning in multiple disciplines and ways of knowing, along with more in-depth study in a major.
Important Changes in GE/LE

• A shift to learning outcomes framework

• A new emphasis on active and engaged learning and high-impact practices

• A new understanding of assessment
<table>
<thead>
<tr>
<th>Instruction Paradigm</th>
<th>Learning Paradigm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve the quality of instruction</td>
<td>Improve the quality of learning</td>
</tr>
<tr>
<td>Transfer knowledge from faculty to students</td>
<td>Elicit students’ discovery and construction of knowledge</td>
</tr>
<tr>
<td>Covering material</td>
<td>Specified learning results</td>
</tr>
<tr>
<td>Faculty are primarily lecturers</td>
<td>Faculty are primarily designers of learning methods and environments</td>
</tr>
<tr>
<td>Any expert can teach</td>
<td>Empowering learning is challenging and complex</td>
</tr>
<tr>
<td>Achieve access for diverse students</td>
<td>Achieve <em>success</em> for diverse students</td>
</tr>
<tr>
<td>&quot;Live&quot; teacher, &quot;live&quot; students required</td>
<td>“Active&quot; learner required, but not “live” teacher</td>
</tr>
</tbody>
</table>

Source: Barr & Tagg, *From Teaching to Learning: A New Paradigm for Undergraduate Education*, Change, 1995
Essential Learning Outcomes

• Knowledge of Human Cultures and the Physical and Natural World
  ➔ Focused on big questions, enduring and contemporary

• Intellectual and Practical Skills
  ➔ Practiced on problems and projects

• Personal and Social Responsibility
  ➔ Engaged in active involvement in diverse communities

• Integrative and Applied Learning
  ➔ Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems
Nearly all of AAC&U’s member institutions are familiar with the LEAP initiative.

AAC&U’s Liberal Education and America’s Promise initiative (LEAP initiative) champions the importance of—and assists campuses in providing—a 21st century liberal education through a focus on principles of excellence, Essential Learning Outcomes, high-impact educational practices, and the creation and effective use of authentic assessments.

How familiar are you with the LEAP initiative?

- Very familiar with the LEAP initiative: 64%
- Fairly familiar with the LEAP initiative: 25%
- Only somewhat (9%)/not at all (2%) familiar with the LEAP initiative: 11%
High-Impact Practices

- First-Year Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity and Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects
- E-portfolios
16 VALUE Rubrics

1. Inquiry and Analysis
2. Critical Thinking
3. Creative Thinking
4. Written Communication
5. Oral Communication
6. Reading
7. Quantitative Literacy
8. Information Literacy
9. Teamwork
10. Problem Solving
11. Civic Engagement
12. Intercultural Knowledge & Competence
13. Ethical Reasoning
14. Foundations and Skills for Lifelong Learning
15. Global Learning
16. Integrative and Applied Learning
# The Anatomy of a VALUE Rubric

## Integrative Learning VALUE Rubric

**Definition**
Integrative learning is understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transforming learning to new complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels</th>
<th>Performance Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections to Experience</td>
<td>4</td>
<td>Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.</td>
</tr>
<tr>
<td>Connections to Discipline</td>
<td>3</td>
<td>Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.</td>
</tr>
<tr>
<td>Connections to Disciplinary</td>
<td>2</td>
<td>Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.</td>
</tr>
<tr>
<td>Connections to Disciplinary</td>
<td>1</td>
<td>Identifies connections through experiences and those as ideas perceived as similar and related to own interests.</td>
</tr>
<tr>
<td>Transfer</td>
<td>4</td>
<td>Independently creates wholes out of multiple parts (synthesized) or derives conclusions by combining examples, facts, or theories from more than one field of study or perspective.</td>
</tr>
<tr>
<td>Transfer</td>
<td>3</td>
<td>Independently connects examples, facts, or theories from more than one field of study or perspective.</td>
</tr>
<tr>
<td>Transfer</td>
<td>2</td>
<td>When prompted, connects examples, facts, or theories from more than one field of study or perspective.</td>
</tr>
<tr>
<td>Transfer</td>
<td>1</td>
<td>When prompted, presents examples, facts, or theories from more than one field of study or perspective.</td>
</tr>
<tr>
<td>Integrated Communication</td>
<td>4</td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</td>
</tr>
<tr>
<td>Integrated Communication</td>
<td>3</td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</td>
</tr>
<tr>
<td>Integrated Communication</td>
<td>2</td>
<td>Uses skills, abilities, theories, or methodologies gained in one situation to contribute to understanding of problems or issues.</td>
</tr>
<tr>
<td>Integrated Communication</td>
<td>1</td>
<td>Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation.</td>
</tr>
<tr>
<td>Reflection and Self-Assessment</td>
<td>4</td>
<td>Envisions a future and possibly makes plans based on past experiences or awareness of past occurrences across multiple diverse contexts.</td>
</tr>
<tr>
<td>Reflection and Self-Assessment</td>
<td>3</td>
<td>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</td>
</tr>
<tr>
<td>Reflection and Self-Assessment</td>
<td>2</td>
<td>Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).</td>
</tr>
<tr>
<td>Reflection and Self-Assessment</td>
<td>1</td>
<td>Describes own performances with general descriptors of success and failure.</td>
</tr>
</tbody>
</table>
VALUE Rubrics Used by Member Institutions to Assess Student Learning Outcomes in General Education

Proportions saying their institution uses each VALUE rubric to assess student learning outcomes in general education

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking</td>
<td>71%</td>
</tr>
<tr>
<td>Written communication</td>
<td>69%</td>
</tr>
<tr>
<td>Quantitative literacy</td>
<td>51%</td>
</tr>
<tr>
<td>Oral communication</td>
<td>50%</td>
</tr>
<tr>
<td>Information literacy</td>
<td>38%</td>
</tr>
<tr>
<td>Ethical reasoning</td>
<td>30%</td>
</tr>
<tr>
<td>Global learning</td>
<td>30%</td>
</tr>
<tr>
<td>Intercultural knowledge and competence</td>
<td>30%</td>
</tr>
<tr>
<td>Inquiry and analysis</td>
<td>29%</td>
</tr>
<tr>
<td>Civic engagement</td>
<td>29%</td>
</tr>
<tr>
<td>Problem solving</td>
<td>25%</td>
</tr>
<tr>
<td>Integrative learning</td>
<td>22%</td>
</tr>
<tr>
<td>Creative thinking</td>
<td>17%</td>
</tr>
<tr>
<td>Reading</td>
<td>13%</td>
</tr>
<tr>
<td>Foundations and skills for lifelong learning</td>
<td>9%</td>
</tr>
<tr>
<td>Teamwork</td>
<td>7%</td>
</tr>
<tr>
<td>Don’t know which specific rubrics we are using</td>
<td>15%</td>
</tr>
</tbody>
</table>

* Among members at institutions that use VALUE rubrics to assess student learning outcomes in general education (28%)*
In the US, many colleges and universities continue to use the distribution requirement model for general education.

But many colleges and universities are changing general education, making it more progressive, engaging, and integrative.

Many institutions are adding first-year programs, for example, learning communities, first-year seminars, and FYE/College 101 programs.

GE assessment is changing rapidly.
Diversity, Equity, and Student Success
The majority of AAC&U member institutions continue to say that general education is more of a priority than it was five years ago.

*How has general education changed as a priority for your institution in the past five years?*

- Has become more of a priority: 55%
- Has not changed as a priority: 43%
- Has become less of a priority: 2%
Reflection

How does General Education at the University of Arizona address these changes?
The majority of institutions use a distribution model with additional integrative features. Fewer use only a distribution model in 2015 than did so in 2008.

Which of these features are part of your institution’s general education program?

- Distribution model only
- Distribution model with other features
- One or more other features only

Other features:
- Common intellectual experience
- Thematic required courses
- Upper-level requirements
- Core curriculum
- Learning communities

November – December 2008:
- Distribution model only: 15%
- Distribution model with other features: 64%
- One or more other features only: 18%

July – October 2015:
- Distribution model only: 8%
- Distribution model with other features: 68%
- One or more other features only: 24%
In addition to the major, the student chooses courses in liberal arts and sciences.

Distribution Requirements

Students must take at least one full-credit course (or the equivalent) in each of the following five distribution areas:

Click on the links below for a description of each requirement and a look at sample courses.

- Mathematical, Computational, or Statistical Reasoning
- Inquiry in the Natural Sciences
- Exploring Social Difference
- International Perspectives
- Visual and Performing Arts

All students also take a first-year seminar.
Many institutions are implementing evidence-based practices, and they are most likely to require those that support the successful transition to college.

What approach is your campus taking with regard to these types of learning practices?

<table>
<thead>
<tr>
<th>Learning Practice</th>
<th>All students are required to do this</th>
<th>This is offered as an option</th>
<th>Total offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year experiences that support transition to college</td>
<td>60%</td>
<td>31%</td>
<td>91%</td>
</tr>
<tr>
<td>First-year academic seminars</td>
<td>52%</td>
<td>30%</td>
<td>82%</td>
</tr>
<tr>
<td>Global/world culture studies</td>
<td>52%</td>
<td>41%</td>
<td>93%</td>
</tr>
<tr>
<td>Orientations to liberal education, purpose/value</td>
<td>42%</td>
<td>23%</td>
<td>65%</td>
</tr>
<tr>
<td>Diversity studies/ experiences</td>
<td>34%</td>
<td>53%</td>
<td>87%</td>
</tr>
<tr>
<td>Service learning in courses</td>
<td>14%</td>
<td>79%</td>
<td>93%</td>
</tr>
<tr>
<td>Learning communities</td>
<td>12%</td>
<td>59%</td>
<td>71%</td>
</tr>
<tr>
<td>Undergraduate research</td>
<td>9%</td>
<td>87%</td>
<td>96%</td>
</tr>
<tr>
<td>Practicums and supervised fieldwork</td>
<td>7%</td>
<td>90%</td>
<td>97%</td>
</tr>
<tr>
<td>Internships</td>
<td>6%</td>
<td>92%</td>
<td>98%</td>
</tr>
<tr>
<td>Study abroad</td>
<td>2%</td>
<td>94%</td>
<td>96%</td>
</tr>
</tbody>
</table>
The majority of member institutions think that their general education programs are well integrated with students’ major requirements, but there is still room to improve.

How well integrated would you say that your general education program is with students’ major requirements?

- Very well integrated
- Fairly well integrated
- Not well integrated
- Only somewhat well integrated

November/December 2008:
- 48% (Very well integrated)
- 15% (Fairly well integrated)
- 11% (Not well integrated)
- 26% (Only somewhat well integrated)

July – October 2015:
- 58% (Very well integrated)
- 21% (Fairly well integrated)
- 15% (Not well integrated)
- 42% (Only somewhat well integrated)
Most AAC&U member institutions have a common set of learning outcomes for all of their undergraduate students.

Does your institution have a common set of intended learning goals or learning outcomes that apply to ALL undergraduate students?

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes, have common set of intended learning goals/outcomes</th>
<th>No, do not have</th>
</tr>
</thead>
<tbody>
<tr>
<td>November/December 2008</td>
<td>78%</td>
<td>22%</td>
</tr>
<tr>
<td>July – October 2015</td>
<td>85%</td>
<td>15%</td>
</tr>
</tbody>
</table>
Proportions of Member Institutions that Assess Learning Outcomes in Departments

Does your institution assess learning outcomes across the curriculum? If it does, are students’ cumulative learning outcomes assessed in departments?

2008

- 72% assess learning outcomes
  - 56% All/Most departments
  - 16% A few/No departments

- 28% Planning to do so

- 68% assess within departments

2015

- 87% assess learning outcomes
  - 85% All/Most departments
  - 10% A few/No departments

- 13% Planning to do so

- 77% assess within departments

- 11% Do not assess learning outcomes
Member institutions use a variety of methods to assess student learning outcomes in general education.

*Does your institution assess cumulative learning outcomes in general education across multiple courses?*

- Institutionally created rubrics applied to samples of student work: 87%
- Culminating or capstone projects: 78%
- Student surveys and self-reports: 64%
- Locally developed common assignments in some courses: 62%
- Locally developed examinations: 46%
- AAC&U VALUE rubrics applied to samples of student work: 42%
- Standardized national tests of general skills, such as critical thinking: 38%
- Standardized national tests of general knowledge, such as science or humanities: 33%
Vertically Integrated Undergraduate Education at UNLV

First-Year Seminar
2-3 credits

Second-Year Seminar
3 credits

Milestone Experience

Upper-Division Major Requirements

Culminating Experience

University Undergraduate Learning Outcomes

- Intellectual Breadth and Lifelong Learning
- Inquiry and Critical Thinking
- Communication
- Global/Multicultural Knowledge and Awareness
- Citizenship and Ethics

University Undergraduate Learning Outcomes

- English Composition: 6 credits
- US and Nevada Constitutions: 4-6 credits
- Mathematics: 3 credits
- Distribution (outside major): 18-19 credits
  - Fine Arts & Humanities
  - Social Sciences
  - Life and Physical Sciences and Analytical Thinking
  - Multicultural and International

Color code:
- Gen Ed
- Gen Ed/Major
- Major

http://generaled.unlv.edu/
Learning Outcomes

The IUPUI Principles of Undergraduate Learning (PULs) were developed in 1997 and have been praised by the Association of American Colleges and Universities (AAC&U) as being instrumental in shaping the LEAP (Liberal Education and America's Promise) Essential Learning Outcomes. The PULs provide a principles-based framework for the learning outcomes that every undergraduate student should attain. At the campus level, attainment of the PULs for seniors is measured as a continuing assessment strategy. Some professional schools have mapped the PULs to professional accreditation standards. For example, the Kelley School of Business adopted the Principles of Business Learning in 2004, and the School of Nursing has further differentiated PUL-based learning outcomes for each level of the undergraduate experience.

- PUL 1: Core Communication and Quantitative Skills
- PUL 2: Critical Thinking
- PUL 3: Integration and Application of Knowledge
- PUL 4: Intellectual Depth, Breadth, and Adaptiveness
- PUL 5: Understanding Society and Culture
- PUL 6: Values and Ethics
Portland State University's nationally recognized approach to education is based on an extensive review of current research. Strong evidence shows that tightly structured clusters of courses with an interdisciplinary thematic approach help to create a more effective general education program. Using mentored inquiry sections, extending the program throughout the four years, and integrating carefully articulated goals further increase the programs effectiveness. The University Studies general education program is designed to provide those environmental factors and learning opportunities that are known to enhance learning, satisfaction, and retention for all students.

PSU's four-year general education program is required of all students, with the exception of those enrolled in Liberal Studies or the Honors Program. University Studies begins with Freshman Inquiry, a year-long course introducing students to different modes of inquiry and providing them with the tools to succeed in advanced studies and their majors. At the sophomore level, students choose three different Sophomore Inquiry courses, each of which leads into a thematically linked, interdisciplinary cluster of courses at the upper-division level. Finally, all students are required to complete a Capstone course which consists of teams of students from different majors working together to complete a project addressing a real problem in the Portland metropolitan community.
Utah State University

As the Utah State University (USU) mission states, USU is one of the “nation’s premier student-centered land-grant and space-grant universities.” USU fosters the “principle that academics come first”, and as an institution strives to “cultivate diversity of thought and culture, serving the public through learning, discovery, and engagement.” USU was selected as a DQP/Tuning case study for multiple compelling reasons including faculty-led involvement in the state of Utah Tuning projects; integration of the DQP with various programs and colleges on campus; and bridging the work of national initiatives such as Utah’s status as a LEAP state, and participation in AAC&U’s Quality Collaboratives project. Further, faculty, staff, and administration built upon the work with Tuning to integrate the major and general education for a focus upon the degree, as well as made connections across the entire institution to better serve students.
Employer Survey & Economic Trend Research

As part of AAC&U’s Liberal Education and America’s Promise (LEAP) initiative, AAC&U periodically commissions national surveys and/or conducts focus groups to examine trends related to college graduates and the most important learning experiences and outcomes they need to successfully navigate the global economy.

"Falling Short? College Learning and Career Success" (January, 2015)

• PPT Slide Deck  http://www.aacu.org/leap/public-opinion-research/2015-slides
• Employer Priorities for Most Important College Learning Outcomes  http://www.aacu.org/leap/public-opinion-research/2015-employer-priorities

http://www.aacu.org/leap/public-opinion-research
# Employer Priorities for Most Important 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: 86%
- Ethical judgment and decision making: 81%

## Integrative and Applied Learning
- Applied knowledge in real-world settings: 80%
Reflection
Starting with Pedagogy
How Do People Learn?
Education is not the filling of a pail but the lighting of a fire.

--William Butler Yeats
( echoing Socrates and Plutarch )
The LEAP Challenge

As part of AAC&U's ongoing Liberal Education and America's Promise (LEAP) initiative, AAC&U released The LEAP Challenge—calling on colleges and universities to engage students in Signature Work that will prepare them to integrate and apply their learning to a significant project with meaning to the student and to society.

Vision for The LEAP Challenge, The LEAP Challenge: Transforming for Students, Essential for Liberal Education.

- Download an electronic copy of the LEAP Challenge folio
- Order free print copies

WHAT'S NEW

Events
2018 One-Day Institute on Signature Work
What is Engaged Cornell?

Cornellians effecting positive change through community-engaged work.

At Cornell, community engagement means faculty, staff and students partnering with community members to address global issues. These collaborative relationships create opportunities to research, teach and learn at home and around the world.

About Engaged Cornell
Problem-Based Learning

What is problem-based learning?

**Problem-based learning** (PBL) is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem.

- **The problem is what drives the motivation and the learning.**
  Rather than teaching relevant material and subsequently having students apply the knowledge to solve problems, the problem is presented first. Students generally must:
    - Examine and define the problem.
    - Explore what they already know about underlying issues related to it.
    - Determine what they need to learn and where they can acquire the information and tools necessary to solve the problem.
    - Evaluate possible ways to solve the problem.
    - Solve the problem.
    - Report on their findings.

- **PBL assignments can be short, or they can be more involved and take a whole semester.**
- **PBL is often group oriented, so it is beneficial to set aside classroom time to prepare students to work in groups** and to allow them to engage in their PBL project.

Why use problem-based learning?

Nilson (2010, p. 190) lists learning outcomes associated with PBL. A well-design PBL project provides students with the opportunity to develop skills related to:

- Working in teams.
- Managing projects and holding leadership roles.
- Oral and written communication.
- Self-awareness and evaluation of group processes.
- Working independently.
- Critical thinking and analysis.
- Explaining concepts.
- Self-directed learning.

https://www.cte.cornell.edu/teaching-ideas/engaging-students/problem-based-learning.html
Nearly all AAC&U member institutions offer significant applied learning projects for at least some students; fewer than one in four require all students to participate.

Some campuses are exploring ways to engage students in more problem-based learning. For instance, institutions are providing opportunities to students to do significant learning projects that are integrative and/or applied and that take a semester of study or longer. These projects may be conducted within capstone courses, research projects, or in field-based activities or internships.

Which describes your campus’s current approach to significant learning projects like these?
THINK PAIR SHARE
Q & A
Design and Process Questions

• How transparent are student learning outcomes? How transparent might they be?
• How might GE be “ready for your students”?
• How might UA design programs enabling students to identify and address unpredictable challenges and problems? For applied learning?
• How might students practice working with people whose views are different?
• How might UA use high-impact practices?
• How can you reach beyond the choir and established structures that control GE?
Controversies

• Emphasis on vocational goals and professionalization of the curriculum
• Dispute over “content” knowledge
• Disagreement over pedagogy, especially concerning the lecture
• Faculty ownership of the curriculum
• Increasing emphasis on research productivity (over teaching)
• Challenges associated with integrative design of general education
• Lack of professional learning opportunities and support for faculty
How do you enhance the capacity of an institution for evidence-based educational improvement in a global market?

**What do you value?**

### Outputs
- International student metrics
- Student participation in global learning courses & experiences
- Graduation rates
- Job placement
- Rankings such as USNWR or QS World University Rankings

### Outcomes
- Evidence of student progress in learning during college
- Indicators of student engagement over time
- Assessment of student achievement of global learning outcomes over time
- Evidence of flourishing among graduates, recent and years later
Process Suggestions

• Decide on outputs (objectives) and outcomes (goals)
• Align outcomes with external frameworks
  – Essential Learning Outcomes (LEAP)
  – Degree Qualifications Profile
  – Tuning (for specific disciplines and fields)
• Renew or redesign the curriculum to address outcomes
• Assess student progress
• Assess educator progress
• Review the cycle and make revisions as needed (including policy)
Liberal Education

- College education as a whole
- For life, citizenship, work
- Both knowledge in arts and sciences—and in major discipline or field
- Developing practical skills
- Fostering social responsibility
- Applying knowledge in real-world settings
Contact Information

Susan Albertine
AAC&U
1818 R Street, NW
Washington, DC 20009
albertine@aacu.org