



Association
of American
Colleges and
Universities

“If the American economy is to recover from the Great Recession—and I believe that it can—it will be because of a ready supply of workers with the critical thinking, creative problem solving, technological and communication skills needed to fuel productivity and growth.”

—Norm Augustine, former Chairman and CEO, Lockheed Martin

LEAP Employer-Educator Compact



MAKING QUALITY A PRIORITY AS AMERICANS GO TO COLLEGE



The LEAP Presidents' Trust



Liberal Education & America's Promise

The LEAP Employer-Educator Compact

As leaders of higher education institutions and of companies and organizations that employ college graduates, we are coming together in a compact to put the quality of college learning at the top of national, regional, state, and institutional agendas—for the benefit of our students, our economy, and our democracy. We are launching this LEAP Employer-Educator Compact because we are alarmed that, even as the world around us is changing dramatically, the United States is falling short in providing today's students with the broad knowledge and high-level capacities that they will need both to navigate a fast-paced economy and to contribute to the future of our democracy.

Recently, public policy at all levels has focused with new intensity on college preparation, access, completion, and cost reduction—and we strongly support those commitments. But, as employers and educators, we know that too many students leave college still lacking crucial capacities that they—and society—urgently need.

The quality of student learning in college is fundamental to America's future—and ensuring high-quality learning is the goal of this Employer-Educator Compact. Through this Compact, we are determined to focus with new intensity on:

- 1) the learning college students most need both for the economy and for democracy;
- 2) 21st-century designs for high-quality, hands-on learning that prepare students to deal with complexity, diversity, and change; and
- 3) the development of meaningful evidence about students' actual achievement in college.



High-Quality Learning Involves More than a Major

Above and beyond what students learn in their major fields—chemists must know chemistry and engineers must know engineering—a high-quality college education for the 21st century also should emphasize:

- **BROAD LEARNING** about science, society, technology, human diversity, and global cultures and interdependence;
- **INTELLECTUAL SKILLS** that support evidence-based reasoning and innovation—including analysis, communication, critical and creative thinking, quantitative fluency, information literacy, and collaborative problem solving;
- **PERSONAL AND SOCIAL RESPONSIBILITY**, including ethical reasoning, civic and democratic knowledge and engagement, global acumen, and the capacity to work productively with diverse people and perspectives;
- **INTEGRATIVE AND ADAPTIVE LEARNING**, including the demonstrated ability to apply knowledge, skills, and responsibilities to complex problems and new settings.

Preparing All Students for Success

The high-quality learning we seek is best described as a liberal—and liberating—education. In the 21st century, the hallmark capacities of a liberally educated graduate (see previous page) are important in every area of endeavor and indispensable to success in the economy. These forms of learning can and should be fostered in all colleges, universities, and community colleges, and across all areas of study, including career and technical fields, professional fields, and the liberal arts and sciences. Combined with strong in-depth study in a major field, high-level achievement in these cross-cutting areas of knowledge and skill is the best possible preparation both for the economy and for democracy.

“The quality of individuals’ actual learning is the most important resource we have as a society... In today’s far more competitive global environment, we must work together toward standards that, once and for all, make excellence truly inclusive... Quality must drive our commitment to college completion, both for the economy and for the future of our democracy.”

—The Quality Imperative, AAC&U Board of Directors (2010)

Our Shared Commitments

We pledge to:

- 1) Help Americans understand that the rising demands of a global workplace require that every college student acquire the hallmark outcomes of a 21st-century liberal education (see previous page);
- 2) Ensure that all college students—whatever their chosen field of study or ambitions—have access to educational experiences that lead to achievement of the broad learning and intellectual skills they need for success;
- 3) Highlight, support, and expand 21st-century designs for high-quality, hands-on learning, including senior projects, undergraduate research, internships, global and community-based projects and experiences, and other experiential learning programs;
- 4) Prioritize and advance the dual mission for higher education to prepare students both for successful careers and for civic responsibility—providing them with the knowledge and skills required in a great democracy and as responsible employees;
- 5) Document national and institutional progress in helping all students achieve the learning they need—with particular attention to their ability to integrate and apply their learning to complex problems and projects.

Pursuing these shared goals together, we pledge to support programs that prepare students to deal with complexity and to speak out in one voice about making the quality of student learning the touchstone priority for public policy and institutional practice. We urge other college and university presidents and leaders in business, industry, and nonprofit organizations to join us in this Compact.

What Employers Say:

- 88% of employers say that the challenges employees face within their organizations are more complex today than they were in the past.
- Nearly 2/3 of employers think that today's college graduates who want to pursue advancement and long-term career success need *both* a broad range of skills and knowledge *and* in-depth knowledge and skills applying to a specific field or position.
- 84% of employers say that doing a significant senior project in college would help students prepare for success.
- More than 80% of employers want colleges to place more emphasis on teaching students oral and written communication skills, and critical thinking and analytic reasoning skills.

Percentage of Employers Who Want Colleges to “Place More Emphasis” on Essential Learning Outcomes:

Knowledge of Human Cultures and the Physical and Natural World

• Science and technology	70%
• Global issues	67%*
• Role of United States in the world	57%
• Cultural diversity in United States and other countries	57%
• Civic knowledge, participation, and engagement	52%*

Intellectual and Practical Skills

• Written and oral communication	89%
• Critical thinking and analytic reasoning	81%
• Complex problem solving	75%
• Teamwork skills in diverse groups	71%*
• Creativity and innovation	70%
• Information literacy	68%
• Quantitative reasoning	63%

Personal and Social Responsibility

• Ethical decision making	75%
• Intercultural competence (teamwork in diverse groups)	71%*
• Intercultural knowledge (global issues)	67%*
• Civic knowledge, participation, and engagement	52%*

Integrative and Applied Learning

• Applied knowledge in real-world settings	79%
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* Starred items are shown in multiple learning outcome categories because they apply to more than one.

Source: AAC&U and Hart Research Associates. *Raising the Bar: Employers' Views on College Learning in the Wake of the Economic Downturn* (2010).

For information on the LEAP Employer-Educator Compact and ways to get involved,
see <http://www.aacu.org/leap/presidenttrust/compact>.



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1818 R Street, NW, Washington, DC 20009 • 202.387.3760 • www.aacu.org