The Essential Learning Outcomes

Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

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
  *Focused* by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, including
- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving
  *Practiced extensively*, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, including
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
  *Anchored* through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, including
- Synthesis and advanced accomplishment across general and specialized studies
  *Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: Greater Expectations: A New Vision for Learning as a Nation Goes to College (2002), Taking Responsibility for the Quality of the Baccalaureate Degree (2004), and College Learning for the New Global Century (2007). For further information, see www.aacu.org/leap.

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