

2 Support for Liberal Education Outcomes from Outside the Academy

The chart below illustrates significant support from business and government leaders for the recommended liberal education outcomes. Given similar support for the outcomes within higher education and among accreditors, both regional and specialized (see *Taking Responsibility for the Quality of the Baccalaureate Degree*, pages 12-13), there is a strong case for conducting a campaign to engage students and the public with the importance of these outcomes.

| Liberal Education Outcome: <i>Ability in or Habit of . . .</i> | Business and government support for liberal education outcome |
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| KNOWLEDGE Science Social sciences Mathematics Humanities Arts | “Executives will need a broad understanding of other cultures, other languages, history, science, and the arts, if they are to successfully navigate a rapidly changing future business environment.” ¹ <i>see also note 13</i> |
| INTELLECTUAL AND PRACTICAL SKILLS Written and oral communication | “Good writing skills and good public speaking skills are crucial to business success.” ² <i>see also notes 6, 13</i> |
| Inquiry, critical and creative thinking | “[T]he proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.” ³ <i>see also note 15</i> “We are reminded that the real challenge of today’s economy is not in making things but in producing creative ideas. . . .” ⁴ <i>see also note 18</i> |
| Quantitative literacy | “Business wants new employees from the educational system who can do mathematics accurately, within benchmark time periods, and frequently with the use of a calculator. . . . In the world of work it means dealing with real, unpredictable, and unorganized situations where the first task is to organize the information and only then calculate to find an answer.” ⁵ <i>see also note 13</i> |
| Information literacy | “Workers are expected to identify, assimilate, and integrate information from diverse sources; they prepare, maintain, and interpret quantitative and qualitative records; they convert information from one form to another. . . .” ⁶ |
| Teamwork | “Extracurricular activities and college projects that require teamwork can help students learn to value diversity and deal with ambiguity.” ⁷ <i>see also note 18</i> |
| Integration of learning | “Reading, writing, and basic arithmetic are not enough. These skills must be integrated with other kinds of competency to make them fully operational.” ⁸ <i>see also notes 6, 14</i> |
| INDIVIDUAL AND SOCIAL RESPONSIBILITY Civic responsibility and engagement | “Educating youth for citizenship should be the job of all teachers, not just those who teach history, social studies, and civics.” ⁹ <i>see also note 16</i> |
| Ethical reasoning | “Study of the liberal arts can lead to moral understandings that are invaluable to success in whatever one attempts in life.” ¹⁰ <i>see also note 17</i> |
| Intercultural knowledge and actions | “The improved ability to think critically, to understand issues from different points of view, and to collaborate harmoniously with co-workers from a range of cultural backgrounds all enhance a graduate’s ability to contribute to his or her company’s growth and productivity.” ¹¹ <i>see also note 1</i> |
| Propensity for lifelong learning | “So the industry requires a workforce that can keep pace with technology—people who have the fundamental skills and an ability to continue learning . . . [T]hey will need employees that can adapt, continue to learn, and keep pace with rapid developments.” ¹² <i>see also notes 15, 17</i> |