

LEAP



*General Education and
Integrative Learning:*
Fulfilling the Promise of a
21st Century College Education



University of Missouri-Kansas City

August 2, 2009

Carol Geary Schneider

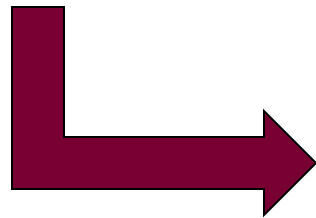


Association
of American
Colleges and
Universities

Changing Designs for College Learning

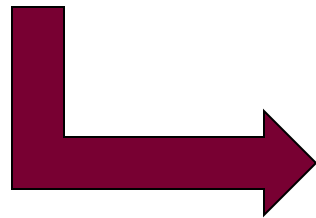


The Nineteenth Century College



A Common Core Curriculum
(All learning is “general and liberal education”)

The Twentieth Century University



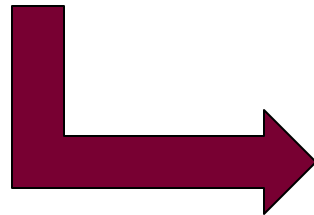
Breadth + Depth
(Breadth = General Studies;
Depth = Majors; “liberal education”
becomes synonymous with “general education”)



Changing Designs for College Learning



The Twenty-First Century Academy



A Curriculum in Transition:

Rethinking educational purposes and practices to better prepare students for

- global interdependence
- innovation in the workplace
- diverse democracy



2000-2005 – **Greater Expectations** –

A National Dialogue About
Goals for College Learning

2005-2015 – **Liberal Education and America's Promise (LEAP)**

- ★ Campus Action
- ★ Public Advocacy
- ★ Useful Evidence

Narrow Learning is Not Enough! The Essential Learning Outcomes



- ★ Knowledge of Human Cultures and the Physical and Natural World
- ★ Intellectual and Practical Skills
- ★ Personal and Social Responsibility
- ★ Integrative Learning



LEAP

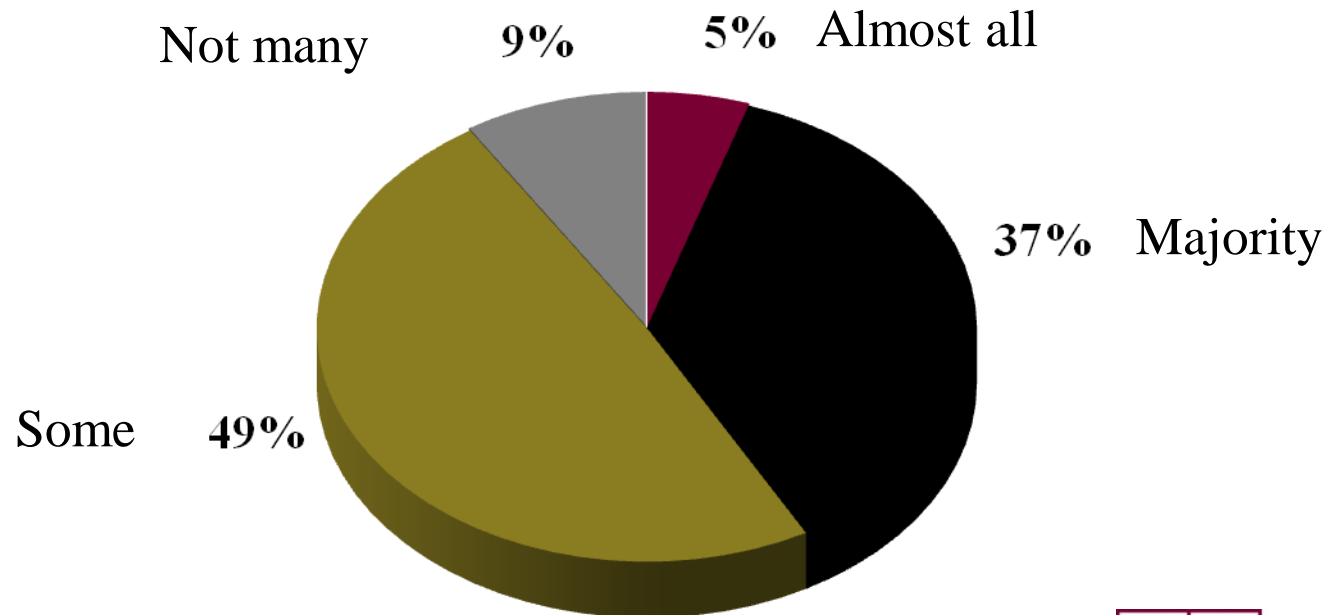
*Employers Strongly Endorse the
Essential Learning Outcomes –
And They Urge New Effort to
Help All Students Achieve Them*



Association
of American
Colleges and
Universities

But Many Students Do Not Understand the Expected Learning Outcomes

*How many of your students understand your institution's intended goals or outcomes for undergraduate learning?**



* Among members at institutions with learning outcomes for all undergraduates



LEAP

*High Impact Practices:
What They Are, Who Has Access
to Them, and Why They Matter*
by George D. Kuh
(LEAP report, October 2008, www.aacu.org)



Association
of American
Colleges and
Universities

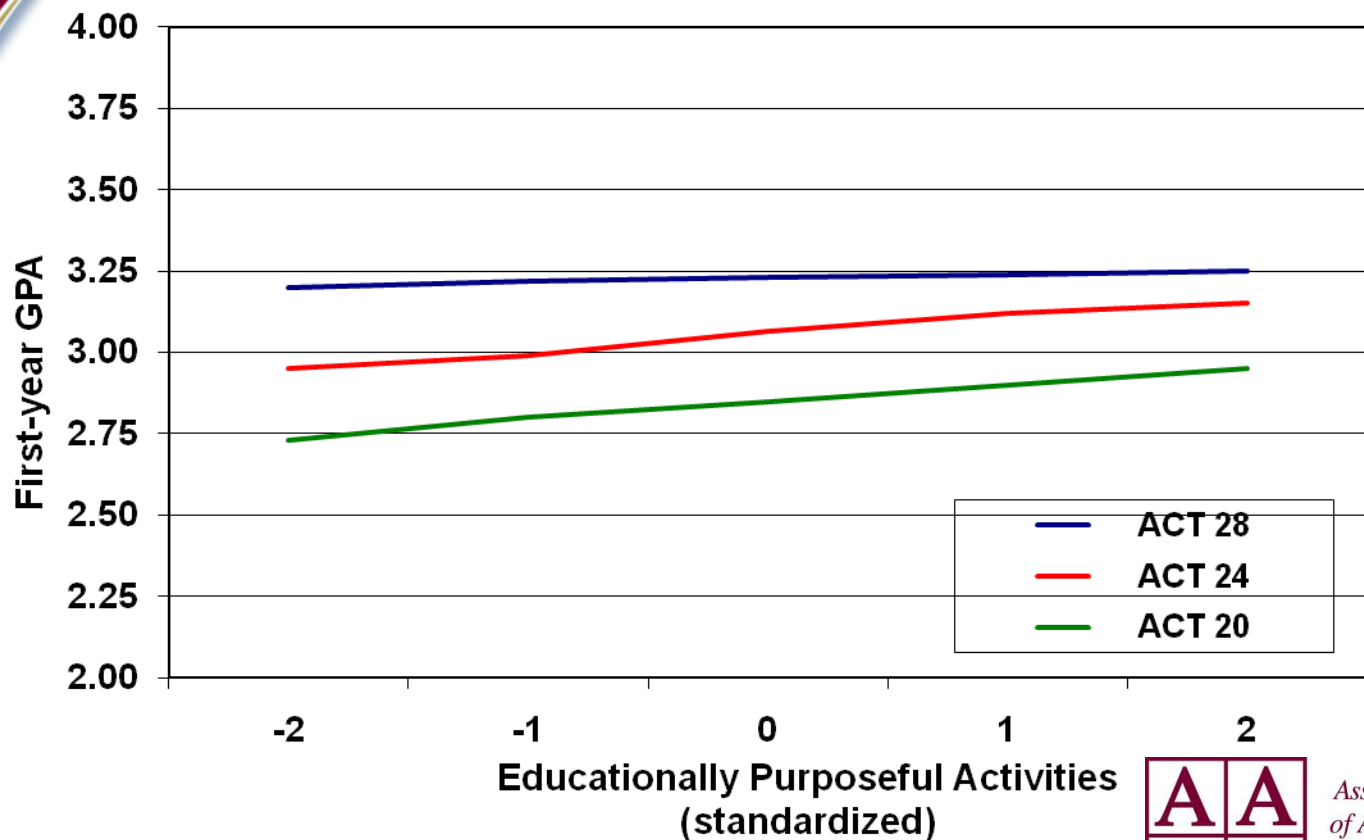
High Impact Practices



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



Impact of Educationally Purposeful Practices on First Academic Year GPA by Pre-College Achievement Level

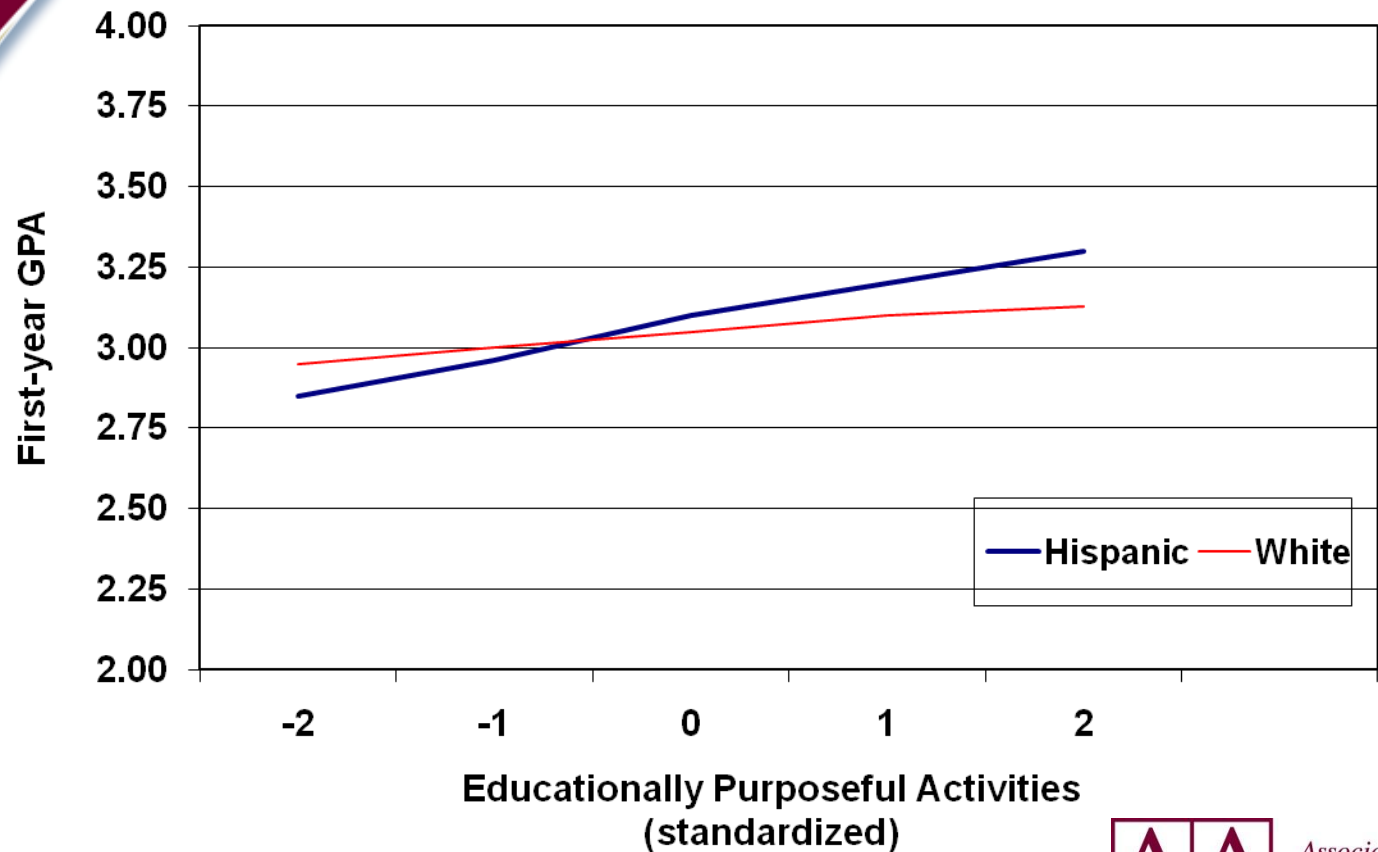


**Source: George Kuh, High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter (AAC&U, 2008)*



Association
of American
Colleges and
Universities

Impact of Educationally Purposeful Practices on First Academic Year GPA by Race/Ethnicity

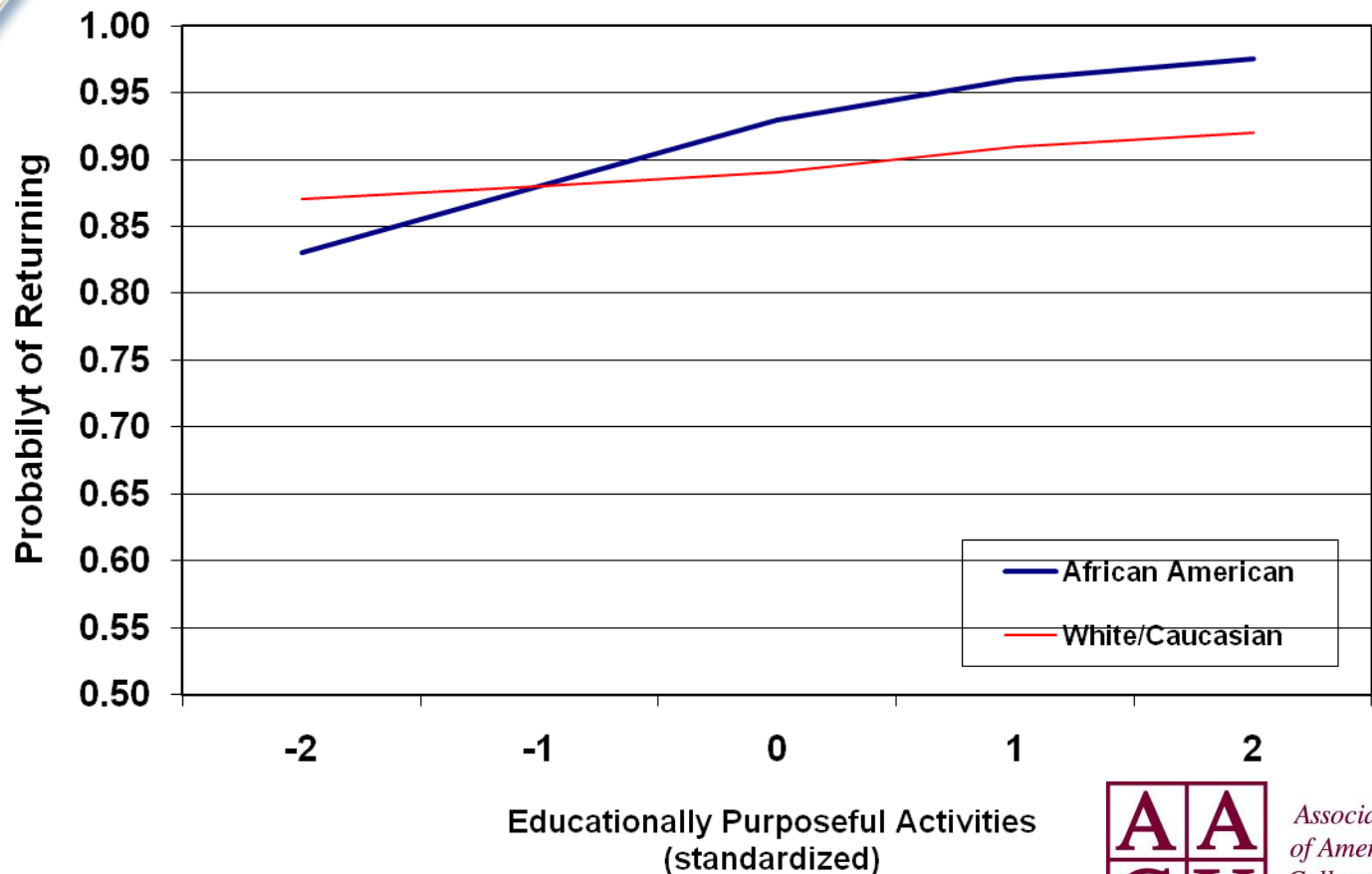


***Source:** George Kuh, *High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* (AAC&U, 2008)



Association
of American
Colleges and
Universities

Impact of Educationally Purposeful Practices on the Probability of Returning for the Second Year of College by Race



***Source: George Kuh, *High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* (AAC&U, 2008)**



Association
of American
Colleges and
Universities



*Outcomes of High Impact Practices
for Underserved Students:
A Review of the Literature*

Lynn Swaner and Jayne Brownell

(Forthcoming AAC&U report, 2009)





The Good News



High Impact Practices Foster Gains on Essential Learning Outcomes

Source: Swaner & Brownell, *Outcomes of High Impact Practices for Underserved Students: A Review of the Literature* (forthcoming, AAC&U, 2009)



Association
of American
Colleges and
Universities

The Sobering News



We Have Almost No
HIP/Learning Outcomes Research
At All on Underserved Students

Source: Swaner & Brownell, *Outcomes of High Impact Practices for Underserved Students: A Review of the Literature* (forthcoming, AAC&U, 2009)



Association
of American
Colleges and
Universities



LEAP

Fulfilling the Promise of Intentional and Integrative Learning



Association
of American
Colleges and
Universities



Aims/Outcomes Addressed Across the Curriculum



- ★ First to Final Year
- ★ General Education AND the Departments
- ★ Co-Curriculum as Well



LEAP



*Align Learning Outcomes
With Intentional Curricular
and Pedagogical Strategies*



Association
of American
Colleges and
Universities

Broad Knowledge/ Big Questions



- ★ Introduced in First Year Courses and Experiences
- ★ Addressed in Advanced, Problem-Based Courses
- ★ And/or Learning Communities





Intellectual and Practical Skills



- ★ Incorporated in All General Education Courses
- ★ Transparently Taken to a Higher Level in the Major and Capstone Work
- ★ Incorporated in Undergraduate Research and/or Creative Projects





Personal and Social Responsibility



Consider a “Mini-Core:”

- ★ Thematic, Topical Courses
- ★ First to Final Year





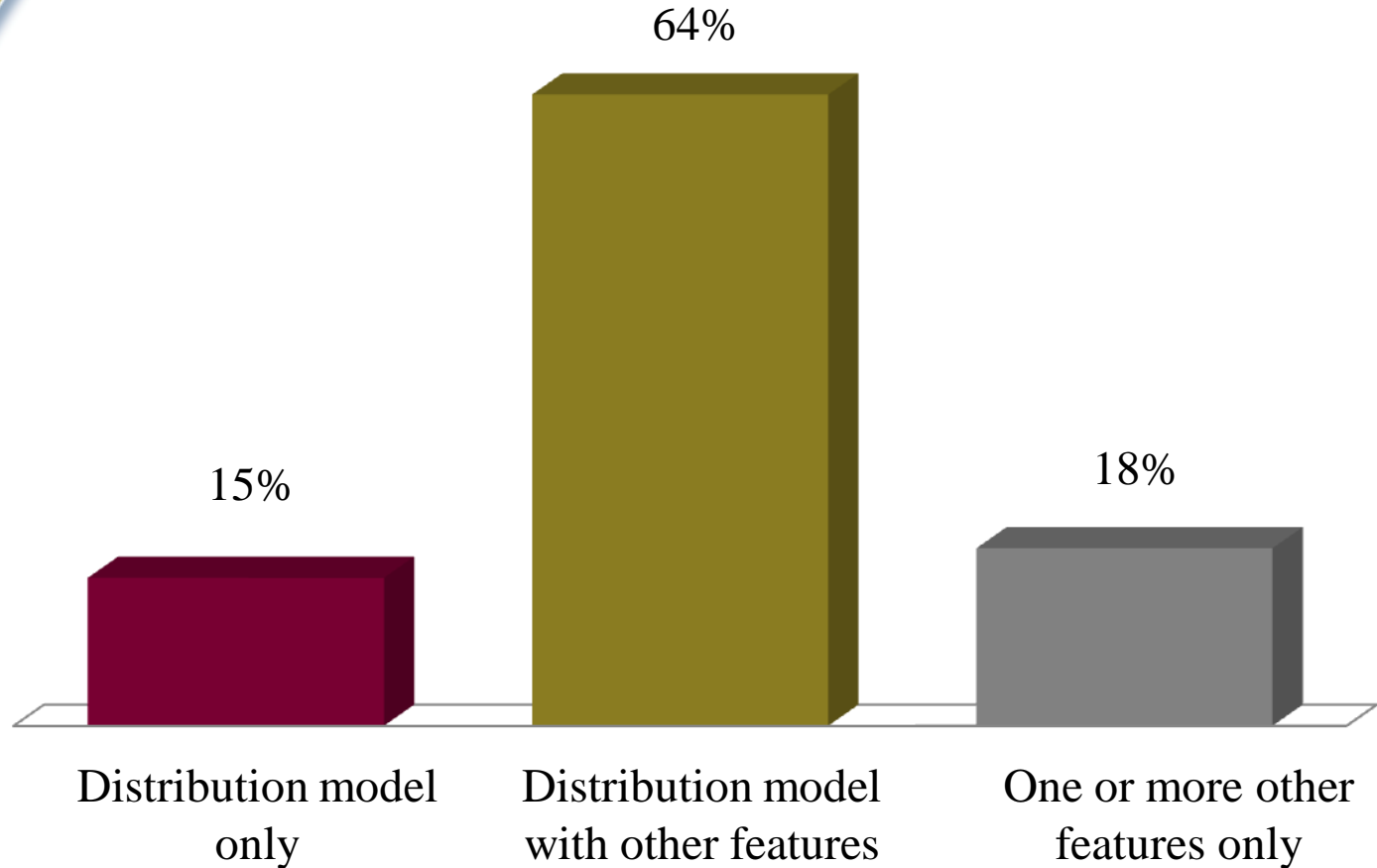
Integrative and Applied Learning



- ★ Topically Linked Courses
- ★ Community-Based Learning
- ★ Milestone and Capstone Projects and Assessments



The Majority of Institutions Use a Distribution Model with Additional Integrative Features





What are the “Additional Integrative Features?”



- ★ Common Intellectual Experiences
- ★ Thematic Required Courses
- ★ Upper-Level Requirements
- ★ Core Curriculum – 2 to 4 courses
- ★ Learning Communities





“We can—and
should—provide every
student with an
integrative, liberal
education—not just
some of them.”

